



Educational Visits Policy

Please refer to this policy before any outside visit or trip

Audience

This policy is intended to be read by all members of the school community although its advice must be followed by all members of staff organising school visits.

Aim

The aim of this policy is to sustain and promote a broad range of off-site Educational Visits from Bells Farm Primary School, whilst ensuring safe practice and competent supervision.

We recognize that the benefits for children engaged on educational visits include:

- Raising achievement through organized, powerful experiences and opportunities.
- Participating in challenging physical activity and encouraging healthy lifestyle
- Raising self-esteem, confidence and independence.
- Appreciating landscape diversity through exploring natural environments
- Experiencing a range of built environments, extending their cultural awareness and widening horizons.
- Being involved in teamwork and problem-solving through residential experiences
- Engaging pupils or young people and making learning 'real' and relevant.
- Supporting national agendas and initiatives eg 'Every Child Matters', new curriculum for Early Years Foundation Stage and Primary phase, 'Social Emotional Aspects of Learning'.

The range of Educational visits undertaken at Bells Farm

Children at Bells Farm regularly participate in offsite activities including:

- Walks and traffic surveys around the local neighbourhood
- Local studies at Kings Norton Green and St Nicholas' Church
- Swimming at Tiverton Road baths, visits to Baverstock School, Kings Norton Arc Academy, and other local primary schools
- Visits to Birmingham sites such as Mount Pleasant Farm, Botanical Gardens and Canon Hill Park Nature Centre.
- Visits to Museums and buildings including Birmingham Museum and Art Gallery, Aston Hall, Sarehole Mill, the Thinktank and Avoncroft



- Residential trips at outdoor education centres
- Other places such as : Stratford Butterfly Farm, Twycross Zoo, Hatton Country World and the Severn Valley Railway
- Visits to theatres/concert halls

A full list of educational opportunities for the current year can be found on the website under 'Curriculum'. This however does not mean that other opportunities will not be taken if they occur.

Equal Opportunities

At Bells Farm we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Educational visits are an integral part of the curriculum. All pupils or young people are entitled to participate irrespective of social background, culture, race, gender, differences in ability and disabilities. If a visit is not suitable for all children (usually this is possible with additional adult help or child's own parent) then alternatives must be considered.

Safeguarding

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

Educational Visits coordinator

The EVC is currently Debby Scott - School Bursar.



Procedure

Key Points for all visits:

- All Educational Visits must have clearly identified aims and objectives.
- All Educational Visits must have an approved competent Visit Leader who is a BCC employee.
- Approval for an Educational Visit and for the designated competent Visit Leader role is made by the Head Teacher or EVC.
- All visits must provide evidence of a prepared written risk assessment.
- Visit Leaders must carry copies of all supporting documentation on the visit, eg. Emergency contacts, itinerary, names and group detail.
- EVC's must retain and record all supporting documentation centrally. (currently in main school office).
- Parents must be fully informed of all arrangement
- Well planned visits lead to successful visits

Organising a visit (see also the Roles and responsibilities of the Visit Leader in the appendix)

Before the visit

- Seek initial approval from the EVC ensuring there are clear educational aims. The EVC must give the go ahead to continue with the following actions:
- Ask the office to investigate costing and transport.
- Write to parents informing them of the date and cost of the trip. If it is an adventurous activity then a consent form must be completed (in addition to the annual consent forms parents complete) and parents should also be asked to inform school if there are any current changes to medical information held.
- If activities are not provided by the place you are visiting – plan the day, including learning objectives, activities and timings for lunch etc.
- An Emergency Contingency Plan B needs to be in place, detailing alternative arrangements due to inclement weather, transport breakdown, illness of visit leader etc.
- Complete a risk assessment form and hold a briefing to share this information with all adults who are going on the trip.



- Make a clear risk assessment for any named child with known medical or behavioural issues.
- Submit the risk assessment to the EVC and obtain approval (5 working days before the visit/ **8 weeks before any adventurous activity**)
- Ask the office to ensure that all consent forms are returned with up to date medical information. Office staff will collate and check parental consent forms and medical information.
- Give clear information to all the adults going on the trip regarding risk assessments and roles and responsibilities, ensuring they have a clear understanding of the nature/purpose of the trip and of accident/emergency procedures.
- Ensure parents are kept fully informed of visit arrangements, details and itinerary, and whether special clothes, packed lunches etc. are required.
- Involve children in risk assessment and brief them on expectations for behaviour and conduct.

