






## EMERGE SCHOOL

# Educational Visits Policy

## 2025 - 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



**Voice:** *empowering every voice to speak, shape and be heard*



**Connection:** *rooted in relationships, thriving through authenticity*



**Growth:** *evolving with purpose, innovating with heart*



**Inclusion:** *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish

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### 1. RATIONALE

We believe that well planned educational visits provide our pupils with valuable experiences, which enhance their learning in school. Quality visits provide a variety of ‘real-life’ opportunities for our children and enables them to achieve a fuller understanding of the world around them through direct experience.

### 2. INTRODUCTION

Safely managed educational visits with a clear purpose and learning intentions are an indispensable part of a broad and balanced curriculum and are a vibrant aspect of the school. They are an opportunity to hook the children into and extend their learning, including an enrichment of their understanding of themselves, others and the world around them.

At Emerge School, we ensure that where possible, the National Curriculum objectives are delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits, visitors and other activities that enhance and complement what they learn in the classroom.

This policy should be read in conjunction with supporting documents, specifically, the Local Authority’s Guidance for the Management of Outdoor Learning. All Staff attending visits must be familiar with this policy.

All documents are available on [www.evolve.edufocus.co.uk](http://www.evolve.edufocus.co.uk)

### **3. AIMS AND PURPOSES**

Our school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. Every term our aim is for each class to take part in either a visit out of the school or a visitor will visit the school in order to hook the children into their new topic of learning/curriculum programme of study and to enhance the learning taking place within the classroom.

Within each year group's programme of study, the teachers plan educational visits and activities that support the children's learning. Visits and activities usually take place within the school day.

The Headteacher approves all such visits in advance. Our school follows the Local Authority's guidelines relating to health and safety as well as individual child risk assessments to ensure the safety of all our staff and pupils.

### **4. RESPONSIBILITIES**

***IT IS THE RESPONSIBILITY OF THE VISIT LEADER TO ENSURE THAT ALL GUIDANCE CONTAINED IN THIS POLICY IS FOLLOWED, AND ANY VISIT RISK ASSESSMENTS MUST REFLECT THE LATEST DfE GUIDANCE FOR SCHOOLS RELATING TO CORONAVIRUS. TASKS MAY BE DELEGATED BUT MUST BE CHECKED BY THE VISIT LEADER.***

Under the statutory guidance which came into effect on 1st March 2003, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfE requirements and LA guidelines (see EVOLVE). The EVC should have suitable experience of planning and leading trips but should not be the Headteacher. This should be a member of the Senior Membership Team

#### **Outdoor Education Adviser (OEA)**

- Provide support for Educational Visits Co-ordinators.
- Approve or decline visits based on safety issues (not quality)
- Enable a clear audit trail and database.
- Provide expert advice, training and monitoring.

#### **Headteacher**

- Be aware of best value in the planning of visits.
- Ensure contingency planning.
- Advise Educational Visit Co-ordinator.
- Approves or declines visits on grounds of safety and quality prior to OEA approval.

#### **Educational Visits Co-ordinator (EVC)**

- Ensure all visits meet Local Authority requirements.
- Assess the competence of visit leaders.

- Ensure emergency plans are in place and understood.
- Ensure risk assessments are fit for purpose and adhere to the policy.
- Ensure all risk assessments have been uploaded onto the EVOLVE website within the LA time limits (see below)
- Record, review and monitor visits.
- Ensure there is a named emergency contact at the school for the duration of the trip.

### **Visit Leader**

- Plan and risk assess the visit (including the safeguarding aspects of safe toileting and stranger danger)
- Upload the visit and risk assessment, pupil groupings and itinerary onto EVOLVE within the correct time limit.
- Ensure safeguarding objective is added to EVOLVE (to ensure safety and wellbeing of pupils at all times)
- Ensure all staff and volunteers are fully briefed before the visit and are given a copy of the risk assessment.
- Monitor the risks throughout the actual visit as circumstances change
- Immediately contact a senior leader in the school then LA Director-on-Call (01782 234567) in the event of a significant incident during a visit.
- Review the visit on return to the school

**LOCAL AREA WALKS DO NOT NEED TO BE LOGGED ON EVOLVE BUT SHOULD BE AGREED BY THE KS / YEARGROUP LEADER, AND RISK ASSESSMENT AND ITINERARY PREPARED.**

