



Greenbank Primary School

RESIDENTIAL TRIPS POLICY

Date adopted:	Autumn Term 2021 - AWAITING RATIFICATION BY GOVERNING BOARD
Review cycle:	3 yearly basis or in the light of any relevant legislative changes or updated guidance
Review Date:	Autumn Term 2024
Committee:	Curriculum Committee
Author:	School Leadership Team

Contents	page
Introduction	3
Roles and responsibilities	4
Local authority	4
School Governors	4
Head Teacher	4
Educational Visits Coordinator	4
Group Leaders	5
Other Adults	6
Pupils	6
Purpose of Educational Visits	6
Residential activities	7
Planning educational visits	7
Parents/Parental Consent	7
Charging for school activities	8
Generic risk assessment	9
Ongoing/Dynamic risk assessment	9
List of hazardous activities	9
Local Authority approval	9
Special attention	10
Pre-visits	10
First Aid	10
Medication on school trips	10
Ratios	11
Voluntary help	12
Emergency procedures and incident reporting	12
Plan B	13
Inclusion	13
Transport	13

Bookings procedure	13
Monitoring and revue	14
Appendix 1 Expected staff duties – residential visits	15
Appendix 2 Specific Covid-19 considerations	17
Appendix 3 Threat of Terror	
Appendix 4 Proposed statement r.e. charging for residential trips	

Introduction:

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities and experiences of adult life.

At Greenbank Primary School we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender, or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the lives of our children, we offer a range of opportunities to learn outside the classroom, educational visits and other activities that complement what they learn in school. On residential visits especially, there is an opportunity to develop social skills, which have a long lasting beneficial effect on the child.

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience.

Greenbank Primary School wholly complies with the Liverpool City Council's Educational Visits Policy, which takes into account DfE guidance issued in 2011 and all further updates. The school uses Evolve, the LA planning tool which allows staff to plan and submit visits for approval.

Our aim is that all visits from school should be:

- Safe
- Educational
- Enjoyable

This policy covers all educational visits that occur off school premises. This includes any members of staff taking an individual child, groups of children, whole classes, key stages or all the children in the school, and ranges from mini-beast searches in the local parks and walks around the locality to residential visits of several days' duration in both the U.K and abroad. It also includes Outdoor and Adventurous Activities.

The school runs a wide range of Educational Visits including:

- Residential visits to Europe.
- Residential visits to Kingswood Colomendy for Y4 (Environmental Studies) & Y5 (Outdoor and Adventurous Activities).
- Residential visits to Crosby Hall Educational Trust for Y3
- Residential visits to with 'The Bushcraft Company' at Cholmondeley Castle for Y6
- Half/full day visits to Museums/Gallerys/Historical/Spiritual/Environmental/Sporting venues or other interest specific curriculum areas in both Liverpool and further afield

Roles and Responsibilities:

The Local Authority are responsible for:

- Approving overseas, residential and adventurous activities
- Giving advice to the Educational Visits Co-ordinator
- Giving access to appropriate training
- Ensuring relevant risk assessments are completed and in accordance with Liverpool City Council guidance
- Monitor the work of the Educational Visits Co-ordinator

School Governors are responsible for:

- Supporting the Educational Visits Co-ordinator
- Being aware of visits and asking questions about their educational objective
- Ensuring the Educational Visits Co-ordinator has explored all risks, put in place safety procedures, included all pupils and informed Liverpool City Council if necessary.

Head teacher is responsible for:

- Appointing an Educational Visits Co-ordinator and ensuring that the EVC has received training for their role
- Ensuring approval for visits is given, including liaising with the LA where appropriate
- Ensuring that the Governing Body is made aware of visits
- 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 each visit has an appropriately competent Group 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

Educational Visits Co-ordinator (EVC) is responsible for:

- Keeping an educational visits file, including an up to date policy and blank copies of evaluation forms and risk benefit assessment forms and making these available to the staff. These are available as digital/online amendable documents.
- Keeping a folder with all the completed risk benefit assessment forms, evaluation forms, located in the file in the administration office. These are also available as digital documents.
- Liaising with group leaders over completion of forms previously mentioned
- Approving visits and sending relevant copies to Liverpool City Council. Liverpool City Council require residential or dangerous pursuits (a comprehensive list can be found within this policy document) to be sent to them via the Evolve online tool 28 days before commencement of trip.