Please also refer to the Visits Leader checklist in the appendix to this document

During the visit

The visit leader:

- Must carry an Emergency Contact List of everyone going on the visit in addition to the Emergency Base Contacts. This list must include: names, addresses and telephone numbers of each child and adult; any special medical requirements; any negative consents to medical treatment; any special dietary requirements; helpers and the groups that the children will be in. A copy should be kept by the main school office.
- Should ensure that adequate first aid equipment is carried as well children's individual medical items. All adult helpers should be aware of who is responsible for first aid.
- Must check that a charged mobile phone is taken on all trips.
- If travelling by coach, the leader should **ensure the driver** has school/establishment contact details.
- Carry a class list/register. This is to be called before starting a trip and departing from any visit. In addition a head count should be completed before boarding, after boarding and as appropriate during the trip.
- Should ensure adequate supervision and check children are always given suitable briefings in their group with their group leader and staff take regular head counts.
- Be prepared to make 'ongoing' professional judgments related to assessment of risks.



After the visit

- Make a note of any changes to the day on the Risk Assessment form and initial. This should then be returned to the EVC with the amendments
- Complete an evaluation of the visit (see appendix)
- If necessary, complete an incident or 'near miss' form and give to the EVC (see appendix)

Further Guidelines

Finance

It is necessary to request voluntary contributions for many of our educational visits although wherever possible the school subsidises the cost of the trip to bring it down to an affordable level. Parents are informed that

1. there is no obligation to contribute;
2. that pupils, will not be treated differently according to whether or not their parents have made a contribution.

Trip leaders should

- Indicate the level of contribution required for the activity to take place;
- Consider that such contribution may include, for example, an element to cover the participation by pupils from low-income families or the cost of travel for accompanying teachers;
- Indicate that the activity may not take place if parents are reluctant to support it.

Storage of documents

All current documents referring to school visits are kept in the front office. These will include

- Birmingham advice – Learning beyond the classroom
- Bells Farm policy document
- Risk assessment folder

Risk Assessment forms are retained by the EVC for previous years

Staffing Ratios

These are Birmingham recommendations which at Bells Farm we rarely, if ever, go below. If a lower adult: pupil ratio is used then the head teacher will have satisfied herself that this is acceptable as, in the event of an accident, divergence from the recommendations may need to be justified.



		Day Visits			
Pupil Age	Nursery	Reception	Years1 - 3	Years 4 - 6	
Adult: Pupil Ratios	1 adult: 2-3 children	1 adult: 3 – 5 pupils	1adult : 6 – 10 pupils	1 adult : 10 – 15 pupils	

Notes

- In normal circumstances at least 50% of the above recommended adult numbers should be employees (e.g. teachers or learning support assistants/mentors) approved by the Head teacher.

Volunteers

There are times when it is necessary to use volunteers to accompany trips. Our first choice is to use parents or governors who have DBS checks in place. It is important that volunteers are competent to carry out allotted tasks and understand their lines of responsibility. The following guidelines must be followed:

- Every visit is led by a teacher or suitable LA employee approved by the EVC/head teacher
- Teachers at the school normally form not less than 50% of the minimum required staffing complement.
- Volunteers are competent for their allotted tasks.
- Our volunteers are often the parent of a child in the class. However to encourage the children's independence we may try to place that parent with a group other than that which includes their own child.

How to undertake a risk assessment and who to submit it to

A written Risk Assessment **must** be made for any proposed educational off-site visit. It should:

- Identify any significant risks which pupils or young people, staff and helpers may be exposed to and outline any control measures that will be put in place to reduce risks to an acceptable level;
- Outline the benefits of the specific visit
- Be passed on to the EVC for consultation and approval (no later than 5 days prior to the visit).



- A copy given to the main office to retain in school
- Be kept, during the visit, with the Emergency Contact List and other planning and risk management documentation.
- Include reference to any risk assessment from the venue and/or provider where they have their own risk assessments.
- Ensure a suitable 'Collective Discussion' takes place regarding the 'risk assessment' prior to the visit, ensuring ownership of the 'risk assessment' by the Visit Leader and all accompanying staff. Any 'Generic' risk assessments must be changed, adapted or modified to suit the specific considerations and needs of the group during this discussion/meeting.

