

Educational Visits Policy 2024

Introduction

As part of the broad and balanced curriculum of Wellstead Primary School, opportunity is frequently taken to enrich and enhance the learning of all children through outdoor learning, outdoor education and educational visits and ventures. These guidelines outline our operational procedures in these contexts.

This policy is formulated in conjunction with the advice, guidance and training provided by the Hampshire Outdoor Education, PE and DofE Service and their documentation and guidance.

Aims of Educational Visits

Learning outside the classroom is about raising young people's achievement through an organised, powerful approach to learning in which direct experience is of prime importance.

This is not only about *what* we learn, but most importantly, *how* and *where* we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.

Real-world learning brings the benefits of formal and informal education together and reinforces what good educationalists have always known: that the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.

There is a wealth of evidence which clearly demonstrates the benefits for young people's learning and personal development outside the classroom. In summary, learning outside the classroom:

- **tackles social mobility**, giving children new and exciting experiences that inspire them to **reach their true potential**. These real world experiences **raise aspirations, equipping young people with the skills they need to become active and responsible citizens** and shape a fit and motivated workforce.
- **addresses educational inequality, re-motivating children** who do not thrive in the traditional classroom environment, such as those from **disadvantaged backgrounds** or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self esteem, and become more engaged in their education both inside and outside the classroom walls.
- **supports improved standards back INSIDE the classroom, raising attainment, reducing truancy and improving discipline**. Learning outside the classroom is known to **contribute significantly to raising standards** & improving pupils' personal, social & emotional development.

(<https://www.lotc.org.uk/why/>)

Types of visits planned

All year groups are encouraged to take their learning out-of-classroom and into the **school grounds**. This could be any year group for any curriculum area.

All year groups are encouraged to utilise the **local area** for appropriate parts of the curriculum. When we refer to 'local area', we mean within a short walking distance dependent on the child's age and ability. These local area visits are likely to be part of the morning or afternoon and must link to an aspect of the curriculum.

All year groups are encouraged to arrange visits **further away** from the school base. These visits may be part of a day, a whole day or occasionally longer than the normal school day. For these visits, year groups will decide on the most appropriate mode of transport (minibus, coach, train)

Wellstead Primary School has two **residential** visits: in Y4 to Minstead Study Centre in the New Forest, and in Y6 to PGL Little Canada on the Isle of Wight.

We ask year groups to evaluate these visits on a regular basis and to make changes where appropriate. Examples of 'further away' visits from recent years:

For an overview of visits, please refer to

https://docs.google.com/document/d/1Wu31-bY6b4VsU-WPty-fQOFZvLMM_PbgYPONw9s7xpA/edit

This information has been published to parents.

Organisation and Management

Off-site visits and educational visits are fully integrated into the ethos and culture of the school and all key policies are considered for their relevance and adaptations or agreements made as required, in particular:

- Learning policy - outlining challenge and expectations
- Behaviour Policy - rights, respect and responsibility issues, the core of agreed codes of conduct and management strategies.
- Safeguarding Policy
- Emergency and Critical Incident planning
- Charging Policy
- Missing Child Policy

Important note:

Many straightforward visits are managed entirely in accordance with these policies and, apart from simple additional considerations, are managed as they would be in school contexts. We aim to take our ethos, culture and expectations outside.

Understanding Our Responsibilities

Everyone involved in working with children and young people is aware of the importance of health and safety. Quite simply, nobody would want any harm to come to anyone involved in an educational visit, off-site activity or adventurous activity.

