Educational Visits Procedure

Hampton Lakes Primary School

Policy last reviewed:	May 2025
Next review due:	May 2028
Member of staff responsible:	Mrs Ashleigh Watson
Ratified by:	LGB

1. Introduction

Educational visits provide a context for learning, requiring children to use their skills, knowledge and understanding in real, and often complex situations. This helps them to understand and remember what they are learning about.

It is school policy to ensure that all children are able to participate in the full range of off-site activities open to them, regardless of their socio-economic situation and ability to contribute financially to the cost of such activities.

Early Careers Teachers will normally be expected to complete their first year in teaching before taking responsibility for an educational visit and will have participated in a visit organised by an experienced member of staff during that year.

Types of Visit & Approval:

There are three 'types' of visit:

1. **Visits/ activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**

   These follow the 'School Learning Area' Operating Procedure (Appendix 1).

2. **Other non-residential visits within the UK that do not involve an adventurous activity. E.g. Visits to museums, farms, theme parks, theatres, etc.**

   These are entered on EVOLVE by the Trip and Visits Administrator and submitted to the EVC for checking. The EVC then submits to the Head of School for approval.

3. **Visits that are overseas, residential, or involve an adventurous activity.**

   The procedure follows point 2. set out above, but the Head of School then submits the visit to the LA for approval.

Information & Advice:

Educational Visits Co-ordinator (EVC): Zoe Trigg

Trips and Visits Administrator: Chrissy Addinall

Outdoor Education Adviser for PCC: Stephen Brown
01480 379677

Outdoor Education Advisors Panel (OEAP) handbook – National Guidance, upon which this handbook, is available at www.oeapng.info

2. Roles and responsibilities

Visit leaders:

Are responsible for the planning of their visits and liaising with the Trips and Visits Administrator (TVA). They should obtain outline permission for a visit from the Head of School or EVC prior to

planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

Trips & Visits Administrator (TVA):

Responsible for entering trip information on EVOLVE and being the point of liaison between the Visit Leader and EVC. Provides full administrative support.

EVC:

- To liaise with the school staff to ensure that educational visits meet their requirements.
- To assign competent people to lead or otherwise supervise a visit and assess the general competence and supervisory ability of those adults on the visit.
- Where a provider is being used ensure appropriate checks have been undertaken and that there is a clear contract in place about who is responsible for what.
- Carry out occasional monitoring of visit leaders to identify additional training needs.
- Organise the induction and further training of staff within the organisation including opportunities to develop competence in risk management.
- Work with the visit leader to provide parents with information about the visit and obtain consent.
- Keep records of individual visits including what worked well and what did not and any incident/ accident reports.
- To seek LA approval where required.
- To liaise with the Senior Leadership Team and Governing Body, as required.

The Head of School:
Has overall responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval (or as delegated to the EVC).

The Hampton Academies Trust:
As the employer it has overall responsibility for all Health & Safety matters related to the school.

The Governing Body:
Monitor the programme of trips and visits to ensure appropriate provision is being made for all learners.

The Local Authority:
Responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/ or involve an adventurous activity.

3. Staff: Student Ratios & Gender of Staff

Whilst there are no specific guidelines with regard to ratio of pupils to staff or the gender of the leader/ supervisory adults involved, consideration will be given to the complexity of the trip including environmental conditions, the group, leader competence, the activity

and the distance from the school site. This would be agreed between the EVC, the trip leader and the Senior Leadership Team when the visit proposal is submitted.

4. Approval Requirements

Before starting preparations for an educational visit, you should:

1) Consider the learning aims of the trip/ visit and how the excursion you are planning meets those aims.

2) Speak to the Trips and Visits Administrator (TVA) who will assist you in completing the trips and visits proposal form.

3) The form will then be checked by the EVC and passed to the Senior Leadership Team for final approval. The trip leader will be informed of the final decision within 14 days.

4) If approved, the TVA will log all details on Evolve and assist in completing the financial arrangements for the trip/ visit, in conjunction with the Finance department and trip leader.

   Note: for residential and adventurous trips, further approval must be obtained from the LA.

