

# ***TWEEDDALE PRIMARY SCHOOL***

## **POLICY FOR EDUCATIONAL VISITS**

### **Review of the Policy**

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on 13<sup>th</sup> March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **January 2021** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....  
Headteacher

Date.....

Signed.....  
Chair of Governors

Date.....

## **Introduction**

At Tweeddale, we recognise the importance of off-site activities and educational visits as a means of enriching pupils' experiences and enhancing their learning and development. However, we are also aware of the safety needs of our children and understand that detailed planning and procedures are necessary to ensure that these visits remain valuable learning experiences and to minimise the possibility of any accidents.

Visits should have a clear educational focus and be linked to the pupils' curriculum. Party leaders should visit the venue beforehand in order to have first-hand knowledge of the site and thereby minimise any risk. As with any other lessons, the activities children are to undertake on the visit should be appropriately planned and any tasks to be carried out should enhance and focus the learning or development.

Visits currently undertaken by children at Tweeddale fall into the following categories:

- **Category A:** Visits of less than half a day's duration, which do not include any adventurous activities and are confined to the local area, for example surveys, walks, visits to the library, visits to the local shops, leisure centre, park, field work, sports and cultural activities;
- **Category B:** Visits of a half or whole day's duration that do not involve adventurous activities but extend beyond the immediate locality and involve hired transport or public transport;
- **Category C:** Visits in this country that involve an overnight stay but no adventurous activities;
- **Category G:** Visits with or without an overnight stay that involve adventurous activities to be supervised by a third-party (e.g. commercial or independent organisation).

## **Responsibilities**

The Governing Body has delegated approval for category A and B visits to the Headteacher. Governors' permission is required for visits in category C and G. Tweeddale's off-site activities and educational visits coordinator is the Headteacher.

## **Governors' Responsibilities**

The Governing Body is responsible for the following aspects of off-site activities and educational visits:

- agreeing on appropriate policies and procedures for the safe management of school visits and off-site activities
- considering the details of each request for approval
- setting a charging and remissions policy in place.

## **Headteacher's Responsibilities**

The Headteacher's responsibilities are detailed on pages 6-7 of HASWAGNC1 (Staffroom and Headteacher's office). In addition, the Headteacher, when planning a visit, should take account of the following advice:-

- visits using a non-LA provider, pages 19–20

- travel and transport, pages 30-31
- health matters, pages 34–35
- model letter to inform parents of day’s visit, page 51
- model letters to inform parents of residential visits, pages 52-53
- model letter to volunteer adult supervisors, page 56
- letters informing parents of a planned visit should conform to the governors’ policy on charging, and the advice on pages 26–27.

### **Party Leader’s Responsibilities**

The party leader must be experienced in off-site visits and able to demonstrate sound judgement in risk assessment and in dealing with pupils and adults.

The party leader must complete EVOLVE and attach risk assessments for the trip. This must be completed at least 2 weeks before the trip is to take place.

The party leader is responsible for:

- Inputting information on EVOLVE
- Adding the trip date to the school diary or calendar
- Organise the additional staff for the trip, ensure they are all available on the suggested date.
- Arranging adequate supervision when the group is sub-divided or s/he is absent
- Ensuring that all accompanying adults have the appropriate DBS clearance
- Seeking parental consent for pupils to participate in the visit
- In the case of all visits, including residential visits, checking with parents about the medical needs of all children
- Prepare the route and transport - Ensure the booking of transport is confirmed; Organise the tickets for public transport at least 2 weeks before the visit
- Undertaking a pre-visit if s/he has not been to this venue within the last 6 months or sooner if s/he knows that significant changes have been made to the venue.
- Knowing the principles and procedures to apply in an emergency
- Safeguarding the health, welfare and safety of all pupils
- Ensuring that all accompanying adults are fully briefed and clear about their roles and responsibilities
- Agreeing with the Headteacher and all accompanying adults, the principles and procedures to apply in an emergency – see Emergency Plan (Appendix A)
- Maintaining organisation of paperwork, schedule, staff, payments – (from children and to the venue) and resolve any other issues that may arise at least 48 hours before visit.
- Organise packed lunch – free or paid for

### **Administrative Staff**

The senior administrator in school will keep a record of all day visits using the form at Appendix C. Records of school visits will be kept in the school office.