- Ensuring the issues identified on the preliminary visit have been resolved within the risk benefit assessment, if necessary.
- Ensuring accreditation / verification of providers has been checked.
- Ensuring correct ratio of adults to children and first aid supervision is in place.
- Ensuring transport and accommodation arrangements meet standards required by LA.
- Keeping copies of accident or incident reports.
- Organising related staff training.
- Sending out generic consent forms at the beginning of every year for school trips and off-site visits and keeping a master copy in file in the admin office.
- Ensuring parents are informed of trips by group leaders and have given consent if a donation is requested or the trip takes place out of school hours. The parent using the 'consent' button activates any trips on 'Parent Pay'.
- Reviewing systems and monitoring practice.
- Ensuring visits (where necessary) are evaluated to inform the operation of future visits.

The Group Leader has overall responsibility for the supervision and conduct of the pupils during the visit and must:

- Review the Risk Benefit Assessment forms (completed by the group leader), and have them checked and signed by the EVC & Head-Teacher ensuring copies are available for all adults supervising the visit to view.
- Ensure correct ratio of adult supervision – discuss with the EVC if unsure.
- Make pupils and other adults aware of all aspects of the visit, including risks, groups, behaviour expectations, and the focus of the trip. Give a copy of everything to a second adult in case something happens to you!
- Continually assess risk during the visit.
- Take a first aider within staffing if not first aid trained themselves, a first aid box and sick bucket.
- Take a mobile phone for emergency use
- Inform parents of their child's participation in a particular visit. The letter will be a reminder of consent given and will be an opportunity to update participant information. (Activities that involve a charge, or that include agreement to any payment or cancellation terms, will need individual consent by parents to the financial arrangement. This is done primarily through the schools online Parent Pay system where the "Require Payer Consent" option will be set to "Mandatory for Payment").
- Obtain permission from parents, unless they have signed the yearly consent form. Consent only needs to be sought for activities that need a higher level of risk management or those that take place outside school hours, for example for adventurous activities, off-site sporting fixtures outside the school day or residential visits.

- Recognise children's medical, special needs and behaviour requirements. Liaison with the schools SENCO/ Child Safeguarding officer may be required to ensure the group leader is fully aware of a particular child's current situation.
- If a trip is outside school hours; take a list of children's names, addresses and telephone numbers, in case parents need to be contacted.
- 'Check out' and 'check in' before and after a visit
- Ensure all pupils and supervisors arrive back at school safely.
- Complete an 'Evaluation Form' to inform future planning. These are available on the EVOLVE system.

Other adults are expected to:

- Follow guidelines from group leader.
- Ensure the safety of the group they are responsible for.

Pupils are expected to:

- Wear appropriate clothing and footwear.
- Behave appropriately.
- Consider their safety and the safety of others.

Purpose:

Educational Visits will have a clearly defined educational purpose and can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

For each subject in the curriculum we aim to have a corresponding programme of activities, which includes visits by specialists. These activities may include:

- English/Literacy – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits by speakers, museum visits;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing, local museums, and National Trust properties;
- Geography – use of the locality for fieldwork, local area trails;
- Art and design – art gallery visits, use of the locality;
- PE –Cluster and other sports activities, extra-curricular activities, visits by specialist coaches;
- Music – range of specialist music teaching, extra-curricular activities, Music School, concerts for parents to hear;
- Design and technology – visits to local factories/design centres;

- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to local centres of worship.

We also have occasional visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. We do this with the full agreement of the governing body.

Residential activities:

At Greenbank Primary School, we aim to give all children in all KS2 cohorts the opportunity to take part in a residential visit. This activity takes place during term-time and is linked to the National Curriculum. Residential trips will be planned well in advance and arrangements will be overseen by the EVC. Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending. The Visit Leader should be an experienced, senior member of staff. Residential trips must be approved by the Governing Body and by the LEA via the EVOLVE system. Approval will be arranged by the EVC through the Head-Teacher.

Planning educational visits:

The organisation of an educational visit is crucial to its success. With rigorous planning, organisation and control, a visit should provide a rich, learning experience for the pupils.

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The following guidelines support the planning and implementation of Educational Visits organised at Greenbank Primary School.