5) The trip leader will be expected to complete a risk assessment for the trip based on generic and specific risks that may occur. They will also be required to complete the Hampton Academies Trust Offsite Trips and Visits Checklist. These must be submitted to the TVA at least 7 days prior to the trip.

6) The TVA will provide admin support for the trip, including correspondence to parents and liaising with all providers, however it is the responsibility of the trip leader to promote the trip to pupils at the school and ensure that all parties involved are fully informed of the details.

7) On the day of the trip, the trip leader should ensure that they collect the medical and contact details for pupils attending, plus first aid kit and school mobile phone as required and return these at the end of the trip/ visit.

8) The trip leader and accompanying adults should ensure that the trip is run in a safe manner with reference to the risk assessment where appropriate.

9) After the trip, the trip leader should complete an evaluation form and submit to the EVA.

Note: at any of these stages, further advice can be sort from the EVC.

5. Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An induction programme, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.

- Support for staff to attend training courses relevant to their role, where necessary.

When deciding whether a member of staff is competent to be a visit leader, the Head of School will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

6. Assessing Venues and Providers

Where possible trip leaders should ensure that the venue is suitable and that the provider, if applicable has been awarded the LOtC Quality Badge (Learning Outside the Classroom). This is a national award that recognises providers offering good quality provision who are managing risk effectively.

If the provider does not hold the LOtC Quality Badge further advice should be sought from the Local Authority.

Where a new venue is being used the trip leader should ideally undertake a pre-visit as part of the risk management process.

7. Risk Management and Risk Benefit Assessment

Risk management takes many forms and in the simplest form this may well be the lesson planning that goes into an activity in the 'school learning area'. It is essential that even at this level, all adults are aware of the procedures and that children are fully informed as part of the risk management process.

For all other visits a risk management form should be completed by the trip leader and shared with other adults accompanying the visit and pupils attending should be aware of the procedures and expectations. Prior to the visit the TVA will send a risk management form to the trip leader who must complete the form and return prior to the trip taking place.

There will be two sections to the form. The first will be a generic risk assessment, much of which applies to all visits and the second is a specific section where consideration is given to risk management procedures related to the activity/ visit in question. When writing the risk management form, support and guidance can be provided by the EVC. Failure to complete the relevant risk management may result in the trip not running or being cancelled.

(An example of the Risk Management form can be seen in Appendix 3)

8. Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

To assist the trip leader and accompanying adults in dealing with an emergency they must carry with them the 'Visit Leader Emergency Action Card' and 'Critical Incident Action Plan', in addition to the medical and contact details of each student on the trip (Examples can be seen in Appendix 4).

9. Trip Leader Checklist

The Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES' (See Appendix 5).

10. Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of a pupil's school life at Hampton Lakes for certain other routine activities, e.g. after school fixtures, etc.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc.), so that consent is given on a 'fully informed' basis.

11. Inclusion

It is school policy to ensure that all pupils are able to participate in the full range of off-site activities open to them, regardless of their socio-economic situation, SEN status or disability and ability to contribute financially to the cost of such activities.

For all pupils with a Care Plan or an Educational Health and Care Plan, a meeting must be held between the following people:

- Trip leader
- Parent/ Carer
- Key worker (in school)
- Key worker (accompanying the trip, where necessary)

The aim of this meeting is to go through the Care Plan and to agree any additional actions that need to be put in place for the trip. Parents/ Carers will be provided with a copy of the Care Plan once everyone is in agreement with the contents.

We recognise that some pupils may be particularly reliant on one member of staff during a trip; it is important that they have an opportunity to speak to another adult to check they are happy. On day two of the trip, the trip leader will find time to speak with the pupil on their own, to check that the pupil is happy with the arrangements that have been put in place. The trip leader will then make a phone call home to ensure that parents/ carers are happy with any feedback they have received from their child.

12. Behaviour

As per the school visits policy, all children will be able to participate in a full range of off-site activities that are open to them. The school will seek parental permission or the required payment in the first instance as an expression of interest in their child participating in the visit and then once the deadline for this has closed a decision will be made between the trip leader and a member of SLT as to the make-up of the group attending the trip.