Following the visit, an account of all costs and monies received in relation to the visit is to be given to the Headteacher, so that governors can be kept informed.

### **Booking Procedures**

Wherever possible, educational visits, for classes, should be booked at the beginning of the school year to support the planned curriculum, although it is recognised that valuable opportunities might arise throughout the year.

A description of the visit and the intended learning should be completed on Tweeddale's pro-forma (Off-Site Activities and Educational Visits Notification Form (Appendix D)) and signed by the Headteacher or Deputy Headteacher before the booking is confirmed. A full risk assessment should be carried out beforehand (Risk Assessment pro-forma Appendix F). **No visit should take place or letter be sent home to parents until the relevant documentation has been completed and agreed by the Head Teacher or the Deputy Head Teacher.**

The cost of the visit is to be worked out on a per pupil basis. Parents should be informed in sufficient time to give them the opportunity to pay in instalments should they so wish. Voluntary contributions will be requested and no child will be excluded from a visit due to his/her parents' inability or unwillingness to pay. However, parents/carers should be informed that the visit may have to be cancelled if enough money is not collected. No child will be permitted to take part in a visit unless a permission slip signed by his/her parent/carer has been returned.

*Children not attending trip / residential will continue normal education on school site.*

### **Adult/Pupil Ratio**

The following adult/pupil ratio is expected on any outing. In some circumstances a higher number of adults may be advisable e.g. where there are behavioural issues, 1-1 may be more appropriate.

	<b>Number of teachers</b>	<b>Adult/Child Ratio (including teachers)</b>
Foundation Stage	1 per class	1:4 Nursery 1:5 Reception
Key Stage 1 (Yrs 1-2)	1 per class	1:6
Key Stage 2 (Yrs 3-4)	1 per class	1:6
Key Stage 2 (Yrs 5-6)	1 per class	1:8

The Headteacher will use her discretion, within the limits of the policy on adult/child ratio for short visits in the immediate vicinity of Tweeddale. Class Teachers **must** let the Headteacher know when they are leaving the school premises.

### **Accompanying Adults**

Other members of staff, governors, or parents/carers may accompany visits at the party leader's discretion. Each adult should be briefed in full about the details of the visit, learning intentions, number of children and any relevant issues. Parent helpers should not be left on their own with groups of pupils. Any parent/carer or volunteer helper will be DBS checked. Expectations

should be clear to all adults and there should be no smoking, drinking alcohol or swearing near pupils.

### **Briefing the adult helpers before the outing**

When briefing adult helpers, the party leader should ensure the following:

- Helpers know for whom they are responsible. The class teachers/group leaders to give them each a list of names;
- They give clear expectations of children's behaviour on transport, whilst walking and at the outing venue;
- Helpers know the purpose of the visit and how they can contribute;
- Non-staff helpers are not be left on their own with the children;
- Helpers know rendezvous locations and times if the groups are splitting up – but keep the group together wherever possible;
- Helpers know who the accompanying first aider is, and what to do in an emergency;
- All helpers have mobile phone numbers of group leaders;
- Helpers are briefed verbally and in writing so that everyone understands what is required of them.

### **Parental Permission**

All children included in the excursion should be given written permission by a parent or carer. Letters should be sent out allowing enough time for permission slips to be collected and checked. The child's class teacher/unit leader should keep permission slips for one term or three months after the visit.

At the beginning of the school year, parents will be asked to sign permission slips for short visits in the immediate vicinity of the school. These will be kept for the full school year.

### **Coach Travel**

A coach is the safest form of transport for large groups of pupils. All children should be counted on and off the coach, wear seatbelts and remain seated throughout the journey. Where a class is split between two coaches, the party leader and assistant party leader must record which children go on which coach. This means drawing up a list beforehand. In the case of school visits, at least one teacher must travel on each coach. The leader on each coach should note the position of emergency doors, fire extinguisher and first aid equipment.