### **Responsibilities of pupils**

The visit 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.
- 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 Visit leader and Educational Visits Co-ordinator should ensure that parents are given information about the purpose and details of the visit. Letters are to be sent home at least four weeks before the trip takes place, giving full details of the cost and any equipment/items that they will need to provide for their child. Special arrangements may be necessary for parents for whom English is a second language. (translatable Class Dojo used)

Parents must:

- Provide the group leader with emergency contact number(s) if this is not already held by the school.
- Sign the consent form containing contact details during the period of the visit;

- Give the group leader relevant information about their child's health which might be relevant to the visit if this differs from information already held by the school e.g. travel sickness.
- Ensure that children take any necessary travel sickness medication prior to leaving the school and that medical care plans are completed if a repeat dose is required for the return journey.

## 5. RISK ASSESSMENT

A risk assessment must be undertaken prior to all educational visits and off-site activities and must reflect the latest DfE guidance for schools relating to Coronavirus. 'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are 3 levels which visit leaders should be mindful:

**Generic Risks** - normal risks attached to any activity outside of the school. These will be covered by reference to the 'Educational Visits Checklist' to be found on EVOLVE and should include the visit specific risks (see appendix D)

**Event Specific Risk** - any significant hazard or risk relating to the specific activity.

**Ongoing Risk** – the monitoring of risks throughout the actual visit as circumstances change (including terrorism)

The school uses a standard format for risk assessments (see appendix B). Once the visit leader has completed the risk assessment, this is uploaded onto EVOLVE where it is checked and submitted by the EVC and approved by the Headteacher. Visit leads must also upload a vulnerable children risk assessment (specific to the needs of each individual class attending the visit).

## 6. PLANING AND PREPARATION

### Before the visit

- Assign a visit leader and assistant leader (assistant leader should be the next most senior member of staff or parallel teacher)
- Best practice would suggest that a pre-visit is completed where necessary/possible, if planning a new visit, a pre-visit must be completed.
- Refer to the checklist (appendix A)
- Complete the visit planning proforma (appendix C) and obtain approval for the visit to go ahead from the Headteacher.
- Submit the venue risk assessment for approval by the Headteacher before the visit is agreed.
- Identify which first aiders will be going on the visit. This needs to include a member of staff trained in the use of an epi pen where appropriate or other personal needs including catheterisation and diabetes.

- Make provision for lunches
- Complete a risk assessment and upload onto EVOLVE.
- The Headteacher MUST approve overseas trips at least two months before the departure date. UK residential and/or adventurous visits must be approved by the Headteacher at least four weeks before the due departure date. All other trips must be submitted to the EVC at least three weeks prior to the visit and be posted on the website and class DOJO
- Inform parents/carers through a letter that they must grant permission for their child to attend the visit even if there is no cost to parents/careers (to be approved by the EVC before being sent out). This is completed at least 4 weeks in advance of the visit/visitor in order to give the parents/carers plenty of advance notice. If applicable, payment information will also be included in this correspondence.
- Brief supervising adults, including volunteers, are given a copy of the risk assessment, the medical details and vulnerabilities of any children in their group and the visit itinerary. Ensure that next of kin contact details are retained by the school for any volunteer attending the activity.
- Ensure that packed lunches can be prepared, making sure staff are aware of any special dietary requirements of pupils going on the trip

### **On the day of the Visit**

The Visit Leader should:

- Collect first aid kit(s) including hypoallergenic plasters.
- Collect lunches.
- Take any medical equipment as necessary (e.g. Asthma inhalers/spacers and Epipens, catheterisation)
- Brief supervising adults, including parents/carers and volunteers - reminder re: phones, not to take photographs and not to upload any photographs or information to any social media site.
- Ensure that mobile phones being taken are charged and working and that the office has the contact numbers of staff who are taking mobile phones and that they are switched on during the whole visit.
- Contact the school office on arrival and when leaving so that a text can be sent to parents advising of safe arrival / expected time of return.
- Ensure there is an emergency contact person in the school for the duration of the visit.
- Take a register before leaving the school and count the number of pupils regularly and always when changing locations.
- Have a contingency plan in case of unforeseen circumstances.
- Re-evaluate the risks as the visit is in progress (on-going risk management)
- Staff and any signed in volunteers must sign out before leaving the school site.

### **Post-visit**

- Evaluate the visit- was it value for money; did it deliver the planned outcomes; does the risk assessment need adjusting, were there any safeguarding issues? This should be completed within a week of the visit.
- Build on the learning.

