



**Roman Road  
Primary School  
Educational Visits  
Policy Review May 2023**

# **Roman Road Primary School**

## **Educational Visits Policy**

### **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 project 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 Roman Road Primary School.

### **Head Teacher**

The Head Teacher at Roman Road Primary School will endeavour to ensure that:

- They have appointed a suitable group leader;
- All necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- The risk assessment is complete and that it is safe to make the visit; (Appendix 1)
- The group leader completes approve visit form and gives this to the Head Teacher (Appendix2) (In his absence to the Deputy Head Teacher or Assistant Head Teacher)
- The group leader to complete a school evaluation of visit form and give this to EVC (Appendix 3)
- 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 has approved the visit if necessary;
- Parents have signed consent forms;
- 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 address and phone number of the visit's venue and have a contact name;
- 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 Head Teacher/Educational Visit Co-ordinator.

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;
- Undertake and complete a comprehensive 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 LEA 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 Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teacher 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. Nonteachers 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 visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language;

Parents must:

- Provide the group leader with emergency contact number(s);
- Sign the consent form;
- 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 Head Teacher/Teacher/ Educational Visit Co-ordinator is responsible for making sure of planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Head Teacher/Educational visit Co-ordinator must be

satisfied that the person planning the visit is qualified to do so and has the necessary experience. Risk assessment completed and copies given to Educational visit co-ordinator. The organiser / group leader must agree all plans with the Head Teacher/Educational visit Co-ordinator.

### **Risk Assessment**

A risk assessment should always be carried out before setting off on a visit, using Roman Road's Risk Assessment Evaluation 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:

- Suitably stocked first-aid box;
- 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 Head Teacher/Educational Visit Co-ordinator 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.

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.

Each visit will be assessed individually through the school's risk assessment procedure for educational visits.

Where there is more than one adult supervisor 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. Sensible responsible parents will be asked 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 an adventure activity, such as canoeing, the LEA or Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

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

### **Preparing Pupils (Appendix 5 code of conduct and safety)**

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.

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.

### **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 Head Teacher 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.

### **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, and will be included in letter to parents / 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**

Roman Road Primary School will seek consent for:

- Visits involving young children;
- Adventure activities;
- Visits abroad;
- Other residential visits.

If parents withhold consent absolutely 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 Head Teacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form should be completed for each pupil in the group. (See Appendix A.)

### **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;
- Separate male and female sleeping areas for pupils and adults;
- 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;
- Provision for sick, disabled pupils or those with special needs; □ Safety in rooms (electrical connections, secure balconies); □ Recreational accommodation / facilities for the group.

## **Coastal visits**

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At Roman Road, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked;
- Ensure group members are aware of warning signs and flags;
- Establish a base on the beach to which members of the group may return if separated;
- Look out for hazards such as glass, barbed wire and sewage outflows etc;
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

## **Swimming**

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Where paddling is to be allowed on a visit, a ratio of 1 adult: 4 children is a minimum.

### **Farm visits**

Roman Road 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 0157 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.

Appendix 6 Emergency Procedures

Appendix 7 Insurance

Beverley Mattis

To be revised: 2023

Presented to Governors

Signature of Chair of Governors-----

# **Appendices**

- 1. Pro forma –Risk Assessment**
- 2. Codes of Conduct and Safety**
- 3. Emergency Procedures**
- 4. Check list sheet**
- 5. Approval of One or Part Day Visits in the UK**
- 6 .Evaluation of visit form**
- 7. Educational Visit – Group Planner**
- 8. Lost or missing child on school Educational visit**

## Appendix 1

### Risk Assessment for: Roman Road Primary School

Risk Assessment is a legal requirement for all activities involving pupils which take place off the school site. A preliminary planning visit is an essential part of this process. This form must accompany planning submitted for authorisation of visit. A copy of this form must be given to all staff taking part in the visit.