If a pupil's previous behaviour is below the expectations of the school or may bring into question the safety of the child themselves and other pupils or adults on the trip, then it may affect their place on the trip/ activity.

If a pupil is accepted on the trip/ activity and their subsequent behaviour leading up to the trip is below expectations of the school, then the school reserves the right to remove them from the trip. In this case a meeting will take place between the parent/ carer, the trip leader and a member of SLT to explain the reasons why. It must be noted that all payments to that date are non-refundable.

While on the trip/ activity, children should behave in line with school expectations. They will be reminded of these expectations prior to the trip and if they do not adhere to these, the trip leader will use sanctions that they feel appropriate at the time, in line with the school Behaviour Policy. In some instances this may result in removal from the trip by a member of SLT.

Poor behaviour on a trip will lead to appropriate sanctions on the return to school and may compromise future participation.

13. Charging/ funding for visits

Please refer to the school's Charging Policy for guidance on the charging and financial support relating to school trips.

14. Accounting for your Visit/ activity

All financial and accounting records will follow the school financial control procedures. All queries are to be directed to the Finance Office.

15. Transport

The school does not own a minibus and therefore where possible a commercial company will be used to provide transport. However, should the need arise, a minibus may be hired. In this case, the driver must have received sufficient training which is still in date. The correct class of driving licence must also be held. The driver will be responsible for carrying out pre-transport checks prior to any journey and will also be responsible for ensuring that pupils are wearing seat belts where supplied.

Pick up and drop off will be from the school Car Park or Main Reception unless specified in the parental information letter sent prior to the trip.

Children will not board or disembark from any transport at school or at the destination until instructed to do so by a member of school staff.

All safety procedures for transport on hired vehicles must be referred to within the generic transport section of each trip risk assessment.

Use of staff cars to transport pupils

Any staff using their cars to transport pupils must adhere to the school's Driving at Work Policy.

16. Insurance

The school has an insurance policy with Zurich which covers us for educational visits. Where we use tour operators or activity centres we also ensure that these have the relevant insurance policy in place.

17. Volunteers

Volunteers are generally used to assist with trips and activities at the trust's Primary Phases and may sometimes also assist with secondary pupils' trips. They will be over the age of 18 and deemed to be confident and competent when dealing with children/ pupils. As part of the risk management process, their suitability for assisting on the trip/ activity will be assessed by the trip leader or Head of School.

They will be fully informed about the details of the trip, the risk management procedures, individual pupils that may require support and their roles and responsibilities while on the trip.

It must be noted that at no point will they be left unsupervised with a group of pupils.

18. Dismissing of pupils after a trip

At the start of each trip/ activity, pupils will be registered before leaving the school site on foot or on the transport provided and a headcount will be carried out. Each trip will leave from the Main Reception or Main Car Park unless stated otherwise in the letter to parents.

On the return to school pupils will be dismissed at Main Reception or the Main Car Park at the time stated on the information letter unless there are any unforeseen circumstances such as traffic congestion. If this is the case, the trip leader should inform the school who will in turn attempt to inform any parents affected via the website or parentMail.

Pupils should then be collected by their parents/ carers unless they have been given permission to leave of their own accord.

If a pupil is waiting to be collected the trip leader should remain with the pupil until the collection is made or should make an attempt to contact the parents/ carer for clarification of the arrangements.

19. After the Visit

It is important to evaluate your activity, to ensure that it met the requirements of the learning aims and as a learning environment was appropriate to needs of the group and was safe. It is also a useful focus for the group leader to make improvements to content and disseminate appropriate information to colleagues for future trips.

On returning from the activity/ visit the trip leader will be required to complete the **Visit/ Activity Evaluation Form** and return it to the TVA within 10 working days (See Appendix 6 for an example)

Appendix 1 – School Learning Area

General
Visits/ activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/ activities:
- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, e.g. swimming lessons
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries
The boundaries of the School Learning Area are any suitable location within the Hampton development.