Pupils must be told:

- To behave sensibly
- To wear a seatbelt at all times, until you are told you can remove it.
- Not to eat or drink on the coach
- Not to leave litter
- To walk as they enter and leave the coach
- To remain seated until asked to get up
- To talk quietly to the person next to them
- Never to distract the driver or impede his/her vision
- Not to wave at or make signals to other drivers
- To stand well back from the coach when they are waiting to get on or for others to get off.

To avoid arguments, pupils should be asked to fill every coach seat from the front or back.

### **Walking**

Groups moving on foot need constant supervision. Pupils should walk in pairs, except where the path is too narrow. One adult should lead the line of children; another should be at the rear. Other adult helpers should be positioned at regular intervals along the line, always walking between the children and the road.

The party leader should set a comfortable pace and check to ensure that the party stays together. When crossing roads, whenever possible, the whole group should collect in a line on the pavement. When the traffic is clear, two adults should stand on the road indicating to any oncoming traffic, whilst the pupils are led across. Arrangements for long lines, crossing busy roads in smaller groups, should be made before starting out. Recognised crossing places should be used whenever possible. The party leader should liaise with the Headteacher about acceptable distance for walking.

Pupils should be reminded to be considerate to other pedestrians by walking in an orderly manner and keeping the noise level low.

### **Public Transport**

Pupils should be made aware of procedures and rules before starting out. They should be counted on and off any form of transport and remain seated throughout the journey. If possible, tickets should be purchased before the journey and the company informed of pupil numbers and times. London Transport does assist organisation of school journeys and should be contacted for advice. The party leader should always ensure that the chosen route is the safest with the fewest possible changes of train/tube/bus. The party leader should consult the coordinator about adult to child ratios before making any booking.

### **Cars**

Staff intending to provide transport in their own vehicles must have a full driving licence and be covered by the appropriate business insurance. Seatbelts must be worn throughout the journey. When pupils are to be travelling in cars, parents/carers should be fully informed of the journey and the name of the driver, especially where the driver is another parent. Any adult responsible for driving pupils to or from an event should give a photocopy of their driving licence and insurance to the school office. Any driver should understand that, in the event of an accident, it is their insurance that will be claimed against, not the school's or LA's. Where parents make private arrangements relating to car-sharing or travelling to or from school events, it is up to the parents to ensure that they are fully satisfied that the driver is competent, qualified and insured.

### **Sutton Community Transport Minibuses**

A number of members of staff have undertaken the Minibus Driver Awareness Scheme (MIDAS) training and may therefore, drive the SCVS minibuses. Tweeddale follows the Minibus Safety Code of Practice, a copy of which can

be found with this policy. Party leaders must not assume that a trained member of staff will be available to drive. S/he must check prior to booking a minibus. No member of staff may drive a minibus unless they have undertaken the training and passed the test. Another member of staff must travel on the minibus, in addition to the driver.

### **Things to take on an Outing**

- A trained first aider
- A list of medical needs
- Medical kit including sick bucket, gloves, tissues and, depending on the age of the children, spare clothing (underwear, trousers etc)
- Two visit information packs to include a list for each class or group on the outing, to include absences, medical details, and any other significant considerations
- A mobile phone, if possible (for an adult in each group, if possible)
- A label with school address and phone number for each child in Early Years, Foundation and Key Stage 1
- A copy of the Emergency Plan attached to this policy (Appendix A)

### **Standard of Dress**

On most single day visits by school groups, school uniform should be worn. There may be some outings where school uniform is not appropriate e.g. farm visits. Parents should be informed of the expected standard of dress in the initial letter.

### **Residential Visits**

At present, Tweeddale organises one residential visit each year for Year 6 pupils. This visit is planned in accordance with London Borough of Sutton's policy.

### **Evaluation**

All off-site activities and educational visits must be evaluated for strengths and weaknesses by the party leader using the Off-Site Educational Visits Evaluation form (Appendix G). The form must be given to the Off-Site Activities and Educational Visits Coordinator within 1 week from the date of the visit.