The six main considerations in undertaking risk assessments are:

1. Type of Group
2. Staffing (ratios and competency)
3. Equipment
4. Venue/Activities
5. Travel
6. Emergency Procedures

Preparation of pupils

Visit leaders should ensure that they prepare pupils by including the following (depending on age, maturity and ability):

- information and guidance on what the visit involves;
- a clear understanding of what is expected of them, including standards of behaviour and the need to follow rules;
- a knowledge of potential dangers and how to avoid them;
- appropriate and inappropriate personal conduct;
- what to do if approached by strangers;
- meeting places;
- action if separated from the group;
- knowledge of emergency procedures;
- the need to follow instructions of teachers, youth workers, supervisors and instructors.

Reporting of and Learning from Accidents and Incidents



Please fill in the incident form for any accident or 'near miss'. This is so we can learn from our own and other people's experience. (see appendix)

Induction and Staff Development

The EVC will ensure that new staff understand the procedures before undertaking an offsite visit. An annual staff meeting to review generic risk assessments will provide the opportunity to update staff on recommendations for off site visits.

Informing Parents and Guardians and consent

Activities which take place in the immediate locality of the school and which are part of the school's curriculum e.g. traffic surveys, field work, sporting activities do not require written parental permission on each occasion. Neither do visits which take place within the school day, however it is good practice to inform parents of these excursions off-site. Often where there is a cost implication (voluntary contribution) consent is included on the information letter. Parents are informed at the beginning of the year that their child may go out of the school grounds as part of their lessons and are asked to sign a consent form. Some parents do not wish to give their general consent for the year but are happy to be asked on each occasion. Visit leaders should take this into consideration.

For all other visits written consent of parents is sought, following detailed information of the visit. Parents should be made aware of the activities to be carried out on the trip, particularly if they are at all hazardous.

Where parents withhold consent the young person must not be taken on the visit and attempts should be made to deliver the visit aims through alternative means if possible.

Medical Needs

Visit leaders must ensure they know of medical and other relevant needs of group members including staff. They should check the medical information kept in school and take a copy with them on the trip. Where a child has an Individual Health Care plan, this should be consulted and relevant details included on the risk assessment form. Mrs S.Sargant is currently the Medical Officer and should be consulted concerning these individuals.



The extent and nature of first aid provided, will depend on the type of the visit and the risks identified. It is important for visit leaders to make appropriate arrangements for pupils with special medical needs.

First aid boxes have been purchased and are stocked specifically for use on school trips. These should always be taken and be checked to ensure the contents are appropriate to the nature of the visit and the numbers in the group.

In remote locations, one of the employees should be a fully qualified first aider. On other trips a teacher should be appointed to be in charge of first aid arrangements.

Emergency Procedures

All adults on the trip should carry a card which gives contact numbers in case of emergency. The visit leader should carry the school mobile.

Monitoring

Implementation of this policy will be monitored by the EVC and Leadership team. The EVC will keep up to date with any changes via the Birmingham Outdoor Learning website. There will be an annual review of risk assessments and procedures with staff. Procedures for Educational visits will form part of the annual safeguarding training staff receive.

This policy will be reviewed annually
Person(s) responsible: Bursar – Mrs Scott

Date of policy: November 2017
Date of review: November 2018

Appendices

Responsibilities of Visit leader
6.19 Approval for all visits
Off-site incident report form
Walking along the road' guidelines
Risk assessment form
Contact card
Checklist for visits
Evaluation Form



Appendix

Responsibilities of Visit Leader, Teaching and Support Staff

- The Visit Leader must ensure there are clear educational aims for the visit, be specifically competent and approved as the Visit Leader by the Head Teacher/Senior Manager/Senior Youth Worker/EVC.
- Have a thorough up to date knowledge of the School/establishment Educational Visits Policy and procedures.
- Understand the importance of the 'Collective Discussion' regarding the 'risk assessment' process prior to the visit, ensuring ownership of the 'risk assessment' by the Visit Leader and all accompanying staff
- All staff included on a visit must have a clear understanding of accident/emergency procedures.
 - The Visit Leader must carry an Emergency Contact List of everyone going on the visit in addition to the Emergency Base Contacts. This list must include: names, addresses and telephone numbers of each child and adult; any special medical requirements; any negative consents to medical treatment; any special dietary requirements; helpers and the groups that the children will be in.
- Ensure parents are kept fully informed of visit arrangements, details and itinerary.
- Plan the visit carefully and carry out risk assessments prior to visit. Ensures that copies of these details are given to the Head Teacher/Senior Manager/Senior Youth Worker and EVC in the agreed time.