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:
- Road traffic.
- Other people / members of the public / animals.
- Losing a student.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:
- The Line Manager must give verbal approval before a group leaves.
- Only staff judged confident and competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school.
- Where possible there will be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to the activity taking place.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff attending and an estimated time of return.
- A school mobile or teachers personal mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior leadership team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry:
   a) A Visit Leader Emergency Action Card
   b) A Critical Incident Action Plan
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3: Risk Management Form

	Risk Management Form (Focus on the things over which you have control)	Please review and edit the Risk Managaement as required.

Risk Management carried out by: Name(s): **Position(s):** **Date:**

Staff agreement: "I believe this risk assessment to be suitable and sufficient, and consider the overall risk level to be acceptable. I agree to adopt the control measures/precautions above, but will remain alert and ready to implement additional measures if circumstances change unexpectedly".

This MUST be accepted below by the overall Visit Leader and shared with other visit staff

(Add extra if necessary)	**Name**	**Agreement date**
Overall Group Leader		
Deputy Group Leader		
Assistant/Volunteer leader		
Assistant/Volunteer leader		

Significant HAZARDS *Likely places/ways that people could be seriously harmed*	**CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice** *Discuss with all staff that organise or help lead this type of visit. Consider the suggested measures below – if control measures do not result in a low residual risk consider adding extra measures in each section as needed.*	**Additional CM's required?** If existing CM's cannot be met or circumstances have changed
All eventualities (Prior to the Trip commencing as part of the planning process)	- Group leaders will be familiar with and will follow the Hampton Lakes Visits Policy and procedures and OEAP National Guidance. - All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities - All leaders will meet prior to departure to discuss and share risk assessments and implement management plans - All leaders will be made aware of their roles and responsibilities prior to departure - Leaders will brief children regarding hazards and involve them in the risk assessment and management process - The trip leader will have completed a Visit leader checklist as the first part of the Risk management process.	

All Incidents, Accidents / injury / illness or Emergencies	- The establishment has an emergency plan for dealing with an incident on an offsite visit, and knows how to contact sources of help - Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group - At least one leader will carry a mobile phone (with ready charged battery and call credits if "pay as you go") N.B. Mobile phones may not work in some areas due to weak signal - Leaders and Establishment Contact will have immediate access to a copy of Emergency Procedures, (Critical Incident cards) including all emergency contact numbers, a list of children and contact details of parents, group leader, school and, if appropriate head / establishment contact's after-hours number - Leaders will have an appropriate level of first aid training as determined by the nature of the visit and accessibility of the venue for paramedics - A complete first aid kit (and travel sickness equipment) will be checked and taken with group - The trip leader will be provided with a list of known medical conditions prior to the trip and this information must be shared with other members of staff – update of needs given in writing on day of departure as necessary - Any personal medication to be kept secure and accessible only to leaders - Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan (Often termed 'Plan B') - Appropriate and effective communications system is in place e.g. check-points / clear meeting times / mobile 'phones / "walkie-talkie" short wave radios - Children to be aware of starting point and end point / destination details as a bare minimum knowledge of the activity being undertaken	
Transport (Commercial)	- Seat belts provided must be worn whilst vehicle is in use, staff to check seating arrangements are appropriate based in the needs of pupils and that pupils remain facing the front and are seated at all times. - Regular checks to make sure seat belts remain fastened. - Staff dispersed throughout the coach. - Pupils aware of safety procedures in an emergency – coach driver briefing prior to departure. - Supervision when boarding and leaving coaches (No pupils may board the transport without supervision from a member of staff. - No drink/food/chewing gum – no litter	
Supervision (children lost or separated from group, inadequate supervision)	- Ensure supervising staff are competent and understand their roles and are aware of any risk assessments - Staffing ratios will be appropriate to the activity / group / environment etc in line with LA guidance Leaders to use suitable group control measures (e.g. Fully supervised if required, buddy systems, large groups split in small groups and where possible a named leaders)	