Whilst the employer and key managers have particular responsibilities, it is a responsibility shared by everyone. This document is part of establishing an effective health and safety management system in this context, allowing any issues to be dealt with efficiently, leaving

the children and young people, and their leaders, to feel secure and able to enjoy the experience and learn from it. (Refer to 'Safeguarding' policy)

Head Teacher: The person with ultimate management responsibility within the school / establishment. This person will approve all visits taking place (or delegate as appropriate)

Educational Visit Coordinator (EVC): The person(s) appointed by the Head Teacher within school to oversee and advise with regard to all visits from the establishment. The EVC will not Approve visits (see Head Teacher), but will provide support to the Head Teacher and staff involved with visits. The EVC will have attended an appropriate EVC Initial Training course upon appointment, and a Refresher course at least every 5 years. An Educational Visits Coordinator is always in post and keeps up to date with the Outdoor Education Service. The current EVC is Mr Steve Cook.

Leaders: This term includes all those employees with a recognised professional qualification and / or evidenced competence and experience for working with young people:

- Teachers and lecturers
- Nationally qualified youth workers
- Other leaders who have an NVQ Level 3 or equivalent and above
- Other school employees (e.g. TAs) deemed to be experienced and appropriate by the Head of Establishment to lead local, low risk and short off-site visits

N.B. Leaders cannot be volunteers or other non-employees.

Leaders should ideally have completed the HCC Outdoor Leader course (required for Open Country Visits, recommended for all other visits). The Wellstead Primary teaching staff in post in November 2019, attended Outdoor Leader Award (Open Country) training on 29.11.2019. Teaching staff receive Outdoor and Visit Leader training (previously called Outdoor Leader) as part of their induction.

Volunteers and other responsible adults: A volunteer is someone known to the educational establishment who is considered to be a responsible adult, capable of assisting the qualified leaders with supervision and care of their children or young people. Examples might be:

- A governor
- A parent/family member
- A police officer

Governors are kept informed of the overall policy and programme, as well as being given feedback on specific events and successful ventures.

Communicating with Parents

Parents are informed at the start of the school year of the intended programme of activities. If these activities are close to the start of the school year, parents will be informed at the end of the previous school year. On entry to the school, parents are asked to complete a consent form for all local area visits (within walking distance). Where possible, parents are informed of an educational visit 'further away from base' at least one month in advance.

Off-site visits will detail timings, costs and transport and seek parental consent.

Wellstead Primary's residential venture requires specific LA consent forms to be completed (via Google forms)

When charging for educational visits we adhere to the Charging and Remissions Policy. In summary, Wellstead Primary is permitted to make a request for contributions to supplement school funds as long as it is made clear that such contributions are voluntary and that the children of parents who do not contribute will not be treated any differently. Particular attention is required for residential visits: parents can be charged for 'board and lodgings' and asked for a voluntary contribution for 'transport and activities'

Monetary contributions and consent are collected via our online parent portal - scopay. The funding collected will represent the overall cost of the trip. Wellstead Primary will not profit from any educational visit. As such, any educational visit must represent good value for money and be educationally beneficial.

Off-site insurance details are available through the school office and parents may request a synopsis of these. There will be particular reference to these details in communication with parents in relation to long distance and/or residential ventures.

A variety of transport is used following Local Authority guidance. However, it is most likely to be coaches (through recognised providers) or minibus (this includes our own school minibus and private hire through recognised providers).

Supervision

Supervision strategies are taken from the HCC Supplementary Employer Guidance.

Ratios

Year R - 1:6

KS1 - 1:8

KS2 - 1:20 (in the local area, close to support base) 1:12 (more than 60 miles or one hour from base)

These ratios also include residential visits.

Notes:

A minimum of one qualified leader is needed for every group or class. They can then be supported by other qualified leaders or responsible adults.

These are minimum ratios and are not recommended. Small working groups of 6-12 children remain the target.

Leaders should reflect the gender of the group.

It is recommended that any off-site visit should include at least one certificated Outdoor Leader trained member of staff.

A minimum of two leaders is required at all times.

Supervision strategies are taken from HCC Hampshire Outdoors - Supplementary Guidance document (page 44). There are three types of supervision described in this document: close or direct supervision; distant or more remote supervision; and remote supervision with self-reliant groups.