Visit to: Leader : Year Group:

**Purpose(s) Objectives of visit:**

**Intended learning outcome/Aim(s) of visit:**

Names/telephone numbers of adults accompany visit

Date of visit:

**Preliminary Visit : undertaken by**

**date:**

- Approval form completed and signed by HT :
- Letter to parents(copy to the office)
- Risk assessment from place of intended visit:
- TfL organised:

<ul style="list-style-type: none"> <li>Number of Packed Lunch needed:</li> </ul>	
<b>What are the hazards? :</b>	
<b>Who might be affected?</b>	
<b>Record measures that will be put into place to reduce risk (Hazards) at an acceptable level</b>	
<b>Plan B In the event of a bomb scare/ terror alert refer to plan B</b> <ul style="list-style-type: none"> <li>In the event that the building is closed return to school</li> <li>In event of bad behaviour displays, return to school immediately</li> <li>In event of injury to child, telephone school for advice and assistance</li> </ul>	
<b>Record emergency procedure</b> <ul style="list-style-type: none"> <li>Leader and child to observe emergency procedures whilst on site</li> <li>Call emergency services on the mobile in event of an emergency</li> <li>In addition, if pupil or an adult is taken ill or behaviour becomes unacceptable and cannot be controlled at any time after leaving the school, seek assistance on mobile immediately and wait for instructions from the leadership team</li> </ul>	
<b>Record on-going risk assessment</b> Report to Head teacher, Educational visits co-ordinator Mrs B Mattis any risks arising	
Group Leaders signature:	Date:
Educational Visits Co-ordinators signature:	Date:

## Appendix 2

### Codes of Conduct and safety

Pupils need to be made aware of the code of behaviour, which is expected of them during the visit, and the importance of their own safety of carefully following instructions.

The teacher needs to brief the group clearly on their behaviour before, during and after the visit.

Ensure parents are aware of the importance of all children observing the accepted code of behaviour for safety reasons. Disruptive pupils may endanger the safety of the group and exclusion from the activity may be necessary.

Codes of conduct and safety are generally common sense but here are some examples of what you could include:

- Pupils must make sure they are always in sight of an adult.
- Boundaries for safety e.g. do not leave the gates/premises, climb on walls
- Ensure you have your medication if needed
- Encourage care of the environment visited e.g. disposal of litter, country codes, water safety, noise control, use pavements provided, cross road when directed by staff etc.

## **Appendix 3**

### **Emergency Procedures**

Teachers in charge of pupils during a visit have a duty of care o make sure that the pupils are safe healthy. They also have common law duty to act as a reasonable prudent parent would.

Teachers should not hesitate to act in an emergency and to take life saving action in extreme situation.

Emergency procedures are an essential part of planning a school visit. If an accident happens, the priorities are to:

- Assess the situation
- Safeguard the uninjured members of the group
- Attend to the casualty
- Inform the emergency services and everyone who needs to know of the incident

#### **Taking charge in an emergency**

The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged.

#### **Pre-arranged school home contact**

It is advised to have a school home contact. The school contact's main responsibility is to link the group with the school, the parents and the LEA (where appropriate), and to provide assistance as necessary.



The named person should have all the necessary information about the visit and the “Summary of information” and “emergency contact information” forms. Copies of these are to be held by the group leader and school home contact.

### Emergency procedures framework during the visit

If an emergency occurs on a school visit, the main factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible
- Ensure that all the group are safe and looked after
- Establish the names of any casualties and get medical attention for them
- Ensure that all group members who need to know, are aware of the incident and that all group members are following the emergency procedures
- Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and are kept together
- Notify the police if necessary
- Notify the British Embassy/Consulate if an emergency occurs abroad
- Inform the school contact. The school contact number should be accessible at all times during the visit
- Details of the incident to pass on to the school contact should include: nature, date and time of incident, location of incident, names of casualties and details of their injuries, names of others involved so that parents can be reassured, action taken so far, action still to be taken and by whom.
- Notify insurers, especially if medical assistance is required (this may be done by the school contact)
- Notify the provider/tour operator (this may be done by the school contact)
- Ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties and should not replace usual communication procedures
- Write down accurately as soon as possible all relevant facts and witness details and preserve any vital evidence
- Keep written account of all events, times and contacts after the incident
- Complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate
- No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area (this is often a school governor)
- No-one in the group should discuss legal liability with other parties