	- Where 'distant' supervision is required this should be made clear to parents/ carers prior to the trip and pupils should be briefed about expectations and emergencies. For parents/ carers who express concerns about this alternative arrangements for supervision should be made. - Staff will discuss itinerary and arrangements with children. Meeting points and times should be made clear to all pupils and the need to adhere to this should be re-enforced. A member of staff should always be available at the designated 'meeting point' should they be needed by any student. - Leaders to conduct regular head counts, particularly at arrival/ departure points, and when separating and reforming groups	
Walking (On and off Public footpaths)	- Children given appropriate briefing regarding hazards and required behaviour e.g. remain on pavements unless instructed otherwise, courtesy to public, etc. - The planned route utilizes wide pavements where possible - The planned route will cross roads only at designated crossing points or at specified locations which are considered to be low risk - All journeys, especially road crossings, will be closely supervised by staff - Children will be briefed not to cross roads, unless and until specifically instructed to do so by staff - One supervisor (or appropriate group member) will be at the front of the group, one at the back, with the others positioning themselves alongside the group between the children and the road itself - If abroad, pupils will be briefed regarding right-hand traffic and any local traffic rules - Staff will be appropriately positioned and clearly visible to traffic and to guide group safely across - When pupils are under more 'distant supervision' they will be given appropriate briefing regarding required behaviour when crossing roads e.g. walk, utilize pedestrian islands, cross in waves/small groups, leave clear exit at far side - Walking beside roads with no pavements will be kept to a minimum, and only undertaken if the risk is considered reasonable, and there is no suitable alternative (consideration will be given to factors such as speed and business of traffic, and widths of road and verge)	
Exposure to adverse effects of weather - cold injury, heat injury, over exposure to sun etc.	- Staff will consider possible weather conditions, plan appropriate programme, and ensure that children are aware of clothing and equipment required - The need for specialist personal protective clothing and equipment will be made clear to pupils and parents/ carers prior to the visit and will be made available to group members if appropriate - Staff will plan and make provision for children who may not bring suitable kit, including arranging a check before departure and/or bringing spares - Staff will obtain daily weather forecast and adjust plans accordingly	
Special needs of specific children – medical	- Obtain information from parents/carers /SEND records/or GP/Consultant as appropriate - Individual risk assessments to be carried out if required (Care Plan Guidance) - Additional supervision to be arranged if required (See Trips and Visits procedures)	

Misbehaviour	- Staffing supervision levels conform to Hampton Lakes and LA guidelines based on the environment, group, activity, distance from site and will be sufficient to maintain good behaviour - Code of Conduct signed/Behaviour agreed with children beforehand, with clear understanding of likely consequences if this is breached. - Individual risk assessments to be carried out if required - Advice to be taken from SENCO and SLT where appropriate about individual needs (TA support or 1:1 support provided if requested) - Additional supervision to be arranged if required and where location is close to school SLT or parent pick-ups can be arranged	
Animals, insects, poisonous plants etc	- Avoid known high risk situations - Take necessary avoidance action if encountered - Ensure those with known allergies carry medication	
Inappropriate provision, activity or actions by provider or provider's staff	- Only bona fide, reputable providers will be used (LOtC Quality badge or approved by other bodies such a LA) - Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management and quality-control systems in place - Prior knowledge from evaluations / teacher discussions and feedback of prior use of a provider / event.	
Confrontation with a member of public	- Children will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc. - Seats will be booked, wherever possible, in a single block to enable easier supervision	
Significant HAZARDS *Likely places/ways that people could be seriously harmed*	**CONTROL MEASURES and PRECAUTIONS that staff agree to adopt that are Specific to needs of the Activity/trip** *Discuss with all staff that organise or help lead this type of visit. Consider the suggested measures below – if control measures do not result in a low residual risk consider adding extra measures in each section as needed.*	**Additional CM's required?** If existing CM's cannot be met or circumstances have changed
Additional Specific hazards? Please edit and add other Hazards and control measures		

Appendix 4: A Visit Leader Emergency Action Card

Hampton Lakes

Visit Leader Emergency Action Card

Emergency Procedure

In the event of an incident overwhelming your team's coping mechanism, use the following to guide your actions:

1. REMAIN CALM – Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
   - ✓ accounted for
   - ✓ safe
   - ✓ adequately supervised
   - ✓ briefed to ensure that they understand what to do to remain safe
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
   a. Preserve life
   b. Prevent the condition worsening
   c. Promote recovery

