



Educational Visits Policy

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Signed by Chair of Governors: *David Bradley*

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Educational Visits Policy

AI Generated Summary

Purpose: X

1. Introduction and aims

The Headteacher, Governors and Staff of Bitterne Manor Primary School consider that educational visits support and enhance the provision of the curriculum and enrich all children's educational experience. Educational visits will therefore be encouraged during some or all of the school day and are expected to take place at least once per half term. The visits are managed by the Educational Visits Coordinator (EVC).

An educational visit will be defined as:

- Children taken off-site, accompanied by the minimum recommended number of approved
- adults, to a venue.
- Visiting performers, professionals and instructors, to the school.
- A residential visit for which there is a separate section (see below).

The Headteacher, Governing Body and Staff are committed to ensuring that each visit is safe, represents value for money; that all costs associated are reasonable and that it is within the scope of the majority of families.

There are 10 key outcomes of educational visits:

<p>Health and Fitness Learning to appreciate the benefits of physical fitness and the lifelong value of participation in healthy active leisure activities.</p>	<p>Social Awareness Developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others.</p>	<p>Environmental Awareness Becoming receptive to the natural environment and understand the importance of conservation and pro environmental behaviour.</p>	<p>Enjoyment Developing a positive attitude to challenge, learning and adventure.</p>	<p>Confidence Developing personal confidence and character through taking on challenges and achieving success.</p>
<p>Activity Skills Acquiring and developing a range of skills and knowledge as a result of, and in support of, their participation in outdoor activities, recreation and exploration.</p>	<p>Personal Qualities Demonstrating increased initiative, self-reliance, responsibility, perseverance, tenacity and commitment.</p>	<p>Key Skills Developing and extending their key skills of communication, problem-solving, leadership and teamwork.</p>	<p>Increased appetite for learning Displaying an increased motivation and appetite for learning that is contributing to raised levels of achievement and progress in other aspects of their development.</p>	<p>Broadened Horizons Broadening their horizons and becoming aware of a wider range of recreation and employment opportunities and life chances, life choices and lifestyles.</p>

2. BMPS Policies and National Guidance

This policy links to the Curriculum Policy and the Charging Policy. This policy adopts the National Guidance published by the Outdoor Education Advisers Panel (OEAP) on the website <http://oeapng.info>. This provides detailed guidance about many aspects of outdoor learning, off-site visits and Learning Outside the Classroom, and includes essential reading for all key staff roles. Specific information can be found by

using the site's search function. Bitterne Manor Primary employees must follow that guidance as well as the requirements of this policy. Should there be any conflicting areas, please consult with the school's EVC.

3. Clarification of Roles

OEAP National Guidance (see section 2), sets out the responsibilities and functions, regarding educational visits, of specific roles including:

- Deputy Headteacher
- EVC
- Visit Leader

The Headteacher is responsible for:

- Ensuring approval for visits is given, including liaising with the LA where appropriate;
- Ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- Ensuring that all accreditation or verification of providers has been met;
- Ensuring that visits are evaluated to inform the operation of future visits;
- Ensuring that each visit has an appropriately competent Visit Leader;
- Ensuring that all teachers are aware of the LA guidance;
- Ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit. See also the school's Critical Incidents Procedures.

The Educational Visits Coordinator is responsible for:

- Ensuring educational visits meet the employer's and school's requirements;
- Supporting the Governors with approval and other decisions;
- Assessing the competence of prospective leaders and staff;
- Ensuring that Risk Assessments meet requirements;
- Organising, training and induction;
- Ensure group leader reflection is complete (accidents recorded in Accident Book, safeguarding concerns in CPOMS) and keep records of visits;
- Reviewing systems and monitoring practice.

The Visit Leader is responsible for:

- Overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare.