### Emergency based framework for school based

Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Head teachers and group leaders should bare in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

### Main factors for the school contact to consider

- Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base

- Contacting parents. Details of parents contact numbers need to be available at all times while the group is on the visit. The school contact should act as the link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency
- Liaison with LEA and/or Governing Body. The school contact should act as the link between the group and/or chair of governors and arrange for the group to receive assistance, if necessary
- If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible
- The reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the Reporting of Incidents Disease and Dangerous Occurrences Regulations 1995 (RIDDOR)

**RISK ASSESSMENT EDUCATIONAL VISIT (Tick Sheet) Appendix 4**

RISK ASSESSMENT COMPLETED-( with a copy of letter home to parents, list of the children and the year group, approval form signed by HT,any outside risk assessments for the event or venue you will be attending)	
LIST OF CHILDREN GOING ON THE VISIT WITH YEAR GROUP TO BE GIVEN TO THE OFFICE AND COPY ATTACHED TO THE RISK ASSESSMENT	
A COPY OF THE LETTER SENT HOME TO PARENTS TO GO TO THE OFFICE	
GROUP LEADER TO PHONE SCHOOL OFFICE TO INFORM US IF YOU ARE RUNNING LATE	
EVENTS OR VISIT TO BE ON THE SCHOOL DIARY	
PARENTAL CONSENT- copies to the office	
FIRST AID BAG	
PUPILS EPIPEN OR ASTHMA PUMP	
SCHOOL PHONE NUMBER	
SCHOOL TO HAVE YOUR CONTACT NUMBER ON RISK ASSESSMENT	
CHILDREN TO HAVE HI-VIS JACKETS	
Inform the office which children and how many will be having lunch early	
Evaluation form completed after the event and given to EVC CO-ORDINATOR –B. Mattis	

## Appendix 5

### Roman Road Primary School Approval of One or Part Day Visits in the UK

Class / Pupils:		Number of Pupils:	
Group Leader			
<u>Names and status of other adults involved in supervision:</u>			
<u>Location of Visit:</u>			
<u>Activity:</u>			
<u>Purpose and objectives of visit:</u>			
<u>Date:</u>		<u>Times:</u>	
<u>Exploratory Visit made:</u> Yes / No		<u>Date:</u>	
<u>Travel Arrangements:</u>			
<u>First Aid arrangements:</u>			
<u>Cost/ Budget Heading/ Funding:</u>			

**Contact Phone Number on Visit:**

**Group Leaders Signature:**

**To be completed by the head teacher or other senior member of staff**

**I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.**

- Please ensure that I have all relevant information including a final list of group members, details on parental consent and a detailed itinerary at least fourteen days before the party is due to leave.
- Your report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 7 days after the party returns.

**Signed:**

**Date Head**

**teacher/senior member of staff full**

**name:.....**

**This form must be submitted to the head teacher with a risk assessment for approval at least two week before the proposed journey.**

## Appendix 6

### Roman Road Primary School Evaluation of the Visit

<u>Group Leader (full name):</u>		
<u>Class:</u>		<u>Date(s) of visit:</u>
<u>No of staff:</u>	<u>No of Boys:</u>	<u>No of girls:</u>
<u>Purpose(s) Objectives of visit:</u> <u>Intended learning outcome/Aim(s) of visit:</u>		
<u>Venue:</u>		<u>Activity:</u>