## **7. EXPLORATORY RISK ASSESSMENT VISIT**

Wherever possible, the Visit 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.

### **Water 'Margin' Activities**

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank, canal or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfES 'Group Safety at Water Margins' is relevant (see EVOLVE). All staff, including parents attending as helpers, should be provided with a copy of this guidance prior to the visit.

## **8. FIRST AID**

First Aid provision should be considered when assessing the risks of the visit. At least one member of staff holding a current first aid qualification should be present on the trip. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

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

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

## **9. 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.

Regardless of suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits based on the individual needs of our children and the risk posed across the group due to the nature and challenging behaviour of our pupils.

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

All adult supervisors, school staff and volunteers must understand their roles and responsibilities at all times. All supervisors should be aware of any pupils who may require closer supervision, such as those with special needs, English as an additional language, safeguarding needs, or behavioural difficulties. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all staff and volunteers should ensure that they are not alone in a one to one situation with a pupil. This includes sitting by pupils on coaches when travelling to and from the event.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The Visit Leader should establish rendezvous points and tell pupils what to do if they become separated from the party. If parent/carer/volunteers are assisting, they should supervise a group of children which does not include the child with whom they are related/care for.

## **10. PREPARING PUPILS**

Providing information and guidance to pupils is an important part of preparing for a 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 taught about any potential dangers (including stranger danger and terrorist attacks) and how they should act to ensure their own and other's safety. We teach pupils to 'run, hide, tell' during our half termly safety lessons so that all pupils know what to do if a teacher says the phrase, 'Run, Hide, Tell'.

## **11. TRANSPORT**

Parents/carers are always informed as to the type of transport being provided for an educational visit and should ensure that adults are seated where appropriate throughout the coach.

**Coaches** - Seat belts must be provided on all seats. Each child must wear a seatbelt whilst travelling on a coach. The Visit Leader is responsible for the conduct and behaviour of the children whilst they are travelling.

**School Mini Bus** - Only members of staff who have received training in accordance with the LA's policy may drive the minibus (see EVOLVE). Before using the vehicle, the driver completes a checklist and reports any defects to the Headteacher or Emerge Business Manager. A photocopy of the driver's licence of all staff driving the minibus is kept on file in the school's main office.

**Private Vehicles** - If a member of staff is taking children out of the school in their own car, they need to have the relevant insurance cover and complete the 'Volunteer Driver's Declaration'. A copy of their driving licence and insurance is taken and kept securely in the school office. This should be reviewed by the Emerge Business Manager on an annual basis.

## **12. PUPILS WITH SPECIAL EDUCATION AND MEDICAL NEEDS**

The school will not exclude pupils with special educational or medical needs from 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.

## **13. COMMUNICATING WITH PARENTS/ CARERS**

The following information on matters that might affect pupils' health and safety is useful to parents, and will be included in a letter to parents / carers prior to a visit:

- Dates of the visit.
- Times of departure and approximate return.
- Mode(s) of travel.
- Visit's objectives.
- Details of the activities planned.
- Clothing and equipment to be taken if applicable.
- Lunch Arrangements - No glass bottles. Lunch to be provided in a disposable carrier bag which is clearly labelled with the child's name. FSM/Universal FSM children will be provided with a healthy packed lunch.

## **14. PARENTAL CONSENT**

Parents give written consent for their child to take part in any activity that takes children off the school site. If the school does not receive this written permission, the child will be unable to participate. At the beginning of each academic year, parents/carers are asked to sign a document giving permission for their child to take part in activities within the local area during school time. Verbal consent cannot be accepted.