At Wellstead Primary, on our educational visits, we will be using close or direct supervision at all times, with the following exceptions. Distant or more remote supervision may be used during 'down time' in between activities on our residential visit (Y6), or when completing activities within the school grounds. Both of these occasions are dependent on the success of the participating children when under direct supervision.

Main features of direct supervision (p44-46)

The leader and numbers of children and young people in each group or cell are agreed and known.

The overall grouping management and communication routes are agreed and known (e.g. class groups, bus groups...)

Head-count procedures and reporting-in procedures are agreed and known (small groups or cells, signals, mobiles...)

Simple support systems are in place, such as a buddy system (pairs), small group minimum size (usually four), large group maximum size (dependant upon context)

Note: large groups should have a simple communication system and often require overall group leaders to be free of immediate supervision, able to check all is well, intervene where necessary (behaviour, medical issues...) and properly assess and get ready for the next stage of the venture

Simple identification techniques may be used where appropriate (clothing, caps...)

The movement management systems are known, agreed and inducted to the children and young people:

- Getting on and off transport
- Collection points, rendezvous places
- Buffer zones between the group and any hazards - crossing roads
- Walking in urban contexts

The behaviour management systems are known and in place:

- Agreed and understood by all staff
- Inducted to children and young people
- Reinforcement, reward strategies
- Living in a residential context
- Incident, intervention strategies
- Particular to the activities
- Isolation, dealing-with-a-problem strategies
- This may involve the final sanction of return to base, or return to parents
- Emergency action strategies, cards or checklists prepared and taken

The recording of names, lists, contacts and emergency details is agreed

Note: Where an incident has occurred it has been shown to be essential that such lists are immediately to hand. Locked in cases or stored in luggage compartments may not give quick access if an incident or accident occurs

Missing Child

In line with the supervision ratios and procedures in this document, we foresee that losing a child on a visit is unlikely or low risk due to the features of direct supervision (listed above). However, Wellstead Primary School does have a 'Missing Child' policy in order to clearly document procedures to minimise the possibility of losing a child.

The teacher in charge of the visit will have an accurate list of all children on the visit. All children need to be counted frequently throughout the visit, especially when they are re-grouping after a visit to the toilets or a shop etc. Depending on the nature of the visit,

group leaders will also take responsibility for ensuring that their group is accounted for. Children should also be encouraged to take responsibility for each other and notice if someone is missing. Each child will be given a blue wristband to wear with school name and telephone number printed on.

All the children and adults are given an important briefing before an educational visit. All children should be reminded about remaining with their group leader or within a designated area.

In the unlikely event of losing a child on an educational visit, the procedure in the 'Missing Child' policy must be adhered to:

- *Establish where the child was last seen and with whom.*
- *Inform the group leader.*
- *If in groups, check with all the other groups to see if the child has joined a different group.*
- *Ensure that the rest of the children are safe whilst a thorough search is conducted of the area.*
- *Retrace previous steps/areas visited.*
- *Depending on the location of the visit, the group leader should inform any relevant authorities for their assistance in locating the missing child. E.g. An information point, Centre Staff etc.*
- *The group leader should inform local police or other authority e.g. coast guard.*
- *The group leader should contact the Head at the school to inform of the situation and the action taken.*
- *The group leader should liaise with the Head about contacting parents and should inform the Head immediately when the child is found.*

If a child was lost on an educational visit:

The Group Leader will need to prepare a report for the Head on the circumstances regarding the incident. The Head will address any issues arising from this and will liaise with the Educational Visits Coordinator regarding any amendments that may need to be made to the Educational Visits Policy.