The Visit Leader must:

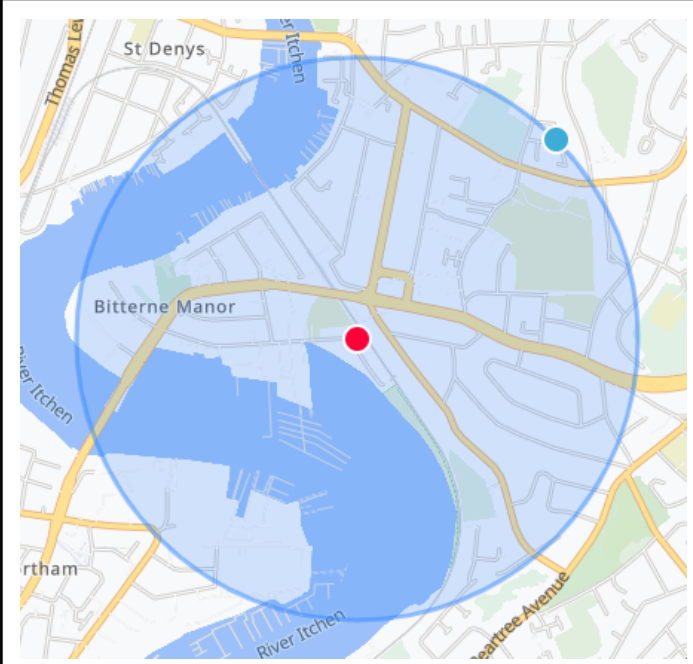
- Gain approval for the trip from EVC/HT;
- Be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- Plan and prepare for the visit and assess the risks (see section 4);
- Complete a risk assessment on EVOLVE;
- Ensure parents are informed and have given consent;
- Organise emergency arrangements;
- Define the roles and responsibilities of other staff, volunteers and students and ensure effective supervision of what they do;
- Ensure that all members of staff have a copy of all the relevant documentation relating to the visit;
- Ensure that all staff are briefed on a plan of action in the event of a serious incident occurring.
Assistant Visit Leaders (any other adult on trip)
- Must be inducted into policies.
- Must be approved as competent.
- Must be briefed on their job, including all aspects of risk management.
- Should be part of the planning process where possible.

4. Procedural Requirements

For educational visits, the legal expectation of managing risk is linked to what is reasonably practicable, NOT perfection. 'Reasonable' includes the time it takes, the cost and effort versus what we are trying to achieve. For example, going to the park should not involve multiple risk assessments, signed off by multiple people - this is perfection, not reasonable. However, Bitterne Manor Primary has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place. Trips are broadly split into:

Local Area Visit (within Local Learning Area)	Routine Trips (e.g. sports,	Residential / Adventurous
Follows generic local area risk assessment	Follows generic risk assessment with additions specific to venue, activity and transport	Follows generic risk assessment, with extensive additions
No evolve necessary but verbal permission needed from SLT Signing out sheet left with office for fire safety No parental permission needed	Within school hours Evolve completed Parents informed Payment letters where needed No parental permission needed	Evolve submitted to LA Parental consent needed Payment letters needed

Local Learning Area:

	Half mile radius
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All other trips are split into:

Routine Trips	Residential / Adventurous
Trips within the LLA which include a provide	Trips within the LLA which include 'adventure' e.g. sailing
Trips beyond the LLA, including museums, galleries, places of worship, exhibitions, sports venues (not adventurous)	Trips involving any overnight stay

The Visit Leader should use the Local Area Visit Checklist / Routine Educational Visit Checklist (appendix 1) to ensure all pre-trip tasks have been completed. The below outlines the steps required for organising and leading a trip.

4.1 Planning a trip in the LLA

Trips within the Local Learning Area may occur on an ad hoc basis. This may include decisions on the day to take children out within the LLA.