**Party Leader's Emergency Plan**

**What to do**

**Stage 1 – Immediately**

- Take control and assess the situation
- Reassure the pupils
- Talk to adults and clarify action needed
- Do not allow anyone to telephone home
- Make sure that all members of the group are accounted for
- Identify those in need of emergency help
- Assess the nature and extent of any injuries
- Call emergency services with details
- Call the Headteacher on 020 8644 5665 or 07813 505403
- Arrange for injured to be accompanied to hospital by a member of staff
- Ensure that the practitioner attending the scene has medical details
- Ensure that you know where pupils/adults are being taken – write it down
- Make sure that the remainder of the group are supervised
- Reassess the situation and identify, with colleagues, the facts and sequence of events of the incident in order to pass on an accurate account

**Stage 2 – Telephone Home contact**

- Telephone the Headteacher / designated person on 07813 505403 (TJ) / 07809 468578 (MM) /07515 346000 (AP), or a previously agreed alternative number
- Agree on a course of action and how contact will be maintained
- Begin a log of events (tape recorder or written notes)
- For residential trips, contact the designated emergency contact

### Headteacher's Emergency Plan

#### Headteacher / designated person will immediately

- Follow the LA's Emergency Plan (Appendix H)
- Contact Greenshaw Learning Trust
- Contact the Chair of Governors
- Contact the parents
- Arrange to open the school if (when) appropriate
- In the case of fatalities or serious injuries, it is essential to establish close liaison with Emergency Services to ensure that personal visits are made at the appropriate time and by the appropriate person. Initial visits will not normally be carried out by the Education Authority or school personnel.

#### At the school

- School Secretary – Claire Godfrey or, in her absence, the Bursar (or designated member of office staff), will answer any enquiries from parents. The Headteacher or designated person, in Headteacher's absence, will advise what information to give out.
- Enquiries from the press will be referred to the Greenshaw Learning Trust press office.
- In the case of the press do not give names of injured.
- Use the fax telephone for outgoing calls and the office phone for incoming.
- The Chief Executive Officer's representative will liaise between the school, the press office and the police and will provide the media with up-to-date factual information either directly or through the press office.
- The party will be received back by the Headteacher or designated person.
- Ensure that parents/pupils are protected from the media. A calm atmosphere and refreshments may be needed if relatives have to wait at the school.
- The Chair of Governors will make an official statement to the 'outside world'.

#### Dealing with the aftermath

- The opportunity to talk and to come to terms with what has happened should be offered to all those affected by it, including teachers and adult helpers.
- Initial counselling/emotional support may be offered by the hospital, Social Services or a voluntary agency.
- Further advice/support in dealing with the wider effects and implications for the school can be obtained from the school psychology service.
- In the case of a fatality, consider who will attend the funeral / deal with flowers or donations / organise a memorial or thanksgiving service / support the family.

For subsequent actions refer to the 'Dealing with the Aftermath' and 'Reporting' on page 41 of the Sutton policy.







**TWEEDDALE**  
**Notification of Proposed Day Visit**

Year  
Group/Classes/Group.....  
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Details of  
Visit.....  
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Objectives.....  
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Date and  
Times.....  
.....

Party  
Leader.....

Other Teachers/Unit Leaders in  
Party.....

Other Members of Staff in  
Party.....

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.....  
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.....

Other Adult  
Helpers.....  
.....

.....  
.....

Number of Children..... Adult:Child  
Ratio.....

Has a preliminary visit been made?.....

Details of Planned  
Activities.....

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.....  
.....

Have full details been made available to parents/carers and consent forms  
obtained for each child?.....

Have full details, including copies of all letters been given to the appropriate  
admin staff?.....

Date given.....

Cost per child.....

HT/DHT informed?.....

Entered in Office/Staffroom/Nursery Diary.....

Approved by  
Headteacher.....Date.....  
.....

### Checklists to help organise and plan educational visits

This checklist is to help the Head, EVC and Group Leader to ensure the maximum educational value to young people whilst addressing through effective management, planning and organisation the health, safety and welfare of young people and staff. The checklist may be an aide-memoire and note pad to be used by the party leader or could provide a formal record for the Head or Governors. It may therefore be used by the Head to decide whether approval for a visit is given.