Inclusion

All Educational Visits should be available to all pupils regardless of background or abilities. Wellstead Primary may provide the following ventures:

- activity provided as part of the National Curriculum or a formal course, a statutory requirement. This should be quite rare (and would normally be funded by the school or course fee - refer to School Charging Policy). Inclusion of all is required.
- ventures where comprehensive coverage, for example a whole class or group, is desirable but suitable alternatives are available at school. National Curriculum and similar entitlement is not lost as this is an enhancement or enrichment activity. Inclusion of all is desired but not required. Choice or other factors may mean that not all attend
- enhancement or enrichment activity that is a clear choice or extra – optional. Choice and other factors will mean that not all attend.

When considering inclusion issues, this should be the starting point. It is also important to distinguish between these curriculum focused discussions and those of the health and safety of the child or young person concerned and their effect on other children or young people, as well as staff.

Any decision on inclusion when such factors are included must, as normal, take 'every reasonable step' to include that young person. However, if those reasonable steps cannot ensure their safety and/or that of others, then that may be the reason they cannot attend that particular venture.

Safeguarding

The school's Safeguarding Policy follows and includes offsite activity, including residential activity. In particular:

- guidance on acceptable behaviour and avoiding unnecessary contact is included
- suitable 'employment' checks are made on volunteers and other responsible adults who support these ventures in line with guidance (e.g. the degree of monitoring, frequency and intensity of contact...), including DBS requirements
- external providers or outdoor centres are drawn from the Outdoor Education, PE and DofE Service's checked providers list, which confirms that safety management checks are in place

Note: Should any other instructor or provider be recommended or found, reference would first be made to the Outdoor Education, PE and DofE Service to ensure that suitable steps are taken

Risk-benefit assessment (previously known as 'risk assessment')

As part of planning an offsite activity, the following process is followed:

- an analysis of the benefits of the activity translated into clear objectives and expectations
- an assessment of the risk of harm and its likelihood is made, followed by putting clear control measures in place so that they can be satisfactorily managed
- a pre-visit by key staff is considered an essential part of reviewing the location and its ability to realise the benefits and be managed. Very well known and used sites may be checked by contacting key personnel prior to revisiting and accessing web-based information
- All visit information (including risk assessments and supporting paperwork) is uploaded to and stored on Hampshire Evolve. Group leaders are expected to complete the online forms and upload documentation at least 4 weeks prior to any visit.
- All risk-benefit assessments must include a section detailing how the risks of covid-19 will be managed.

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=hampshireoutdoors.com

Incidents and emergencies

Hampshire County Council (HCC) has an online system for reporting and recording all accidents, near misses, road traffic incidents, dangerous occurrences, occupational ill health, incidents of violent behaviour and near misses. This system can be located via links from our H&S web pages or by using the link: Corporate online reporting system

Note: If there is an incident on an educational visit or an off-site activity then you will still need to report this on the incident reporting system, even if the site/location/host records the incident on their own system.

- guidance from the Hampshire Outdoor Education, PE and DofE Service is used to prepare leader and base contact checklists and contact details.
- In the event of an accident or incident occurring the 'Offsite Emergency Procedures' cards should be used by base contact and group leader. The base contact should record details of the conversation on the 'Telephone Record' sheet.
- When reporting an accident or incident the Incident Reporting System Educational Visits/Off-site Activities flowchart should be used to support decision making.
- the Children's Services Incident and Emergency 'Establishment Plan' has been used as the basis for all incident and emergency response - named 'Emergency Response Plan'
- any concerns or 'near misses' are discussed to consider changing strategies and reported to the Outdoor Education, PE and DofE Service if necessary.

Staff Mobile Phone use

(Link to Mobile Phone policy to include use of mobile phone on trips)

We recognise that mobile phones provide a useful means of communication on offsite activities therefore staff may take a personal mobile phone on all trips.

However staff should ensure that:

- Mobile phone used on these occasions is appropriate and professional
- The school office should be contacted in an emergency
- Mobile phones should not be used to make contact with parents during school trips – all relevant
- communications should be made via the school office. (unless where parents/volunteers are accompanying trips)
- Parents/carers and volunteers are informed not to make contact with other parents (via calls, text, email or social networking) during the trip
- Parents/carers and volunteers should not use their phone to take photographs of children.