The Visit Leader/Assistant Visit Leader must:

- Know the boundaries of the LLA and know the 'no-go' areas.
- Follow the Local Learning Area Risk Assessment for LAV (appendix 2). All adults attending this trip must have good knowledge of the Safe Working Procedures - this is the responsibility of the Visit Leader.
- Check consent has been provided at the beginning of the year for all trips - verbal permission is not acceptable.
- Inform a member of SLT.
- Complete a Signing Out Sheet indicating which children have been taken out (appendix 3). This is handed to the office in case of a fire alarm. On return to school, this form is shredded. This form should be attached to any incident/accident forms as needed.
- Ensure there are an appropriate number of competent adults. There is no legal ratio in KS1 and KS2. A minimum of two adults must attend in case of an accident/emergency involving one of the adults. EYFS must have the appropriate legal ratio - Nursery = 1:3 , Reception = 1:6.
- Ensure medication, a first aid kit and the Emergency Procedures Cards are carried.
- With KS1 and KS2 first aid should be quickly/easily accessible (e.g. if school is nearby and a child could be returned in case of emergency).
- There must be a paediatric first aider with EYFS
- Record any accidents/injuries in the normal manner (accidents recorded in Accident Book in office and safeguarding recorded CPOMs) Inform SLT and parents where needed. Parents do not need to be informed of trips within the LLA, however to maintain positive relationships and open communication, Visit Leaders may send an email/letter to inform parents.

4.2 Steps for Planning a Routine or Residential Trip

Step 1 Planning: When planning a trip, Visit Leaders must be clear on the reasons for the trip. What will the children get out of the trip? Why this trip? Have they been there before? What experiences will this offer the children? How does this link to the curriculum? A learning objective must be specified on Evolve and the risk assessment. Planning involves the STAGED approach:

<p style="text-align: center;">Staffing</p> <p>Staff team leading a trip must be competent</p> <p>Ratios will depend on age group</p> <p>Parent Volunteers</p> <p>Legal ratios</p> <p>Nursery = 1 : 3 , Reception = 1 : 6</p> <p style="text-align: center;">Suggested ratios</p> <p>Years 1 - 2 = 1 : 8 , Years 3 - 6 = 1 : 10</p>	<p style="text-align: center;">Transport</p> <p>Safest method vs best method</p> <p>A prerequisite visit must take place.</p> <p>When/how will you do this? Liaise with SLT?</p> <p>NB. If we arrange the transport, we are responsible for it (e.g. parents taking children at our request)</p>	<p style="text-align: center;">Activity</p> <p>What will children be doing? Why?</p> <p>If someone else provides the 'activity', get a provider form.</p> <p>No need for risk assessments from venues/providers</p> <p>Teacher packs may be useful</p> <p>How much does the activity cost? Is it necessary? What can be done for free?</p>
<p style="text-align: center;">Group</p> <p>Age, ability, experience, inclusion, effective supervision, behaviour</p>	<p style="text-align: center;">Environmental Conditions</p> <p>Weather?</p> <p>Water - slow moving, shallow</p>	<p style="text-align: center;">Distance/Time</p> <p>Further from school, further from help - impacts on first aid requirements</p>

Step 2 - Approval, Calendar and Staffing: On approval of the trip, Visit Leaders must add the information to the BMPS Calendar/Year Overview. Decisions about staffing will be made by the EVC/SLT. Ratios are decided on the basis of can this staff manage this group, doing this activity, in this environment. Any adults needed for 1:1 support are not included in the ratios. NB. Legal ratios: Nursery = 1 : 3 , Reception = 1 : 6. Suggested ratios: Years 1 - 2 = 1: 8, Years 3 - 6 = 1: 10 All educational visits are accompanied by at least 2 adults from school plus volunteers.

Step 3 - Booking transport: Transport must be requested by the Visit Leader to the SBM within a minimum of three weeks prior to the trip. Minibus/coach must be factored into the cost.