Parents – information and consent; Parents should be given information about the purpose and details of the visit at least **four** weeks in advance. We have a varied intake and some of our families need plenty of notification before a trip goes ahead. Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would. For residential trips, parents will be invited to a briefing session (Covid-19 restrictions permitting). Special arrangements may be necessary for parents for whom English is a second language.

Parental consent - Routine visits such as those in the locality of the school, museum visits and for example, to sports venues used as part of the curriculum are covered by the parental consent on the reverse of the ‘emergency contact’ Form held in the admin office. Greenbank Primary School will seek consent for all other visits such as those involving hazardous activities, those that finish after school hours or residential trips. Where a contribution is asked of a parent through the ParentPay system the ‘Require Payer Consent’ tab will be enabled to further verify a parent’s consent. A parental consent form must be returned for each child in the group. If consent is withheld, the pupil will not be taken on the visit but the curricular aims of the visit will be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Deputy or Head teacher will need to consider whether the child may be taken on the visit or not.

Charging for school activities:

There are some circumstances when the school may make a charge for certain activities. The governing body has a 'Charging and Remissions' policy that details the full range of activities where a charge can be made. A copy of this is available from the school office.

The Governing Body has agreed the wording of the statement relating to charging for both Establishment approved visits and LA approved visits that is to be included in letters to parents regarding educational visits. This forms part of the 'Charging and Remissions' policy (see school website & appendix 4 of this document).

Risk Assessments: see also Appendix 1, 2 & 3

Greenbank Primary school follows the guidelines on Risk Management in the LA Guidance document 'Educational Visits Policy'. A risk assessment must be undertaken prior to all educational visits and off-site activities. A risk assessment should be carried out at least two weeks in advance of the visit to identify hazards, who may be affected by them and the steps needed to reduce the risks to an acceptable level.

In the case of any residential and or hazardous activities that require L.A. approval the trip must be uploaded onto the EVOLVE system and approved by the Educational Visits Coordinator at least 35 days before the trip is to commence. Such trips MUST be sent to the L.A. for approval a minimum of 28 days before the trip is to commence. This is a strict, none negotiable. All other trips must be risk assessed and approved seven days before the trip goes ahead.

Risk Assessment forms and the Educational Visits Checklist are available on the school network in the 'Staff' drive in the folder labelled EVC. As the EVC reviews any particular generic risk assessment it will be uploaded onto the Evolve system. This will enable staff to refer to them whilst working within the EVOLVE system. The Risk Assessment should be discussed with and authorised by the Educational Visits Co-ordinator and in some instances the Head Teacher. It should be signed by all the group leaders attending the trip, the Educational Visits Coordinator and the Head Teacher. The risk assessment must include the SEN/medical needs of the specific group of children participating.

Completed risk assessments should be saved on the 'staff drive' in the appropriate folder. These can then be amended when further visits are organised. A printed copy of the risk assessment should be placed in the file in the main office. All adults accompanying the visit should be given a copy of the risk assessment and made fully aware of their responsibilities.

'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low). In considering risk, there are 3 levels of which visit leaders should be mindful:

- Generic Risks - normal risks attached to any activity out of school.
- Event Specific Risk - any significant hazard or risk relating to the specific activity that is not covered in the generic risk assessments.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

When using an external provider, such as an activity centre, for which you have received appropriate assurances, you need to assess the risks only for those aspects of the visit where Greenbank staff are in charge (e.g. transport to and from the venue and supervision during non-programmed time). When using a provider, you do not need copies of their risk assessments. If they hold a valid Learning Outside the Classroom (LOtC) Quality Badge (or, in the case of adventurous activities within the scope of the schemes, an AALA licence or Adventure mark) this

provides assurance that they meet accepted standards of risk management. Otherwise you should seek written assurance that they have appropriate risk management systems in place and ask for digital copies to be forwarded to school. Risks are expected to be reduced to an acceptable or tolerable level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended learning benefits.

Generic risk assessments:

Regular local visits and activities such as; swimming lessons or football tournaments at Liverpool Aquatics Centre, sporting fixtures, The Climbing Hangar, L.A events, walking visits around Greenbank and coach travel are all covered by generic risk assessments which form the agreed principles for conducting these visits. These are available on the schools 'Staff drive'.