Monitoring and review

The school's monitoring policy has been approved by the senior leadership team and governing body, and is reviewed according to agreed procedures. This includes outdoor learning/offsite and educational visits...

- individual staff reviews contribute to the feedback on the quality of ventures and recommendations for the future
- the head reports to governors on an annual basis as to the effectiveness of the overall programme
- any good practice is celebrated by internal mail, parental newsletters and social media feeds and complaints reviewed through the appropriate channels (according to Complaints policy)
- the policy is reviewed every two years or as required if regulations, guidance or circumstances change.

| Revision Number | Date issued | Prepared by | Approved by | Comments |
|-----------------|-------------|-------------|-------------|---|
| 1 | Nov 2020 | SC | | New policy |
| 2 | Nov 2022 | SC | | Minor amendments to the main body. Changes to appendices |
| 3 | Feb 24 | SC | | Minor amendments to main body. Appendix A updated. |
| 4 | | | | |

Appendices

A - Educational Visit Checklist

B - Example letter to parents

C - Example 'Programme of the Visit'

D - Blank 'Travel List' document

E - Example 'Travel List'

F - Safeguarding guidance for visits

Appendix A - Educational Visit Checklist


Wellstead Primary School - Educational Visit Checklist

| | Who? | ✓ |
|---|--------------------|---|
| <u>A term or more in advance:</u> Have the idea for the visit - check the website and have a telephone conversation. Organise pre-visit | Year Team with SLT | |
| Hold a pre-visit (please discuss with HT/EVC) <i>This needs to be in your PPA time or after school.</i> Assess suitability for SEND and accessibility (remember that if a child cannot access the trip for any reason, we cannot book the trip as it breaches Equality Act duty) You must do a pre-visit every time that you go on the trip as things may have changed, do not rely on the fact that you have been before. | Year Team | |
| Make the booking (only if suitable for all children to access) <ul style="list-style-type: none">- Place- Transport | Office | |
| Write a Risk-benefit Assessment for the visit (see EVC for support if needed) Provide detail on measures to meet the needs of individual children on your Risk Assessment. (Consider all needs of the whole class) | Year Team | |
| Create individual Risk Assessments (for any child/ren that require specific alterations in order for the visit to be successful for them). See EVC and Inclusion Leader for support. Create Behaviour Contracts for individuals if required. See EVC and Inclusion Leader for support. | Year Team | |
| | | |
| <u>At least 1 month before visit:</u> | CT + | |

| | | |
|--|--------------------|--|
| <p>Organise letter to parents Begin organising adults for the visit - please do not assume that you can invite who you would like to - always check if it is anyone that is outside of your year group.</p> <ul style="list-style-type: none"> - Check ratios - Check volunteers with LS - Check staff 'working' hours - if we need to pay people extra this needs to be approved in advance by AG | Office | |
| <p>Create 'Programme of the Visit' (with timings) Consider necessary adaptations for all children.</p> | CT | |
| <p>Upload visit information and supporting documents to Evolve</p> | Leader | |
| | | |
| <p><u>At least 2 weeks before:</u> Finalise documents and adults Prepare children with specific needs - social story Check that there are no adults with specific needs</p> | Leader of visit | |
| | | |
| <p><u>1 week before:</u> Check consent of all children Confirm all adult attendees</p> | Leader Leader | |
| | | |
| <p><u>The day before:</u> Remind group of visit requirements Prepare 'Travel List' Send reminder email to parents Check plan 'b' - in relation to weather, travel, local news Ensure the risk assessment has been shared with all adults</p> | CT Office CT | |
| | | |
| <p><u>On the day, before you go:</u> Collect First aid kit and children's medication Collect any tickets/ confirmation emails Collect any other resources for the visit Share and discuss all necessary paperwork with all adults involved in the visit. Amend and then copy 'Travel List' after the register has closed. Leave one extra set of paperwork in the office - this must include at least the 'Programme of the Visit' and the 'Travel List' Double check the 'incident/emergency' plan Ensure that you have any emergency staff phone numbers in your phone</p> | CT | |
| <p>Enjoy the visit Follow your risk assessment Contact SLT if required</p> | All | |

| | | |
|--|--------|--|
| | | |
| After the visit: Evaluate (on Evolve) | Leader | |