## 15. APPENDICES

<b>Educational Visits Check List</b>	
<b>Action</b>	<b>Checked</b>
1. Agree Visit Leader and assistant for trip (Year lead/KS lead)	
2. Contact Venue to ascertain a price and provisionally book a date (visit leader) Enter onto school calendar if appropriate	
3. Complete Educational Visits Proforma for SLT (see Appendix C) (visit leader)	
4. Office/ Headteacher to draft letter to parents (visit leader to supply key information)	
5. Class Teacher to circulate letter (six weeks before trip) – Class DOJO/ParentPay – Website	
6. Provisions made for lunches including any special dietary requirements	
7. Compulsory pre visit to venue to complete Risk Assessments, considering children with additional needs (At least 3 weeks before)	
8. Visit Leader to agree ratios and organise appropriate staffing in liaison with SLT for any volunteers required. Note: Staff attending trip must be discussed and cover arranged with SLT before being approached to volunteer.	
9. Visit Leader and accompanying teacher to complete grouping arrangements for the trip, identifying vulnerable children, medical needs and staffing (in liaison with the inclusion team).	
10. Risk assessments completed and uploaded to EVOLVE (within time scales – overseas – 3 months, adventurous – 5 weeks, other – 4 weeks). Please note the additional time added for the EVC to check and ask for necessary amendments before this is sent to the Headteacher	
11. 3 weeks before trip, Business Manager to share list of children without payment or consent. Class based staff to contact parents. Class based staff to chase for 2 weeks	
12. 1-week prior Inclusion Lead to chase any nonpayers/consent forms	
13. Inclusion Lead to text parents re travel sickness medication and medical care plans to be completed with the appropriate staff member one week before the trip.	
<b>14. One day before the visit:</b>	

<ul style="list-style-type: none"> <li>- Designated lead first aider/visit lead to ensure that all first aid resources, spare clothes, high visibility vests and travel equipment are prepared</li> <li>- Visit Leader to share risk assessment with all staff attending the visit</li> </ul>	
<p><b>15. On the day:</b></p> <ul style="list-style-type: none"> <li>- Visit Leader to share the risk assessment and groupings with any volunteers</li> <li>- Visit leader to ensure that all lunches have been collected and appropriately stored.</li> <li>- Visit leader to contact the office on arrival and departure (and throughout the return journey where appropriate)</li> </ul>	
<p><b>16. After the visit (within one week):</b></p> <ul style="list-style-type: none"> <li>- Visit Leader to discuss and complete trip evaluation on EVOLVE.</li> <li>- Visit leader to ensure that this checklist is signed off and handed to the PDBW lead.</li> </ul>	
<p><b>17.</b> PDBW lead to check this checklist, sign it off, then file in the office.</p>	

## Example Risk Assessment Template

Directorate & Team:				Completed By:				Date for review:		
WORKPLACE:				Manager:						
Hazard			Initial risk		Action plan			Residual risk		
Details of hazard		Who is affected and how?		likelihood Consequence Risk L/M/H	What controls are already in place		Further action required	By whom	By when	likelihood Consequence Risk L/M/H

The level of risk is calculated by:

Likelihood	X	Consequence
1- Very unlikely		1- Insignificant (no injury)
2- Unlikely		2- Minor (minor injury needing first aid)
3- Fairly likely		3- Moderate (up to 3 days absence)
4- Likely		4- Major (more than 3 days absence)
5- Very likely		5- Catastrophic (death)
Risk rating:		
1 - 4	<b>Low (acceptable)</b> No further action required - If risk cannot be lowered any further, consider risk against benefit.	
5 - 9	<b>Medium (adequate)</b> Monitor and look to improve at next review.	
10 - 16	<b>High (tolerable)</b> Identify further control measures to reduce risk rating. Seek further advice e.g. line manager, H&S team, etc.	
17 - 25	<b>Very High (unacceptable)</b> Do not undertake the activity. Implement immediate improvements	

## Pro Forma for Educational Visit

TRIP REQUEST FORM	
Class/es and number of children attending	
Teacher/s	
Does this visit form part of any topic? If so, which one.	
Place of visit including address, phone number and email	
Date of visit	
What workshops/shows will you be taking part in	
What time do you need to arrive at the venue by	
Number of additional adults attending (staff & volunteers)	
Names of adults attending (staff & volunteers)	
Time coach leaves school	
Time coach leaves venue	
Coach company	
Number of seats on coach	
Cost of coach	
Cost of visit	
Cost requested from parents/carers	
Lunch arrangements	
Any other information needed	

Authorised by Responsible Individual/ Headteacher	
Parent/ Carer Letter Attached	
<b>REMINDER – THIS VISIT NEEDS TO BE ENTERED ONTO EVOLVE AT LEAST 3 (see timescales in policy for further clarification) WEEKS BEFORE THE VISIT. A RISK ASSESSMENT IS NEEDED IN ORDER FOR THIS VISIT TO BE BOOKED</b>	

## EDUCATIONAL VISITS CHECKLIST

This checklist is an essential part of the risk management process and is applicable for all visits.