It is the Visit Leader's responsibility to give appropriate and clear information regarding risk assessments and roles and responsibilities

- to any additional adult/volunteer helpers, if possible invite them to take part in the 'Collective Discussion' to promote 'ownership'.



- Collate and check parental consent forms for all pupils or young people. A clear risk assessment must be made for any named child with known medical or behavioural issues.
- Complete a Post Visit Evaluation Report and give this to the EVC. This should include any 'near miss' or incidents that require a review of the risk assessment and/or evaluation of outcomes against the stated aims.
- It is the Visit Leader's and support staff's responsibility to ensure children are suitably briefed at all stages of the visit. All group members must be clear of rules and behavior code. Children should be involved in the ongoing risk assessment
- The Visit Leader has responsibility for whole group and must ensure the following documentation is taken on all visits: all relevant pupil or young person medical and consent information, the risk assessment inc a Plan B, itinerary details, emergency contact details and 'Critical Incident' emergency numbers.
- Copies of these documents must be kept by the Visit Leader, the school/establishment office and a copy of emergency contacts.
- It is the Visit Leader's responsibility to ensure adequate first aid has been considered and provided for the visit and that first aid kits are taken along with individual children's medical kits and requirements as appropriate.
- All staff and adult helpers should be made aware of who is responsible for first aid. The risk assessment must show evidence first aid has been considered.
- Transport for all visits must meet LA guidance/standards. The itinerary, the arrangements and drop off and collection places must be checked and agreed upon.

See below the visit leaders checklist, which can be copied and ticked as appropriate
Visit leaders checklist

If financial arrangements are needed for my visit, I check with the EVC before committing the school	
Bells Farm has a policy for educational visits. I have read and understood the policy	
I have the confidence and competence to lead this visit, and this has been confirmed via the approval signature on the risk assessment	
I have planned for the visit, involving other adult and children in the planning, and shared expectations at briefings	
I kept the EVC informed at all stages of planning	
I have undertaken a pre-visit (where a new venue is to be used)	



I have defined the roles and responsibilities of other adults and have appointed a deputy visit leader as part of the planning process	
I have shared emergency contacts and emergency arrangements with key staff. In the event of a residential visit, there is a 24h contact number which is known to all on the visit.	
I have obtained parental consent as outlined in the school's policy	
I have checked insurance arrangements are adequate	
When an outside provider is being used, I have undertaken checks to ensure that there is a clear contract/agreement in place about what they are responsible for (supervision/activities etc).	
Child protection issues have been addressed including DBS checks as appropriate	
I have fully briefed the supporting staff/volunteers	
There is access to first aid at an appropriate level	
Relevant information has been provided to parents and children, and pre-visit meetings have been arranged where appropriate	
Staff and other adults have been appropriately briefed on: The nature of the group (age, health, SEN, behavior) The nature of the visit Location of the visit	
Staffing ratios meet requirements and good practice	
Staff and third party providers have access to emergency contact and emergency procedure details	