Appendix B - Example letter to parents



Year 4 - Visit to Meon Valley Sustainability Centre - Wednesday 5th February 2020

Who is going? What date are they going on? How are they travelling there?
Our Year 4 classes will be going on a day visit to the Meon Valley Sustainability Centre on Wednesday 5th February. We will be travelling to and from the centre by coach.

Timings for the day
We will be leaving at 9am and returning for the end of the school day.

Why we are going and what we will do while we are there?
This term, we will be learning about the Anglo-Saxons and their wider lives. We will be visiting Meon Valley Sustainability Centre to help consolidate the children's learning and further their experience of the topic. During our visit, we will be completing hands on activities around this topic. We are currently in discussion to create a bespoke schedule for our day.

Voluntary contribution
The voluntary contribution for this visit is **£14.50 per child**. As always, unfortunately if we do not receive adequate voluntary contributions, the trip may have to be cancelled. Please make voluntary contributions by Friday 31st January. (This option is now available on SCOPAY)

School Lunch
If you would like your child to have a school packed lunch on the day, please insert the following link <https://forms.gle/1exP71FaVooyb3N7ZA> into your browser and select one of the three options (either cheese or ham sandwich or special menu) by Tuesday 28th January 2020. PTO for further information

Visit to Meon Valley Sustainability Centre - reply slip

Name of child _____

I give permission for my child to travel by coach on this day trip

I enclose a £14.50 voluntary contribution to cover the cost of this visit
(Payments can be made by cash or cheque made payable to Wellstead Primary School)

I have paid £14.50 voluntary contribution using the school online payment system
www.scopay.com/wellstead-primary (payment options are already available)

Emergency contact number for the day itself _____

Signed _____

WE MUST RECEIVE THIS FORM BACK FOR EVERY CHILD BY Friday 31st January.
Please make voluntary contributions by Friday 31st January.

Wellstead Primary School, Wellstead Way, Hedge End, Southampton, Hampshire, SO30 2LE
Tel: 01489 799351 / Email: adminoffice@wellstead.sch.uk Headteacher - Mr Matthew Robinson

Clothing, lunch and snacks for the day

Fingers crossed that the weather will be favourable on the day!

A simple checklist for the day:

- > Children **MUST** wear their school t-shirt or sweatshirt so that they are easily recognisable. They may wear comfortable bottoms e.g. leggings or tracksuit bottoms or shorts (preferably black, navy or grey) as we will be involved in a range of practical activities
- > Trainers - as there may be uneven walking surfaces, or you may want to consider walking shoes/boots or wellie boots if we have had a lot of rain.
- > The children will be outdoors all day so please send your children with a warm coat.
- > Packed lunch in disposable wrappers/containers (including a couple of snacks) in a **named carrier bag**.
- > Drinks should be preferably with a screw top so that they do not have to drink all of their carton at once.
- > No fizzy drinks or glass bottles
- > No chocolate please (mainly because it melts in the warmer weather)

Please DO NOT:

- > Send the children with any money as we will NOT be visiting the shop.

Travel sickness

If your child suffers from travel sickness then please could you hand their tablet/s to their class teacher on the morning of the visit. The medication must be in its original packaging and a green form with instructions for its administration should be completed. This green form can be obtained from the School Office. **Please DO NOT give the medication to your child for them to look after.**

If you have any questions about the visit then please don't hesitate to speak to us.