Step 4 - Informing families: Families should be informed that a trip will be taking place. This can be via Arbor email and can also be added to Class Dojo (NB not all families access this). The letter in appendix [5] should be sent, informing parents why the trip is happening, where children will be going, how they will get there, and clothing and food requirements. Parents/carers should be informed that they can volunteer for trips by speaking to the class teacher. This letter will need to be sent on paper if packed lunch requests/payments are needed. From September 2026, parental consent will not be required for trips. However, Visit Leaders should check that all consent forms were completed in September. If payments on ScoPay are required for trips, this must be sent a minimum of three weeks prior to the trip in a paper letter. Families must be asked for voluntary contributions. No child will ever be excluded for non-payment but trips may be cancelled if not enough contributions are received. Parents should be informed of this. A minimum of 75% of payments must be received or a trip will need to be cancelled.

Parent Information	
Where?	Location?
What?	What will the children be doing there?
Why?	What will be achieved? Why this trip? What skills? What curriculum links?
When?	Date?
How?	Travel arrangements?
Clothes	Please make sure your child has sensible shoes and a suitable coat.
Lunches	You may send a packed lunch from home or order a school packed lunch. If you send a packed lunch from home, it should contain sandwiches, fruit snack, a snack such as yoghurt, crisps or a biscuit, water or fruit juice. As some children have allergies, please do not send any food containing nuts – this includes peanut butter, hummus or cereal bars.
Cost	Entrance to _____ is £. We are asking for a voluntary contribution of £. If we do not receive enough voluntary contributions, we may need to cancel the trip.

Step 5 - Lunch Requests

School packed lunches need to be ordered in advance from the kitchen (appendix 6). This needs to be completed 2 weeks prior to the trip. The completed forms need to be placed in the folder on the kitchen door.

Packed Lunch Order Form	
Date of Request	
Date and Day of Trip	
Time needed	
Class	
Number of packed lunches needed	Cheese and Tomato - Tuna and Cucumber- Egg Mayonnaise - Chicken and Sweetcorn -
Total number of children NOT requiring a hot meal	

Step 6 - Risk Assessment:

Risk assessments need to be in place for all trips. All Visit Leaders and assistant Visit Leaders should be familiar with, and follow, the guidance in the generic risk assessment. This generic risk assessment includes information on trips/slips/falls, emergency procedures including lost child, transport/road safety, weather conditions, and stranger danger. Information which is specific to a trip must be completed by the Visit Leader. This will include the specific venue, the specific activities, the specific lunch venue, specific medical needs, specific allergy information, specific behavioural support, specific SEND support and any additional transport risks. See Appendix 7. Note, if the trip is being led by an external provider (e.g. sailing), the risk assessment would be purely pastoral in nature as the specific activity would be covered by the provider.

Risk assessments must be uploaded to EVOLVE and submitted for approval a minimum of 2 weeks prior to the visit.

Residential Trips require a significantly more detailed risk assessment as there are a greater number of risks to manage including private transport, stopping at service stations, overnight risks, medical needs, changing environmental needs, etc. Greater distance requires greater risk management.

Residential Trip risk assessments must include notes re: Sepsis

Residential and adventurous trips must be approved by Hampshire and so require an Evolve application submitted a minimum of 3 weeks before the trip.

Step 7 - Evolve:

Completing Evolve:

→ Name - Give a name to your trip (e.g Year 4 - British Museum)

→ Type - If YES to these questions, they must be approved by Hampshire/SCC minimum 2 weeks before or the trip will not go ahead.

◆ On site = At Bitterne Manor

◆ Overseas

◆ Residential

◆ Adventurous Activity

→ Purpose - primary purpose and intended outcomes must be linked to the curriculum

→ Dates

→ Times

→ Venues/Provider -

◆ Venue = almost all trips, even if there is a workshop count as 'venue'

◆ Provider = adventurous (ski, climbing, sailing, expedition, etc.)

→ Travel Arrangements - Tick all, including the 'walk' to a station/bus stop

→ Staffing - Tick who you would like to come on the trip. EVC/Head will make the final decision on staffing, but will try to match the request. Add parents where applicable.