Checklist For Risk Assessment : Visit and Journeys

<p>1. People</p> <p>Staffing</p> <ul style="list-style-type: none"> • Confidence and expertise • Necessary qualifications • Non teacher supports/supervision e.g. Parents, Coaches, NNEB's ancillary helpers, students, older pupil etc. <p>Type of Group</p> <ul style="list-style-type: none"> • Ratios • Pupils special needs/medical considerations • Individual needs • Knowledge of medical background • Expertise of extra adult help • Informing centre staff 	<p>2. Context</p> <p>Equipment</p> <ol style="list-style-type: none"> 1. Checked 2. Spare/Emergency checked 3. Satisfies any BSI etc standards 4. Use equipment for purpose it was designed 5. Suitability of equipment for activity 6. Maintenance of equipment 7. Handling, carrying, sitting 8. Procedures for use <p>Security of accommodation</p> <ul style="list-style-type: none"> • What Freedom • Doors – which locked • Staff bedrooms • Patrolling • Hotel security arrangements • Fire certification <p>Seasonal Consideration</p> <ol style="list-style-type: none"> 1. Clothing 2. Equipment 3. Weather Forecast 4. Duration of Event 5. Journey Details left with another person 6. Preparation and training of the group 7. Any need to amend staffing ratio 8. Any need to amend programme 9. Any need to amend back up <p>Working Area</p> <ol style="list-style-type: none"> 9. Limits Defined 10. Potential Hazards identified and pupils forewarned 11. Potential hazards minimised 12. Sufficient space 13. Staff familiarity with area 	<p>3. Organisation</p> <p>Activity Programme</p> <ol style="list-style-type: none"> 14. Large group organised into small sub groups 15. Responsible adults identified for pupils 16. Pupils involved with/informed of potential hazards 17. First aid kit 18. Necessary details left with responsible person 19. emergency procedures known 20. Suitability of activity for age/experience 21. Progression in activities 22. Procedures in case of injury 23. "free time" carefully thought through 24. Activity requirements met <p>Journey</p> <ul style="list-style-type: none"> • Small sub group for monitoring • Organisation for embarking/disembarking • Organisation for points at which mode of transport changes e.g. Coach to ferry • Procedures on ferry, at airports etc • Sufficient seating • Driver regulations/ legislation • Organisation for large groups walking on/crossing roads • Teacher/adult responsibilities • Pupils made aware of procedures • Potential hazards identified and pupils/staff forwarded • Appropriate standards of behaviour set <p>Assembly/Dispersal</p> <ul style="list-style-type: none"> • Register group • Safe assembly point • Check essentials are bought • Clear arrangements for dispersal
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**Bells Farm Primary School
Off Site Incident Form**

Date	
Time of incident	
Location	
Visit Leader	
Nature of incident	
Action Taken	
People informed	
Recommendations for future	
Signed	



Generic Guidelines

Walking along streets with a class

- **Before going out** - Remind children to be considerate of members of the public and to walk quietly. Tell them about how you are going to walk and how you are going to cross roads. Ensure children who need inhalers before exercise take them and that children are wearing suitable footwear. Ensure you are confident walk is within all children's physical ability. Tell the adults the procedure for crossing roads.
- Allow enough time to reach your destination comfortably. You may need to double the time it would take an individual to walk.
- Children walk with a partner
- Choose two sensible children to be the leaders.
- Adults – one at front, one in middle, one at end. If more adults available, they should be evenly spaced between. Key adults should wear fluorescent waistcoats.
- Whenever possible walk on the pavement on the side away from the road. If there is no pavement you should know about this beforehand and should have included it on your risk assessment (with instructions such as walk facing the traffic, on the outside of a bend etc)
- Walk at steady pace (with consideration for slowest walkers)
- Pause occasionally to ensure no gaps develop.
- If one child needs to stop to do up shoe laces etc. whole class must wait.
- Group leader should remain in control at all times.
- The need to arrive on time should never compromise safety.

Crossing the road

- Wherever possible cross at designated places – pelican crossings etc. If one is in sight – walk to it. Otherwise find safe place to cross with clear view of oncoming traffic.
- Stop just before kerb and wait for whole class to be ready to cross on command. Ensure they are quiet and listening before proceeding. If you are not happy about their behaviour stop away from kerb or traffic lights and get order so as not to confuse drivers.



- Leader should instruct two front children to walk to a certain point (next lamppost, green gate etc) after they have crossed the road to allow just enough space for whole class to line up behind.
- Leader should wait until it is safe to cross and be joined by middle adult. They should try to ensure that either there is no traffic in view or that approaching cars have a long time to stop.
- Adults step out into the middle of road, one facing each way, and hold arms out (even at traffic lights or on zebra crossing). If cars are approaching wait for them to slow down and stop before calling children.
- Call for children to cross road when it is safe. Children should cross in a straight line – never diagonally. All the children should cross in one go. If traffic lights have turned backed to green, cars will wait.
- Back adult should take over from leader so that leader can rejoin front of class.
- When all children are on the pavement, adults should join them remembering to thank any drivers who have waited.
- Adults return to places before walk continues.