The Year 4 Team

Appendix C - Example 'Programme of the Visit'

Southampton Art Gallery

Details for the trip as follows:

9:45am - Coach pick up

10:15 - arrive at Art Gallery
Drop off lunches/ coats/ toilets

10:30 - Self-guided tours (groups of 10)

11-12:00 - Lupin - workshop
- Rice - discovery session

12-1:00 - Lunch (and self-guided tour if time - take paper and pencils for chn to sketch favourite picture. Discussion about 'Face of Britain' and relate to PDL - Black History.)

1-2:00 - Lupin - workshop
- Rice - discovery session

2:00 - Get ready to leave

2:15 - coach pick-up

Appendix D - Blank 'Travel List' document

(to be left in school office on departure)

| | | | |
|---|--|-------------------------------------|--|
| Year Group: | | Date: | |
| Location: | | | |
| Approximate time of outbound journey: | | Approximate time of return journey: | |
| Mode of transport: Delete as appropriate | COACH / MINIBUS / ON FOOT / OTHER: _____ | | |
| Names and groups of children when travelling only. <i>If you are all on the same coach or walking, just copy in a class list.</i> <i>If you are using multiple minibuses, please write who is in each minibus (including adults)</i> <i>Please write full names of children.</i> | | | |
| Number of children | | | |
| Number of adults | | | |
| Total number of people | | | |

Appendix E - Example 'Travel List' document

| | | | |
|---------------------|-------------------------|---------------------|-----------|
| Year Group: | 6 | Date: | 5.11.2019 |
| Location: | Southampton Art Gallery | | |
| Approximate time of | 9.30am - 10.30am | Approximate time of | 2pm - 3pm |

| | | | |
|---|---|-----------------|--|
| outbound journey: | | return journey: | |
| Mode of transport: Delete as appropriate | COACH / MINIBUS / ON FOOT / OTHER: __ Train _____ Short walk to Hedge End station/ from Southampton Central station to Art Gallery | | |
| Names and groups of children when travelling only. <i>If you are all on the same coach or walking, just copy in a class list.</i> <i>If you are using multiple minibuses, please write who is in each minibus (including adults)</i> <i>Please write full names of children.</i> | Mr A - Amy Smith, Bill Bryson, Chelsea Jenkins Mrs B - Dave Jones, Ethel Adams, Fred Bloggs Mr C - Georgia Haynes, Harry Hill, Jenny Walker Mrs D - Kevin Roberts, Louise Lombard, Mike Monroe | | |
| Number of children | 12 | | |
| Number of adults | 4 | | |
| Total number of people | 16 | | |

Appendix F - Safeguarding guidance for visits

Public

Toilets:

Where possible take male and female adults

Check toilets before children use them – when empty children can use

Transport:

On public transport, attempt to group all children in one place (carriage or section) away from the public.

If that is not possible, split into pre-arranged adult-led smaller groups avoiding mixing with the public.

If that is not possible, children must be with at least one other child and be in sight of a school adult.

Walking:

Give clear directions for walking past e.g. single file, keep left

Meeting:

Mark clear boundaries for sitting/ playing (away from the public)

Use cones/ rope etc.

Crossing roads:

Have a clear procedure (wave, snake, crocodile). What do the children do? What do the adults do?

Practice it at school beforehand if needed.

Volunteers/ other adults

Please double check that volunteers are selected from our volunteer list. This will mean that they have been DBS'd and received the appropriate training.

All adults, not just volunteers, must understand the procedures, expectations and emergency plans – group leader is responsible for making this happen.

On the visit

Regular head counts of groups and the whole cohort

Ensure there is a communication method between all groups and the leader.

Be alert for and recognise potential safeguarding concerns

Everyone must follow the Risk Assessment – this is your 'insurance' – remember it has been signed off by EVC and HT.

Be dynamic – respond to the needs of the children.