Complete (tick)

<p><b><u>Purpose</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>There is a clearly defined purpose for the whole programme and any of its constituent parts appropriate to the age and ability of the group</u></li> </ul>	
<p><b><u>Party Leader</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>There is a clearly defined Party Leader, sufficiently experienced and competent to assess the risk and manage the proposed visit or activity, or where the Party Leader lacks competence they are being suitably supported by a competent colleague</u></li> </ul>	
<p><b><u>Location</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>The location(s) of the visit is/are suitable for the activities being undertaken and manageable by the group</u></li> <li>◆ <u>A pre visit has been undertaken or will take place on date: _____</u></li> <li>◆ <u>The preliminary visit to check the arrangements has addressed the issues of travel time, access and permission, facilities and equipment, leisure or recreational facilities for residential stays, staff support, guides or programmes of work, potential health and safety issues, shelter, toilets, costs, accommodation, contingency arrangements, references from previous users...</u></li> </ul>	
<p><b><u>Risk Assessment</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>The Party Leader and staff have assessed the risk involved in all aspects of the visit/activity and recorded the significant findings (or made reference to a previous record, with amendments as necessary).</u></li> <li>◆ <u>Pupils have been involved in identifying risks associated with the visit and have helped to develop the control necessary to suitably manage the hazards</u></li> </ul>	
<p><b><u>Advice</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>Expertise has been sought from those with technical competence where there are concerns about safe practice (this may be a member of staff who has a co-ordinating role for off-site activities within your establishment (EVC) or the Outdoor Education Adviser (OEA), or Corporate Health and Safety Unit (CHSU)</u></li> <li>◆ <u>The visit has been approved by the EVC, Head and where appropriate Governing Body – If the visit is residential, includes adventurous activities or travel abroad then there is a need to get LEA approval, see page 5 and Form A at the end of this document</u></li> </ul>	
<p><b><u>Venue and Providers</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>The visit involves hazardous activities booked through an up to date non-LEA provider that is not AALA licensed.</u></li> <li>◆ <u>If yes, have checked with the OEA that they have provided an up to date non-LEA provider form (8770 4892). Where there is no form then have received a completed Form B from the provider which will be sent to the OEA with Form A</u></li> <li>◆ <u>The visit involves hazardous activities that are AALA licensed and the certificate of the provider has been check as being up to date (can use <a href="http://www.aala.org">www.aala.org</a> to check).</u></li> <li>◆ <u>There is a provider contact name, address and telephone number known by the group leader and EVC</u></li> </ul>	
<p><b><u>Staff</u></b></p>	

<ul style="list-style-type: none"> <li>◆ <u>Members of staff, instructors or adult volunteers leading hazardous activities are suitably qualified and experienced</u></li> <li>◆ <u>Members of staff and volunteers have been approved by the head and where necessary vetted regarding child protection</u></li> <li>◆ <u>Where there are mixed groups of pupils on residential trips there are male and female supervisory staff, if not arrangements have been made with regard to managing the group effectively</u></li> <li>◆ <u>The group has an acceptable staff/pupil ratio for the proposed activities with adequate supervision at all times and reflect the needs of people with disabilities or special needs</u></li> <li>◆ <u>Adequate number of staff are aware of dietary and medical needs within the group (young people and supervisors)</u></li> <li>◆ <u>There are adequate first aid arrangements in place, including the journey to and from the place being visited. A first aid kit is available</u></li> </ul>	
<p><b><u>The Programme</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>The programme is suitable for all of the participants</u></li> <li>◆ <u>Appropriate clothing and equipment has been organised for the proposed activities and include allowances for a range of weather conditions</u></li> <li>◆ <u>If not, another provider will be engaged to provide additional appropriate equipment</u></li> <li>◆ <u>There is an alternative programme in the event of emergencies, e.g. poor weather</u></li> </ul>	
<p><b><u>Transport and Travel</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>Appropriate transport arrangements have been made, including booking tickets where required, using coaches with seatbelts, having first aid arrangements</u></li> <li>◆ <u>When using a minibus there are a suitable number of drivers and an adequate number of rest stops have been arranged</u></li> <li>◆ <u>When using private transport, driving licenses have been seen and written confirmation has been obtained that those driving have suitable insurance cover</u></li> <li>◆ <u>The school contact, young people, staff helpers and parents are aware of the departure and return times and arrangements have been made for the dismissal of pupils at the end of the visit</u></li> <li>◆ <u>There is a contingency plan, in the event of delay or early return</u></li> <li>◆ <u>When going abroad, the group leader has checked that all passports and visas are valid.</u></li> <li>◆ <u>If the trip is within the EU then European Health Insurance cards will be obtained.</u></li> <li>◆ <u>All immunisations have been checked for staff, volunteers and young people</u></li> </ul>	
<p><b><u>Parents Briefing and Consent</u></b></p> <ul style="list-style-type: none"> <li>◆ <u>A letter has been sent to parents giving details of the nature and purpose of the visit, including cost, itinerary, insurance arrangements, clothing and equipment required, departure, arrival and return times.</u></li> <li>◆ <u>For hazardous and residential trips a briefing for the parents has been arranged and reminders given about the itinerary, clothing, equipment along with departure, arrival and return times.</u></li> <li>◆ <u>Parental consent forms have been received for the visit as a whole and for any hazardous activities that have been planned</u></li> <li>◆ <u>Parental consent has been obtained for staff to administer specific medications (drugs / injections) where applicable</u></li> </ul>	