- Attendees - Complete year group and number of boys/girls. No need for register.
- Event Specific Notes - NONE (this will be on the risk assessment)
- Attachments Attach:
 - ◆ Information to parents
 - ◆ Risk Assessment
 - ◆ Teacher pack where applicable
- Submit 2 weeks prior to trip
- Timeline of steps - wait for EVC approval, Evolve etc

Step 8 - Reconnaissance visit

The Visit Leader must do a reconnaissance themselves before going on the trip. This should be done within a week of attending the trip as there may be changes to the route, etc. Any updates can be made on Evolve prior to the day of the trip. Trips can be cancelled if Visit Leaders deem anything unsatisfactory from their reconnaissance visit. Reconnaissance visits should be completed during PPA time. If there are extenuating circumstances why this is not possible, Visit Leaders must discuss this with SLT if additional release time is needed.

Step 9 - On the Day of the Trip

- All adult briefing - risk assessments are shared and discussed, expectations clear.
- Briefing children - discuss the expectations for the trip, including safe road use, safe transport use, behaviour expectations, what to do in an emergency (e.g. if they get lost)
- Ensure registers are completed and a copy/print out of the register is carried by the Visit Leader - admin team informed of any children who are remaining in school. Mark children as present or absent as normal. Do not change 'lunch' status.
- Visit Leader and first aider are responsible for ensuring all medication is taken and a first aid kit.
- Children wear school high - visibility vests.
- Risk assessment followed
- Any accidents/problems/near misses are reported to the EVC with accidents recorded in the normal way in the school office.

Step 10 - Monitoring:

After the trip, the Visit Leader and a child should complete the trip evaluation form on Google Forms. This forms part of our legal requirement to monitor educational visits.

5. Assessing Venues and Providers

Where possible Visit Leaders should visit intended venues. In cases where this is not possible the Visit Leader should research the intended venue using the internet, recommendations from other schools and any other means they have available to them.

Visit Leaders should look for the LOTC Quality badge (when the visit is provider led) and AALA Licences centres as holding one of the above is a creditable assurance of appropriate Health and Safety Management Systems. A Visit Provider form can be found in the 'resources' section of EVOLVE (appendix 8) to support your research into providers that do not hold the above accreditation. New providers, or providers with no track record of visits will require a pre inspection visit. It may be necessary to visit a centre to see if the provider can meet the needs of pupils if the trip consists of pupils who have additional needs.

6. Volunteers (including parents)

At Bitterne Manor, we recognise the importance of building relationships with parents/carers. Parents are invited to volunteer for all trips. Visit Leaders must ensure that:

- All volunteers have an enhanced DBS if there is opportunity for them to be alone with a child/group of children. Volunteers without DBS are NEVER left alone with children. They do not lead groups alone. They do not accompany children to the toilet.

- Volunteers should be clear about their role and be made aware of the conduct expected from them while on the trip. This may include:
 - Supporting a group (with a member of school staff)
 - Road crossing support
 - Assisting with organising children when walking
 - No use of mobile phones including taking photos of their own children
- Volunteers should be placed with a member of staff from Bitterne Manor Primary school
- All volunteers are given copies of the risk assessment prior to the trip. This will not include any specific information about individual children (e.g. behaviour concerns, medical concerns).
- Should volunteers be used to lead activities, they must have the correct qualifications subject to the Governing body and/or experience if a qualification is not necessary

7. Emergency Procedures and Incident Reporting

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

- REMAIN CALM - Assess the situation.
- Safeguard yourself and then any other uninjured members of the group.
- Make sure all other members of the party are:
 - 1. Accounted for
 - 2. Safe
 - 3. Adequately supervised
 - 4. Briefed to ensure that they understand what to do to remain safe.
- Delegate Deputy Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
- Call emergency services as appropriate.
- Carry out first aid to the best of your abilities. Remember the aims of first aid are to:
 - 1. Preserve life
 - 2. Prevent the condition worsening
 - 3. Promote recovery
- Follow the instructions and advice of the Emergency Services once they have arrived on the scene.