**The visit should only go ahead if the answer to all applicable questions is ‘YES’**


IN ADVANCE OF THE VISIT	Y	N/A
1. Have the educational aims of the visit been clearly identified?		
2. Is the visit appropriate to the age, ability and aptitude of the group?		
3. Has there been suitable progression/preparation for pupils prior to the visit?		
4. Does the visit comply with any guidelines specific to your academy?		
5. Does the visit comply with any specific LA guidelines? (see relevant sections)		
6. If a member of staff is going to lead an adventurous activity, have they been ‘approved’ by the LA		
7. If using an external provider or tour operator, has the provider satisfactorily completed and returned an ‘SPQ’?		
8. Are transport arrangements suitable and satisfactory?		
9. If the visit is residential, have appropriate measure been taken to ensure the suitability of accommodation?		
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?		
11. Have you conducted a pre-visit? If not, have appropriate additional checks been made?		
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).		
13. Have any adult helpers (non-teachers) been approved by the Head Teacher as to their suitability?		
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?		
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with his/her role?		
16. Are all support staff aware of and comfortable with their roles?		
17. Are all helpers aware of and comfortable with their roles?		
18. Has Event Specific Risk Assessment (ESRA) been carried out and will this be shared with all relevant parties?		
19. Is insurance cover adequate?		
20. Does at least one member of teaching staff know the pupils that are being taken away, including any behavioural traits?		
21. Have pupils been advised in advance about expectations for their behaviour?		
22. If appropriate, are pupils aware of any ‘rules’, and have sanctions to curb unacceptable behaviour been identified and agreed with pupils and staff?		
23. Are pupils aware of the nature and purpose of the visit?		
24. Are parents/ carers fully aware of the nature (including contingency plans) and purpose of the visit, and has consent been obtained?		
25. Have all relevant details been issued? (E.g. itinerary, kit lists, etc.?)		
26. Are staff aware of any medical needs and/or other relevant details of pupils?		
27. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training?		
28. Are staff aware of any relevant medical conditions of other staff/helpers within the group?		
29. Does at least one responsible adult have a ‘good working knowledge’ of First Aid?		
30. Is a first aid kit (appropriate to the visit) available?		
31. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc.? e.g. ‘Plan B’, and have these plans been risk assessed and has parental consent been obtained?		

32. For journeys taking place outside school hours, do staff members have emergency contact phone number(s) for designated senior staff?		
33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?		
34. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary?		
35. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?		
36. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?		
37. Does any specialist equipment conform to the standards recommended by responsible agencies?		
38. Have all financial matters been dealt with appropriately?		
39. Has the visit been approved by the Headteacher and Educational Visits Coordinator, and in line with Governing Body policy?		
40. Are full details of the visit at the academy and if appropriate with the Academy Emergency Contact(s)?		
41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA?		
42. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit?		
<b>DURING THE VISIT</b>		
43. Do all staff have a list of pupils/groups? + emergency contact details?		
44. Does the academy office have a list of the names of all participants, including adults? (+ contact details if out of academy hours)?		
45. Do staff have sufficient funds to allow for any contingencies?		
46. Do staff have any relevant literature, work sheets, clipboards, etc.?		
47. Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed?		
48. Are pupil numbers being checked at appropriate times?		
49. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?		
50. Are pupils aware of the procedure in areas where there is traffic? (E.g. if walking, is it pairs, groups? - may pupils run? - are pupils aware of the procedure at road crossings? Etc.)		
51. Has a clear recall system been arranged if the group is working away from you? Do pupils understand this and will they be able to respond effectively?		
52. If a rendezvous for the group has been arranged after a period of time, does each pupil and member of staff know exactly where and when to meet?		
53. Do pupils know what action they should take if they become separated from the group?		
54. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances?		
<b>AT THE END OF THE VISIT</b>		
55. Are appropriate arrangements in force for the dismissal of pupils?		
56. Has the Visit Leader reported back to the Educational Visits Coordinator?		
57. Has the group been debriefed and any relevant follow-up work completed?		
58. Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc.?		
59. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?		
60. Have all staff and helpers involved in the visit been thanked for their input?		

Review Date	February 2025
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Reviewed By	Danielle Clowes & Andy Gould
Next Review	<b>February 2027</b>
Summary of Changes	<p>First Edition  February 2025- Deputy Headteachers information updated.  Sept- Headteacher updated  <b>January 2026</b> – Approved by Headteacher- Sarah Mason</p>

**Approved by: Approved by:**



**Headteacher:**

**Date:06.01.2026**