Complete (tick)

**Young People Briefing**

<ul style="list-style-type: none"> <li>◆ <u>Young people have been briefed on the activities they will undertake during the visit, the briefing has included relevant information on: clothing and equipment required, emergency procedures and where to rendezvous, groupings for the activities, agreed codes of conduct and behaviour</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>Young people have been part of the risk assessment process, identifying significant hazards and are aware of the relevance to prior and future learning</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>If a young person is separated from the group they are aware of the action to take. For residential and trips abroad they have a help card that has the name, address and contact number of the accommodation and useful phrases for asking for help in the local language</u></li> </ul>	
<p><b><u>Staff Briefing</u></b></p>	
<ul style="list-style-type: none"> <li>◆ <u>The group leader has adequately briefed staff and all helpers and where appropriate has included information on: itinerary, the anticipated hazards and controls, clear roles and responsibilities of adults and the group leader, supervision arrangements including regular head counts and a list of names of people in sub groups, codes of conduct and behaviour standards for young people and adults, the level of help young people can be given to complete their tasks</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>Adults are up to date with the emergency plan and have relevant phone numbers on their mobiles, remembering any international dialling codes</u></li> </ul>	
<p><b><u>Emergency Procedures and Communication</u></b></p>	
<ul style="list-style-type: none"> <li>◆ <u>There is a named contact at home or at “base” in the event of an emergency, who has a contact list, with emergency family phone numbers, of the group members, including staff, and a programme of the group’s activities. Where practicable there is a telephone tree to pass information quickly</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>All adults on the trip know the emergency procedures and relevant phone numbers in the event of an emergency</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>All mobile phones available on the trip have the “base” contact number as quick dial No. 2, remembering any international dialling codes.</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>There is an adequate supply of sick bags available for the journey and young people have taken their travel medication at the recommended time before the trip embarks</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>Weather forecasts have been obtained and appropriate local advice has been obtained where needed</u></li> </ul>	
<p><b><u>Follow Up</u></b></p>	
<ul style="list-style-type: none"> <li>◆ <u>Arrangements have been made for the appropriate follow up work and an evaluation of the visits has been completed. Any accident reports have been sent to Corporate Health &amp; Safety</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>A copy of the evaluation, or a report, has been provided to the EVC / Head or other appropriate colleagues to share positive aspects of the visits and learn from any problems or incidents</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>Other records have been completed, e.g. those related to vehicle or equipment use and maintenance</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>The financial records have been completed and any monies reimbursed as per the local charging policy</u></li> </ul>	
<ul style="list-style-type: none"> <li>◆ <u>Staff and other helpers have been thanked for their participation and contributions</u></li> </ul>	



# Risk Assessment Form Cover sheet

School : *TWEEDDALE*

Department :

Activity/Person/Area Assessed : *Educational visit to*

Date of Assessment :

Copy of form sent to Trade Union Safety Representative : *YES / NO*  
Date :

Risk assessment Form A attached : *YES / NO*

Is action required? : *YES / NO*  
*/ NO*

Confirmed by Line Manager? : *YES*

Lead Assessor's Name (please print): \_\_\_\_\_  
.....