Essential First aid:

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

Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information:
 - 1. Who you are,
 - 2. Which Establishment you are from and what your role is within the group
 - 3. What number can you be called back on?
 - 4. What is the nature of the emergency?
 - 5. How many casualties there are and their status
 - 6. The total number of people in your party
 - 7. Your current location
 - 8. Whether you are staying where you are or moving – if you are moving where to?
 - 9. What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.

- 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.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Complete the Visit Leader Action Card for accident/serious incident while off site.
- Keep a written log of all actions taken, conversations held and a timescale – See appendix 4
- Complete an accident/near miss report form at the earliest convenience Visit Leaders must carry all emergency information with them during the visit e.g. emergency contact phone numbers, medical information

Lost Child

NB Parent Volunteers not to be alone / solely responsible with a group. Ensure all adults have all phone numbers of one another (Absence hotline phone can be used if advanced notice given)

- Urgently check for any hazards - particularly water
- Check activity area / last known location
- Try to contact them by shouting/blowing whistle
- If alone with small group:
 - retrace steps to where child was last seen
 - call Visit Leader
 - search for 10 minutes before calling emergency services
 - call school
- In a group:
 - delegate all children to other adults retrace steps
 - search for 10 minutes before calling emergency services
- call school In all incidents, HT informed. CPOMS completed as 'safeguarding incident'. Parents informed by SLT.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention, the Headteacher or Designated Deputy/Assistant Head teacher must be contacted immediately. The Visit Leader must carry the Emergency Procedure Cards with them at all times. These can be located in the Educational Visits Staff Information section on G - Drive and in appendix (4) of this policy.

8. Behaviour

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These will be re-emphasised as appropriate during the visit. Monitoring of the visit must be ongoing, and this contributes towards both enjoyment and safety. Children are expected to abide by Bitterne Manor Primary School's behaviour policy when on educational visits or outdoor activities. Trips need to be inclusive and accessible to all children so individuals cannot be denied an experience that is part of the National Curriculum. In a small number of cases, extreme circumstances can be considered and a team meeting would need to take place to assess what steps to take. On residential trips, any child whose behaviour may pose a risk to themselves or others would need to have an individual behaviour plan in place. This would be completed through a collaborative process involving the AHT, the class teacher and in some cases, the parents/carers. It is primarily the responsibility of the Visit Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances – for example: over-busy lunch area, rain, rising water levels, etc. Following the visit, the Visit Leader should record any significant issues, for both reference and to inform future visits. This can be done via the Google Form - Visit Leader Reflection.

9. Inclusion

Educational Visits must be available to all children, regardless of background or abilities. Visit Leaders must ensure that their provision meets the requirements of the Equality Act 2010, the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001. Guidance about inclusion can be found on the OEAP National Guidance website (see section 2 above). The SENDCO can provide support where needed to ensure all children are included on trips. This may include adult support, social stories prior to the

trip, alternative transport arranged, etc. Under no circumstances is a child excluded from a trip due to special educational needs.

10. Transport on Minibus (See OEAP guidance)

- The establishment must hold appropriate licences/permits for minibus use (e.g. Section 19 Permit or PSV Operator's Licence where required).
- All minibuses must be roadworthy, licensed, insured, regularly maintained and subject to safety inspections.
- Drivers must hold the correct licence entitlement and be suitably trained, assessed and authorised to drive a minibus.
- Volunteer drivers may only drive under specific legal conditions (e.g. permit in place, vehicle weight limits, no payment beyond expenses).
- Drivers are legally responsible for vehicle checks, safety equipment, and ensuring the vehicle is not overloaded.
- Pre-journey vehicle checks must be completed and defects reported in line with maintenance procedures.
- Driving hours and rest breaks must comply with regulations and drivers must not drive while fatigued.
- Appropriate insurance must cover all intended use, including overseas travel where applicable.
- Seat belts/restraints must be worn by all passengers; the driver is responsible for compliance for under-14s.
- Luggage must be securely stored and must not block exits or create hazards.
- Adequate adult supervision must be provided; drivers must not supervise passengers while driving.
- Additional legal and documentation requirements apply for minibus use outside the UK.