Ongoing/Dynamic Risk Assessment:

Monitoring of the visit must be on-going during the visit, and this contributes towards both enjoyment and safety. It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (eg use your 'Plan B') to suit changed or changing circumstances - for example: over-busy lunch area, rain etc.

List of hazardous activities requiring L.A approval and therefore must be handed in to the EVC no later than 35 days before the trip is planned to take place.

All activities on or near open water. Coastal and riverine systems are deemed open water. Therefore as examples, visits to the Sefton Coast and 'The Black Pearl' Pirate ship in New Brighton need L.A approval. Sefton Park and/or Greenbank Park lakes are not and therefore do not need L.A. approval.

Theme Park Visits (inc venues such as Gulliver's World) and visits to water sports centres such as 'Splash World' in Southport are deemed hazardous and need L.A. approval.

Farm visits	Rafting	Open country activities & field studies
Climbing/Bouldering	Orienteering	Sub Aqua/Snorkelling
Paintballing	Canoeing	Low & High Ropes Courses
Caving/Potholing	Expeditioning	Camping
Rowing & Sculling	Archery	Sailing & Power boating
Fishing	Shooting	Horse Riding/Pony Trecking
Ice Skating	Surfing	Sea Level Traversing & Coastering
Snow Sport activities	Motor Skills	Swimming in open water
Off Road Cycling	Canal boating	Kite Flying/Kite Surfing
Moorland, fell and mountain activities		
Airborne activities		

This list is not exhaustive; if in doubt seek advice from the Educational Visits Coordinator. List obtained from L.A. Educational Visits Policy

Please be aware that trampoline parks are considered too high risk for schools to use safely and therefore the L.A DO NOT RECOMMEND schools use these types of venues and will not approve them.

Special attention - Coastal visits:

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming and paddling in the sea on a coastal visit will not be allowed. Pupils should always be in sight of their teachers.

It is essential that any group leader wishing to make a coastal visit checks the tide times for the particular area of coast they wish to attend and ensure the visit does not coincide with a high tide. The EVC has daily access to tide times. If in any doubt, speak to the EVC.

Pre-visits:

In order to undertake a full and comprehensive assessment of risks, particularly to a previously unused venue, a pre-visit is useful and recommended by the L.A. but not compulsory, although at the time of writing, it is highly advisable that a pre-visit is made to ensure the establishment being visited has all the relevant, current, covid-19 procedures in place. Even where the visit is made regularly, risks should be re-assessed in light of current plans. It is usually the responsibility of the visit organiser to carry out a pre-visit. Think:

- Do I know this site? If not consider a pre-visit.
- Is it suitable for the group I am taking? If unsure, consider a pre-visit.
- Have things changed since our last visit? Ask the question of the venue when making your initial enquiries and if so consider a pre-visit. Pay particular attention to their covid-19 strategies.

First aid:

First Aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit. For adventurous activities and residential trips, there should be at least one trained first-aider in the group or an assurance that first aiders are available on sight. For example, Kingswood Colomendy have trained first aid staff. First aid kits should be taken on all visits. If the visit involves splitting into groups, a kit should be taken for each group.

Medication on school trips:

L.A. guidance is as follows; If pupils need to take medication during an educational visit, parents must inform the Head Teacher of this requirement either in writing or in person. Parental permission and medicine administration instruction should be provided to the Group Leader. Medication should be collected in its original container, and details of dosage should agree with the instructions given by parents. Medication must be kept in a securely controlled medical store or held where appropriate by a suitable person until it is required. A written record should be kept of times and dosages of medications administered, the record should be signed and witnessed. See Appendix 1.

Ratios:

The visit leader, EVC, and Head-Teacher must make a professional judgment for each visit, as a range of characteristics relevant to the particular visit should determine the ratio. These are:

- Type, duration and level of activity
- Needs of individuals within the group; medical, SEN and behaviour
- Experience and competence of staff and accompanying adults
- Nature of venue
- Weather conditions at that time of year
- Nature of transport involved

The competence of supervisors and the supervision arrangements are more important than ratios. In all cases one adult included in the above ratios must be a member of the school staff.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The Visit Leader should establish rendezvous points and tell adults and pupils what to do if they become separated from the party.