Signed: \_\_\_\_\_  
.....  
.....

Date: \_\_\_\_\_  
.....  
.....

Has action been taken? : *YES / NO / NONE REQUIRED (Please circle)*

Manager's Name (please print): \_\_\_\_\_  
.....

Signed: \_\_\_\_\_  
.....

Date: \_\_\_\_\_  
.....

Risk assessment Form B attached : *YES / NO*

Review Dates


**Risk Assessment Form A**

No		Hazard	People at risk	Existing control measure
	C H I L D R E N	Which pupils are going? Do they have Medical needs, food allergies or SEN?	Pupils Adults All	Pupils organised into smaller groups Adults briefed about needs of children Regular head counts Behaviour policy emphasised before Suitable clothing and footwear
	A D U L T S	Which adults are going? Are any inexperienced staff or adult volunteers?	Pupils Adults All	Outing led by an experienced member Correct ratio 1:_ Police check of all adult volunteers Adult volunteer not left alone with children Copy of paperwork for each adult All adults briefed on the purpose of the outing and their responsibilities Mobile phone numbers shared
	E Q U I P M E N T	Will pupils/adults be around or using any potentially dangerous equipment or taking part in any high risk activities?	Pupils Adults All	Trained first aider Medical kit List of medical needs List of children (medical info & other info) Mobile phone for each adult Label with phone number and address (Fdn & KS1) Whistle Emergency plan (Ed Visits Policy)
	E N V I R O N M E N T	What are the hazards at the type of place being visited? E.g. Steps, slippery or uneven floors, water.	Pupils Adults All	Public toilets – accompanied by 1 member of staff volunteer Reminders about:  <b><i>NB – for activities near rivers or the coast – see risk assessment ( Educational Visits – Managing Health and Safety pp23-24)</i></b>
	T R A V E L	What are the hazards identified with the type of transport being used? Walking, coach, public transport, minibus	Pupils Adults All	Counted on and off transport Note position of emergency doors, first aid equipment Remain seated and seat belts Map / directions for driver Children and staff aware of destination <u>Walking</u> Adult at front and back and between children at regular intervals Adults walk on the outside of the line of children)

				<p>Orderly manner, low noise level, con together</p> <p>Cross roads at crossings, where pos</p> <p><u>Public Transport</u></p> <p>Higher level of supervision (1:5 adul</p> <p>All adults briefed about route and ex</p> <p>tubes or buses</p> <p><u>Minibus</u></p> <p>Appropriately qualified driver</p> <p>Roadworthy vehicle – driver is respo</p> <p>decision</p> <p>Additional adult travelling with the gr</p>
	E M E R G E N C Y	<p>Are emergency procedures in place?</p> <p>Are all staff aware of what should happen in case of emergency?</p>	<p>Pupils</p> <p>Adults</p> <p>All</p>	<p>All made aware of evacuation proce</p> <p>emergency</p> <p>Emergency procedures are in place.</p> <p>Base contact understands their role</p> <p>Visit leader and other members of st</p>
	O T H E R			

**Risk Rating :**

**High** = current controls totally inadequate with serious consequences: death(s), serious injury, long-term ill health, or there is a very high frequency of the hazard occurring

**Medium** = current controls still poor but consequences less serious: minor injury, short-term ill health with no lasting effects,

**Low** = current controls are adequate to minimise the risk so far as reasonably practicable

**Risk Assessment Form B**

No	Hazard	Action required	Residual Risk

*Residual Risk :* *H = High, M = Medium, L = Low*  
 Please ensure cover sheet and Form A is with this form.

## Appendix G

# Tweeddale Off-Site Activities & Educational Visits Evaluation Form

Year Group:			
Visited		Dates	
Feature for comment	Rating out of 10	Comment	
Centre's pre-visit organisation			
Travel arrangements			
Content of educational programme provided			
Instruction			
Equipment			
Suitability of environment			
Accommodation			
Food			
Evening activities			
Courier / representative			
Accidents and how they were dealt with			
Any other issues not covered above			
Signed Group Leader		Date	