11. Monitoring

The Headteacher/Deputy Head and EVC are responsible for ensuring compliance with this policy and for the monitoring of visits organised by Bitterne Manor Primary School. The EVC is often best placed to carry out routine monitoring. Monitoring will take place through a series of spot checks by the EVC during the year. Documentary evidence of these spot checks will be recorded in a document shared with the Headteacher and informs future training. The EVC aims to follow the advised 60 minute method - 60 minutes per term monitor from the school site. This may include:

- Staff briefing
- Student briefing
- Parents briefing
- Getting on/off a minibus/tube
- Watch head counts
- Watch return to school
- Watch debrief
- All educational visits are evaluated by the Visit Leader using the Visit Leader Reflection form and Child Google form evaluation is completed which forms part of the monitoring cycle.

12. Induction, Training, Succession Planning

All Visit Leaders receive training on leading trips. The EVC will attend training with the LA/Evolve and follow this up with refresher courses.

13. Insurance

The Visit Leader must ensure that the trip has appropriate insurance cover – check information with the School's Business Manager - insures participants, staff and pupils. Personal accident insurance cover is required for all potentially hazardous activities, and for all trips abroad. Please check providers have £5 Million Public Liability Insurance. Insurance cover is obtained for visits and activities which:

- Include foreign travel

- Involve potentially hazardous activities. For all other trips insurance cover depends on the cost of the trip and the nature of the activities. Some cover may be provided through the school's own insurance policy but staff should check with the school business manager and top up as necessary. Parents are informed in writing of the insurance arrangements.

14. Finance

The below statement comes from the Charging and Remissions Policy 2025: We try to enrich our curriculum by a wide range of trips which enhance children's learning. These trips and visits are defined as curriculum activities. We undertake a maximum of six trips each school year (one every half term) and if there is a cost to the school we ask for a voluntary contribution for each trip, up to a maximum of £20 per trip. However, all contributions are voluntary and no child will ever be excluded for lack of payment. The following is a list of trips that sometimes require us to ask for voluntary contributions from parents. This list is not exhaustive:

- visits to museums and art galleries
- visits to the theatre
- trips where there is an entrance fee
- trips using the minibus

Appendices

Appendix 1 - Checklist for planning trips Local Area Visit Checklist Routine Educational Visit Checklist

Adhoc/Local Area Visit (LAV) Checklist

A trip made within the Local Learning Area (LLA)

To do:	Done
Let SLT know you are going on a LAV	<input type="checkbox"/>
Ensure all team members know their roles and the 'no-go' areas	<input type="checkbox"/>
Complete Signing Out Sheet and leave in office	<input type="checkbox"/>
Medical supplies taken (asthma pumps/epipens etc)	<input type="checkbox"/>
Take first aid kit	<input type="checkbox"/>
Let office know when you return	<input type="checkbox"/>
After the LAV - complete Visit Leader Reflection (Google form)	<input type="checkbox"/>

Appendix 2 - Safe Working Procedures for LLA: Safe Working Procedures for LLA

Appendix 3 - Signing Out Sheet Signing Out Sheet for LLA



Signing Out Sheet

Ad Hoc Local Area Visits (LAV) within the Local Learning Area (LLA)

Leave this completed in the office when you go out.
Collect and shred at the end of the trip.

Date	
Who is leading the trip?	
Other Staff?	
Any Other Adults?	
Who? Class/Group	
Where are you going?	
First aid kit / medication taken	
Departure time	
Estimate return time	
Visit leader mobile phone number	
Any other relevant details/issues (e.g. pupil medical/behavioural needs)	

Appendix 4 - Emergency Procedures Card Emergency Procedures Cards for Trips/Visits



Emergency Procedures Card for Trips/Visits

The sequence of actions depends upon the nature of the emergency.