Summary Card to be carried by all adults

Number of children on visit _____

Number of adults _____

The visit leader is

In case of emergency after
taking immediate action (first
aid, contacting emergency
services etc) please ring:

School Mobile (held by visit
leader)

School phone number
0121 675 8666



Educational Trips/Workshop Booking Form

To be completed 8 weeks prior to Trip/Workshop

Name		
Class		
Date of Trip/ Workshop (please circle)		
Time (please circle)	am	pm
Cost of Trip/ Workshop		
Transport Required (please circle)	YES	NO
Times required for Transport	Pick-Up	Return
Trip/Workshop location		
Reason for Trip/Workshop		
Authorised	Head Teacher Signature	
Unauthorised (please circle)		



Impact on Curriculum (To be completed after Trip/Workshop)	
Were the Learning Objectives met for all pupils?	
Did you receive Value For Money?	

RISK ASSESSMENTS

- ◆ A Risk Assessment identifies hazards that may cause harm and then identifies the control measures that will reduce the risk to acceptable levels.
- ◆ Risk Assessments are a legal requirement and should be recorded and reviewed
- ◆ Risk Assessments illustrate good practice forethought planning and collective expertise. They are most effective when discussed with colleagues before writing and during recording.
- ◆ Generic Risk Assessments must be used in conjunction with Site Specific Risk Assessments and the Authority's Health and Safety Policy document. The Visit Leader should then ensure that those Risk Assessments are appropriate, or should make any necessary additions or changes. The dated signature by the Visit Leader confirms that all staff/adults on the visit have read, understood and adopted the written Risk Assessment.
- ◆ Suitable briefings must be given for all 6 key areas to the relevant people.

The Risk Assessment process must be seen as 'on-going' and 'dynamic'. In other words, professional judgements and decisions regarding safety will need to be made during the activity. If the control measures aren't sufficient, the activity must not proceed.

There are 6 Key areas identified where potential hazards may occur.

People

1. Type of Group
2. Staffing

Context

3. Equipment
4. Venue/Environment

Organisation

5. Travel
6. Emergency Procedures

These are the areas that must be reviewed before final approval is granted.

All visits have potential hazards and risk to staff and pupils, therefore the control measures identified should be sufficient to reduce the risk to acceptable levels. If the control measures aren't sufficient, consideration must be given to absolute 'cut off criteria' and the activity must not proceed. In addition there must always be an alternative activity (Plan B), prepared and risk assessed. The control measures identified on a form are the written evidence that the six key areas above have been considered and have put into place suitable and sufficient control measures that reduce the likelihood and the severity of significant risks to an acceptable low level/rating.

RISK ASSESSMENT FOR EDUCATIONAL VISITS

School:	Venue: Date: Activity:
ASPECTS TO CONSIDER (List only actual significant hazards/risks)	CONTROL MEASURES
6 Key areas are identified below where potential hazards may occur. These are the areas that must be reviewed before final approval is granted.	Written evidence that the six key areas have been considered, putting into place suitable and sufficient control measures that reduce the likelihood and the severity of significant risks to an acceptable low level/rating. Suitable briefings must be given for all 6 key areas to the relevant people
PEOPLE 1 Type of Group: 2 Medical Needs:	See attached year group pupil list See attached highlighted year group pupil list

<p>3 Staffing:</p>	<p>Educational visit leader:</p> <p>Class Teaching assistant(s):</p> <p>Parent Volunteers:</p>
<p>4 Ratio</p>	
<p>CONTEXT</p> <p>5 Equipment:</p>	<p>First aid pouches High visual vests Pupil name badges if uniform not worn PPE (sun cream, hats, gloves etc)</p>

6 Venue/Environment:

Visit location

Contact details

Risk assessment if provided

ORGANISATION

7 Travel:

Details of coach company:

Contact number:

Pick up time:

Departure time:

8. Emergency Procedures:

School telephone number: 0121 675 8666

Pupil contact details: Attached

School mobile: 07444835392

Visit leader mobile:

Senior leadership contact details:

RISK ASSESSMENT FOR EDUCATIONAL VISITS

Signed: Visit Leader

Date of assessment:

Print Name.....

Review 1 (date and initial)

Review 2 (date and initial)