Ratios:

The following is guidance which applies where the Group Leader/Supervisors are experienced and competent:

Activity	Maximum Ratios	Notes
<i>Local visits:</i> Visits in the local area close to support at school. (Minimum number of two supervisors required except under exceptional circumstances)	Reception Better than 1:6 Years 1-3 1:6 Years 4-6 1:10-15 (one supervisor per activity or supervision group).	A minimum of one qualified and competent Group Leader is needed for every group or class. They can be supported by other responsible adults.
<i>Day Visits:</i> More than 60 miles or one hour from school. (Minimum of two supervisors required)	Reception Better than 1:6 Years 1-3 1:6 Years 4-6 1:10-15 (one supervisor per activity or supervision group).	
<i>Residential Visit, UK or abroad.</i> (Minimum of three supervisors required)	Reception Better than 1:6 Years 1-3 1:6 Years 4-6 1:10 (one supervisor per activity or supervision group).	As well as the above requirements for every one/two unqualified supporting adults, there should be one qualified and competent Supervisor. There should be a minimum of three competent Supervisors. Supervisors should reflect the gender split of the group.

Open Country Working by water or away from a road or building	Reception Better than 1:6 Years 1-3 1:6 Years 4-6 1:10 (one supervisor per activity or supervision group).	Overall group sizes above 20 are not recommended at any location at a time (supervision and sustainability issues). Similarly large groups should not be moving together in a convoy. The numbers of qualified leaders will depend on the risk assessment.
--	---	--

Adapted from the L.A Educational Visits Policy

Voluntary Help:

At Greenbank Primary School, we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors.

- Volunteers will be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility.
- The school will appoint volunteer helpers as far in advance of the visit as practical giving them details as to what they will be required to do during the visit.
- The visit organiser is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role.
- The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable or competent. For example, some volunteers may be reluctant to engage in activities as and when required. This would deem said volunteer inappropriate for that particular visit.
- Where children are organised in small groups, a child will not generally be placed in a group for which his/her parent is responsible.
- When going on any out of school day visit, any volunteers who are not DBS checked should not be in-charge of a group or left alone with any children.
- All volunteers accompanying a residential visit will be required to obtain a Criminal Records Bureau Disclosure, ISA check when implemented.
- See **Appendix 2** for further information regarding Covid-19 specifics.

EMERGENCY PROCEDURES AND INCIDENT REPORTING:

Visit leaders must identify a school contact and telephone number for Emergencies. The Emergency Contact(s) should have access to all details of the visit, including the itinerary, venue details, names and emergency contact details for all participants including staff. In the case of an emergency, there will be an 'Establishment Management Emergency Action Card' (CRIB card) next to the telephone in the office to help guide the Emergency contact for each visit when answering the phone from the visit leader. Group leaders SHOULD NOT make the 'phone call home'. Group leaders have a duty of care to all the attendees on a given trip regardless as to the length or distance from 'home' and therefore MUST concentrate all their attention on this. It is the role of the emergency contacts 'at home' to make any phone calls to parents.

Plan B:

Despite the most detailed and careful pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking. To

avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of a Plan B. Not having a Plan B has been a common cause of accidents. So before the trip takes place ask the question 'what if?'. See Appendix 2 for Covid-19 specifics.

Inclusion:

All children are entitled to participate in all our Educational Visits. Adaptation or modification to activities is to be made if needed and possible to include all children. On occasions, school may be in a position to support those families who are unable to make donations for educational visits. Please see our Inclusion Policy and Charging Policy.

Transport:

Parents will always be informed as to the type of transport being provided for an educational visit. See Appendix 2 for Covid-19 specifics.

- Coaches and/or school minibus. Seat belts must be provided on all seats and it is school policy that each child will wear a seatbelt whilst travelling on a coach/minibus. The visit organiser is responsible for the conduct and behaviour of the children whilst they are travelling. The school must ensure that there is sufficient supervisory staff to ensure the health, safety and welfare of the children whilst travelling.
- Although rarely used in Greenbank Primary, public transport can also be used including buses for local journeys, either as private hire or public use. An increased adult/pupil ratio must be considered and close supervision of the children must be ensured.
- Private cars. Should the need arise for a child/children to make a journey to or from school as (for example) part of an educational visit, the vehicle **MUST**;
 - have a current MOT,
 - be insured for business use. **A copy of the vehicles insurance policy must be given to the EVC before the vehicle is used to transport children.**
 - have been risk assessed. This must include the ratio of children to staff. Minimum of 1 staff member to 2 children, or 2 staff members to 1 child.