<p style="text-align: center;">Immediate Action</p> <ol style="list-style-type: none"> Ensure your own safety. REMAIN CALM - Assess the situation. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised. Call relevant emergency services if necessary (see phone numbers on reverse). Carry out first aid to the best of your abilities. 	<p style="text-align: center;">First Aid</p> <p>The aims of first aid are to:</p> <ol style="list-style-type: none"> Preserve life: <ul style="list-style-type: none"> Casualties need to be able to breathe – if they are unconscious, put them into a safe external position. Try to find and stop any serious external bleeding. Prevent the condition worsening: <ul style="list-style-type: none"> Protect the casualty from the environment – keep them warm and dry. Stabilise their condition. Promote recovery: <ul style="list-style-type: none"> Talk to them, reassure them, hold their hand, provide emotional support.
<p style="text-align: center;">Urgent Action</p> <p>Take stock and delegate where possible.</p> <p>Call BMS's Emergency Contact #:</p> <ul style="list-style-type: none"> You need support; The emergency services are involved; The incident is serious; The press/media are involved. <p>If calling Local Authority Contact:</p> <p>You need to tell them:</p> <ul style="list-style-type: none"> Who you are, which establishment you are from and what your role is within the group; The number you can be called back on; The nature of the emergency and details of the incident; What help you need; Whether the emergency services are involved; How many casualties there are and their status; The number of people in your party; Your location, and whether you plan to move. <p>Listen and follow advice from the emergency services if they are involved.</p> <p>Address the urgent needs of the group:</p> <ul style="list-style-type: none"> Ensure adequate supervision; Ensure they understand what to do to remain safe; Physical needs, e.g. shelter, food and drink, transport; Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support, give them useful things to do, protect them from intrusion. Control communications - prevent group members (including parents) from using phones or social media unsupervised or until approval is given. Start a written log of actions taken and conversations held, with times. 	<p style="text-align: center;">In the Event of a Lost Child</p> <p>If alone with small group:</p> <ul style="list-style-type: none"> retroce steps to where child was last seen call emergency services call visit leader call school <p>In a group:</p> <ul style="list-style-type: none"> delegate all children to other adults retroce steps call emergency services call school <p style="text-align: center;">Further Actions and Follow-up</p> <p>Take stock again and re-plan the next phase – what have you forgotten?</p> <p>Deal with any casualties who are in the care of the emergency services:</p> <ul style="list-style-type: none"> Accompany them to hospital; Keep track of who is where. <p>Consider the needs of yourself and fellow leaders – are you/they coping?</p> <p>Listen with BMS – hand over what you can to them, to reduce the stress on you.</p> <p>Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.</p> <p>Address the further needs of the group, for example:</p> <ul style="list-style-type: none"> Toilets, washing facilities, clean/dry clothes; Transport; Accommodation; Contact with home. <p>Refer all media, parental or other enquiries to your establishment or employer.</p>



Bitterne Manor Primary School Emergency Procedures

This must be carried by all trip leaders and assistant trip leaders

Visit Leader	
Assistant Leaders (all other adults)	
School Emergency Contact	02380 227596
SLT Emergency Contact	Amy H - 07864924159 Kim - Kirsty -
Emergency Services in UK	999 or 112

Appendix 5 - Letter template Trip letter template

Parent Information	
Where?	Location?
What?	What will the children be doing there?
Why?	What will be achieved? Why this trip? What skills? What curriculum links?
When?	Date?
How?	Travel arrangements?
Clothes	Please make sure your child has sensible shoes and a suitable coat.
Lunches	You may send a packed lunch from home or order a school packed lunch. If you send a packed lunch from home, it should contain sandwiches, fruit snack, a snack such as yoghurt, crisps or a biscuit, water or fruit juice. As some children have allergies, please do not send any food containing nuts – this includes peanut butter, hummus or cereal bars.
Cost	Entrance to _____ is £. We are asking for a voluntary contribution of £. If we do not receive enough voluntary contributions, we may need to cancel the trip.

Appendix 6 - Packed Lunch and ScoPay Form ScoPay

Appendix 7 - [Risk Assessment Template for Routine Trips](#)