Please circle - ( 1 being the worst - 10 being the best)	
1. The centres pre-visit organisation    1   2   3   4	5   6   7   8   9   10   N/A
<u>Comments:</u>	
2. Travel arrangements	1   2   3   4   5   6   7   8   9   10   N/A

Comments:											
3. Content of education/activities provided	1	2	3	4	5	6	7	8	9	10	N/A
Comments:											
4. Instruction	1	2	3	4	5	6	7	8	9	10	N/A
Comments:											
5. Equipment	1	2	3	4	5	6	7	8	9	10	N/A
Comments:											
6. Suitability	1	2	3	4	5	6	7	8	9	10	N/A
Comments:											
7. Food	1	2	3	4	5	6	7	8	9	10	N/A
Comments:											

8. Accommodation	1 2 3 4 5 6 7 8 9 10 N/A
Comments:	
9. Group behaviour/Incidents	1 2 3 4 5 6 7 8 9 10 N/A
Comments:	
10. Extent to which learning outcome was met Please Specify:	1 2 3 4 5 6 7 8 9 10 N/A
Comments: How might the learning be better achieved in the future?	
Signed:	Date:
To be completed after all ventures and logged with rest of visit records	

B. Mattis



## ***Educational Visit – Group Planner Appendix 7***

<b><i>Adult:</i></b>			
<b><i>Date:</i></b>			
<b><i>Venue:</i></b>			
<b><i>Children in group:</i></b> <i>(record spending money next to name, if applicable, and/or denote children with medical needs )</i>			

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## Appendix 8

### Lost or missing child on school Educational visit

#### Purpose and aims of this statement on Educational Visits

The purpose of this statement is to give all staff a clear understanding of how to respond and who to inform should they discover a child is missing. The aims of these statements are to:

- ☐ Provide a clear procedure which is understood and effectively implemented by staff;
- ☐ Enable the missing child to be located as quickly as possible and given the appropriate level of safety and security consummate with the pupil's age and emotional/behaviour maturity.

Staff need to be mindful that a child can go missing at any time on a school Visit

Our Educational Visits Policy outlines the risk assessments that are made as part of taking our children off-site. We also ensure all children wear Roman Road high visual jackets.

**However, in the unlikely event that a child should go missing on a Visit the following procedures will apply.**

If the incident happens whilst on a visit, the **visit leader** will inform the most senior member of staff at the School; this should include the **Head Teacher** Roman Primary School.

### **What to do next**

- ☐ Gather all children on the visit/ into one place and check the register against the children you have.
- ☐ Identify which child/children are missing and alert staff at the venue and then inform the most senior member of staff at the School.
- ☐ If on a visit, check the immediate area.
- ☐ On a visit, keep the appropriate ratio with the children and dispatch any others to search vicinity.
- ☐ Police will be contacted immediately or within 2 minutes of searching the area
- ☐ Staff will continue to search and regroup to re-assess after 10 minutes.
- ☐ Staff dispatched to search must remain in contact with the visit leader.
- ☐ On a visit, most adults and all children to return to the School after the ten minute search. However, two members of staff should await the arrival of the police to the location of the incident. You may need to ask a member of staff from the School to join you to help to get the children home.
- ☐ Senior member of staff meanwhile to gather the relevant information on the child, D.O.B, where last seen and a basic description.

### **The most senior person in the School will;**

1. Inform Police on 999 and hand over all relevant details of the child/children.
2. Call the parents to inform them and let them know what is being done.
3. Social Services (where necessary)
4. Chair of Governors

After the event, the team will reflect on the incident and the procedure to see if anything can be learned from the process and if any measures can be taken to improve.

**In the event of a bomb scare/terror alert(should be in Plan B box on EV Risk assessment) In the event of a bomb scare/terror alert follow the following steps:**

- Follow all emergency services protocol as directed by officials
- Make sure groups of adult and children with you on visit are accounted for
- Contact Roman Road Primary school and elicit the situation and any other procedures given by the emergency services, wait on instructions from the leadership team