Bookings procedure:

To avoid any mistakes being made with regards to booking any aspect of a school visit it is important that the correct procedure takes place. The following should take place in this order:

- Approval for any visit should first be sought from the Head Teacher. This should be well in advance of any trip going ahead.
 - Think 'months' in the case of residential visits.
 - Think 'weeks' in the case of a day trip.
- Where necessary, contact should then be made with the venue for potential visit dates and programme of study outlined for the visit. See Appendix 2 for Covid-19 specifics.
- When needed, a transport booking form must then be filled in and handed in to the admin office who will then make enquiries and book the necessary transport. Again, ensure this is well in advance of any trip going ahead. There have been occasions when 'late bookings' means 'no trip' as there are no coaches available.
- All bookings will be confirmed by admin and forwarded to EVC.
- Contact to then be made with venue to confirm trip is to take place.
- Parent information letter should now go home.

Monitoring and Review:

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governing body does this by:

- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding educational visits from parents, staff or pupils;
- Reviewing this policy every three years

Date policy reviewed:

Reviewed by:

Date for next review:

Appendix 1: Expected Staff duties to be undertaken during residential school trips.

N.B: All staff should be aware that the group lists that they have been allocated are **primarily** to aid in the taking of periodic head counts throughout the trip (taken on a regular basis each day). It is only on **very rare** occasions that a member of staff may find they are alone with the group of children they have been allocated; for example on journeys to and from lines or whilst the children

are allowed some 'down time'. It is suggested that even on these occasions two groups join together so there are two members of staff supervising the children.

All staff should also be aware that although they have been given a list of children allocated to them for the above reasons (in the group lists), we are **all** responsible for the safety and management of all the children attending the residential trip. That is to say, regardless as to whether an individual child is listed in a particular group or not, we **all** share the responsibility for the entire list of children on the trip and the responsibility for any single child **does not** lay with any **single** member of staff. It is with this in mind that it is of importance that any concerns that staff may have about any child attending the trip be brought to the attention of all other staff both before the commencement of the trip and during the evening briefings that should take place daily.

Seating on coach journeys throughout the trip: Under no circumstances should any children be allowed to sit on seats that have or are adjacent to (middle stairs and door) any fire escapes or exits on the coach. It is unnecessary as there will be ample room throughout the coach to avoid this occurring.

With regard to medication and first aid:

It is important that all medication be logged in the green 'Administration of Medication (Off Site)' book on all occasions where medication has been given to a child.

An example of how this form should be filled in:

Date	Child's name	Time Due	Time Given	Medication	Dosage	Dose Given	Expiry Date	Any Reaction	Staff Signature	Staff Signature
A	B	C	D	E	F	G	H	I	J	K

N.B. It is very important that everything written in these columns is clear and legible. It may well be that a physician needs to read it in the case of an emergency:

- A. Date of administration. Do not 'ditto' this for further meds. Date each medication.
- B. Child's name in full (there may be more than one child with the same first name so it is important that this is filled in full).
- C. There may be an indication as to when medication should be given on the packaging. If not, seek guidance from the parent/carer before accepting the medication from them.
- D. Log times medication is administered on each occasion it is given. This may well prove to be of great value in the case of an emergency, when hospitals need to know how much time has elapsed since medication has been taken.
- E. Log all medications given.
- F. Log dosage required. Check there is enough of each medicine type to last throughout the entire duration of the trip when handed in by parent/carer. See notes in red above.
- G. Log dosage given.
- H. To be found on medication packaging. Is the medicine you are handed in date?
- I. Log any adverse reaction that may occur.
- J. The member of staff who has administered medication should sign this box.
- K. The member of staff who has witnessed the above taking place should sign this box. Under no circumstances should the member of staff signing box J also sign box K. All medication must be witnessed by another member of staff.

A final point for all attending to consider: staff should do their utmost to enjoy this trip but should also always keep in mind that in partaking in this residential they are also acting 'in loco parentis.' So in short...keep in mind...'what if this was my child?'

Appendix 2: Covid-19 specific considerations to consider.

In response to the global Covid-19 outbreak we have made amendments to our Educational Trips and Visits Policy in line with UK government guidance.

While education visits are allowed, they will be done in line with protective measures, such as keeping children within their consistent group, and the Covid-secure measures in place at the destination.