Essential First Aid:

1. Casualties need to be able to breath – if they are unconscious this means being put into a safe airway position
2. You need to try to find and stop any serious external bleeding
3. You need to protect the casualty from the environment – keep them warm
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

Once the immediate situation is contained:

1. Inform the School or your emergency contact. They will need the following information:
   - Who you are
   - What number can you be called back on?
   - What is the nature of the emergency?
   - How many casualties there are, their names and injuries
   - Names of others involved but not injured
   - The total number of people in your party
   - Your current location
   - Whether you are staying where you are or moving – if you are moving where to and how?
   - What time did the accident/incident happen?
   - Names and contact details of witnesses.
   - Proposed actions

2. Liaise with, and take advice from, emergency services if they have attended the scene.
3. Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/ repatriation.
4. Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
5. Control communications – prevent group members from using phones or going online unsupervised or until approval is given.
6. Keep a written log of all actions taken, conversations held and a timescale.
7. Refer all media, parental or other enquiries to the School.
8. Inform the Foreign Office Consular Assistance Team if abroad.

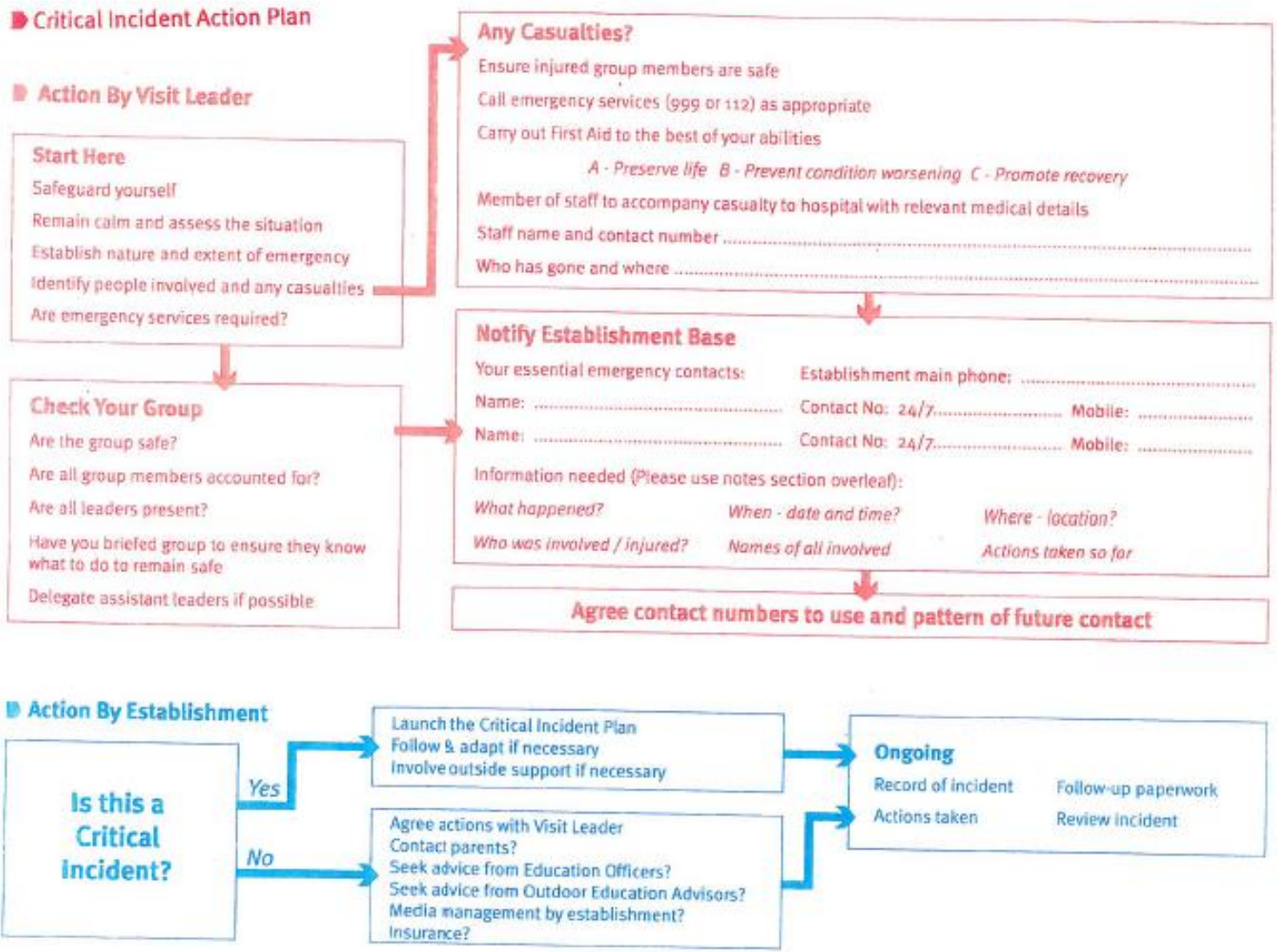
Media/legal points

- Do not admit anything.
- Do not sign anything.
- Avoid discussing legal liability with others.
- Do not talk to the press – refer them to the School's media contact.
- Record all events, times and details – establish witness contact details and get statements from leaders.

Post-Incident action

1. Follow the School's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.
2. Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training.
3. Share the experience and learning with colleagues.

Appendix 4: A Critical Incident Action Plan



Leaders

Stay calm

Delegate appropriate tasks to other leaders

Watch your group and keep them safe

Do not admit liability

Witness information

Photograph the scene

Do not alter any equipment

Do not allow anyone to see a group member without an adult being present

Once group is safe arrange contact with home

Incident notes and recording sheet

When	Who	What	Where
11.30pm	*Joe Bloggs*	*Fell out of bunk bed, staff took him downstairs*	*Bedroom 12*

Appendix 5: Trip Leader Checklist

Trip Leader Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