Following the return to face-to-face learning, and when allowed, as normal, the school will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, the school will consider what Covid-19 control measures need to be used and ensure awareness of wider advice on visiting indoor and outdoor venues. The visit Leader will ensure that students and staff have sufficient PPE supplies and hand sanitiser with them for use when necessary.

The Visit Leader must ensure that students and staff are aware of specific issues in respect to Covid-19, for example the Covid-secure measures in place at the destination. School will continue to monitor the Covid-19 outbreak and assess the associated risks carefully. We may need to amend or add to this Addendum as circumstances or official guidance changes. We will communicate any significant changes to staff, parents and students.

Appendix 3: The threat of terror. L.A Guidance and advice.

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and

managed in a thoughtful and proportionate way. To provide some perspective, the UK government identifies five levels of threat – from 'low' to 'critical'. Since 2006, when levels were first published, it has never been below 'substantial' – the middle level. At the time of writing the U.K threat level stands at 'Critical'.

When planning any off-site visit consider the likelihood of the destination, venue or transport hubs being at risk of a terror attack.

Please note that these threat levels are threat levels to the UK not any individual city.
IT IS ESSENTIAL THAT ALL SCHOOL RESIDENTIALS AND ADVENTUROUS ACTIVITIES ARE UPLOADED ONTO EVOLVE A MINIMUM OF 28 DAYS BEFORE DEPARTURE.

At this time we ask that all trips to MAJOR Cities and places where risk may be greater (such as sports stadiums, arenas and major public transport hubs) are also registered on EVOLVE.

The L.A are asking schools to consider the information below in their risk assessments before submitting them onto EVOLVE.

What should we do about visits given the current threat of terrorist attacks?

It is sensible to:

- Be aware of the latest news relating to your destination
- In the UK, know the current threat level, available at:
- Further information can be found at: www.gov.uk/terrorism-national-emergency
- Also: www.gov.uk/government/publications/recognising-the-terrorist-threat
- When travelling abroad check the Foreign and Commonwealth Office website: www.gov.uk/foreign-travel-advice in the early stages of visit planning, are regular intervals and immediately prior to leaving
- Consider the threat of terrorism as part of visit risk management and include it within the visit emergency plans
- When visiting a major city, venue or event, where the risk of attack may be greater, consider with your planning:
 - Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
 - How to minimise waiting time at busy transport venues.
 - How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of the alternatives and can you access emergency funds to pay for them?
 - The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
 - How the leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- When staying at any place for more than 30 minutes identify emergency meeting points in case the group is forced to move and becomes split
- Children and staff carry identity cards/wristbands with the school name and contact information.
- Avoid congregating too long around entrances to major public sites.

- At ports and airports don't linger unnecessarily on the public side of security screening. THE SAFEST THING TO DO IS CHECK IN.
- Be aware of the 'Stay Safe' principles; 'Run, Hide, Tell' and know what to expect if you encounter armed response officers.

Other factors to consider:

- Consider increasing supervision ratios
- Assess the needs of students with special educational needs or disabilities and their ability to react and respond to dynamic situations

Please note that School Improvement Liverpool will give up to date advice on whether trips should be cancelled. National advice will be sort in this event. Schools do have the right to cancel trips regardless but this may have financial repercussions to the school

Another useful source of information is the website of the National Counter Terrorism Security Office:

www.gov.uk/government/organisations/national-counter-terrorism-security-office

If any further specific support or enquires are needed contact:

Nicola Horton nicola.horton@si.liverpool.gov.uk

Tel: 0151 233 3901

Appendix 4: Proposed statement to be placed inside 'letters home' and or Annual consent visits form regarding contributions to school trips...

"In order for this visit/activity to take place, we ask you to contribute £..... Although such a contribution is voluntary, in reality we have no alternative source of funding. One week before the date of the visit/activity the Governors will assess whether sufficient contributions have been received to

make the visit/activity financially viable. If it is not considered viable, it will be cancelled and all contributions will be refunded. In cases of financial hardship, any requests for the contribution to be waived will be treated sympathetically; do come and talk to me in confidence if this is the case. As this educational visit/activity is taking place in school hours, we are not permitted by law (Education Act 1996) to exclude from such a visit/activity child of parents choosing not to contribute to the cost.”