1.	If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17)	☐ yes	☐ n/a
2.	If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18)	☐ yes	☐ n/a
3.	Has a pre-visit taken place? (Normal procedure for most visits within the UK). If not, have appropriate additional checks been made?	☐ yes	
4.	Do the supporting 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).	☐ yes	
5.	Are all support staff aware of and comfortable with their roles?	☐ yes	
6.	Are all helpers aware of and comfortable with their roles?	☐ yes	
7.	If appropriate, have Event Specific Notes been made and will these be shared with all relevant parties?	☐ yes	
8.	Does at least one member of staff know the participants that are being taken away, including any behavioural traits?	☐ yes	
9.	Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff?	☐ yes	
10.	Are staff aware of any relevant medical conditions of other staff/helpers within the group?	☐ yes	☐ n/a
11.	Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?	☐ yes	
12.	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. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained?	☐ yes	
13.	Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency?	☐ yes	

14.	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? (see Section 19)	☐ yes	☐ n/a
15.	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? (see Section 16)	☐ yes	☐ n/a
16.	A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?	☐ yes	☐ n/a
	During the visit		
17.	Do staff have sufficient funds to allow for any contingencies?	☐ yes	☐ n/a
18.	Are all staff adults aware of their roles and the generic & specific risk management procedures in place?	☐ yes	
19.	Are pupils aware of any specific risk management procedures that relates to their safety?	☐ yes	
	At the end of the visit		
20.	Are appropriate arrangements in force for the dismissal of participants?	☐ yes	
21.	Has the Visit Leader reported back to the Educational Visits Coordinator via an Evaluation Form or verbal discussion?	☐ yes	☐ n/a
22.	Has the group been debriefed and any relevant follow-up work completed?	☐ yes	☐ n/a
23.	Have all staff and helpers involved in the visit been thanked for their input?	☐ yes	

Appendix 6: Evaluation

Trips and Visits Evaluation Form

(Please return to TBA within 7 working days via email)

1. How well did the trip / visit meet your identified learning aims/ outcomes (highlight)

   1 2 3 4 (1 – Not met at all / 4 – Fully met)

Comment: (Please give details)

2. Other comments relevant to the Trip / Visit (Suitability / Safety / Quality of the provider / transport arrangements / group / organisation)