EDUCATIONAL VISITS POLICY
Acomb First School

Approved by:	Hannah Williamson	**Date:**	08.09.2022
Last reviewed on:	November 2022		
Next review due by:	November 2023		

Context

At Acomb First School, we place high value on the place and purpose of educational visits and visitors to school. We are committed to taking our children on educational visits so that they gain experience that can bring the curriculum alive and to create memorable learning experiences.

We believe that educational visits are an integral part of the entitlement of every pupil to a meaningful, exciting, broad and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Acomb First School a supportive and effective learning environment.

The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improved achievement and attainment across a range of curricular subjects.
- Increased cultural capital (the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement).
- Increased skills and knowledge to draw upon to prepare them for opportunities, responsibilities and experiences of later life.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased critical curiosity and resilience.
- Physical skill acquisition and the development of a fit and healthy lifestyle.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Possibilities for genuine team working, including enhanced communication skills.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves and in each other).
- Improvements in their ability to cope with change.
- Greater sense of personal responsibility.

Application
Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Acomb First School*:*
1. Adopts the Local Authority's (LA) document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'** (All teaching staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All teaching staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

VISIT CATEGORIES	DEFINITION	NOTIFICATION AND APPROVAL NEEDED
1	Routine, low risk visits	Must be **submitted to EVOLVE 3 weeks** prior to visit and **approved** by the Headteacher, **2 weeks** prior to visit

2	Residential visits/Adventurous activities/water based activities/remote locations	Must be **submitted to EVOLVE 3 weeks** prior to visit and **approved 2 weeks** prior to visit
3	High risk visits	Must be **submitted 5 weeks to EVOLVE prior** to the visit and approved by the Headteacher **at least 4 weeks** prior to the visit and EVAS notified.

From the Local Authority guidance:

Category	***Definition***	***Requirement for Notification, Validation & Approval***
1	*These are routine non-complex low risk visits.* *Examples include visits to libraries, theatres, museums etc* *They are covered by:* ● *Generic Risk Assessment* ● *School's local Educational Visits Policy & procedures, (including blanket approval by Head Teacher for these visits).* ● *Blanket informed parent/carer consent*	*Blanket approval for visits in this category is normally provided by the Head Teacher in the school's Educational Visits Policy.* *Recommended that EVOLVE be used to record documents.*
2	*Visits which require enhanced planning, due to the presence of a specific risk/s.* *These visits include:* ● *All residential visits not in Category 3.* ● *All other non-residential visits not in categories 1 or 3* *They require:* ● *A risk specific assessment, including:* ● *Visit specific informed parental consent.* ● *School's local policy & procedures to be followed.*	*Must be approved by Head Teacher.* *EVOLVE must be used for all visits in category 2, to record documents and provide an auditable trail.*
3	*Higher risk visits defined as:* ● *Visits outside the UK* ● *Visits which include adventure activities (see section 13).* ● *Visits to remote or hazardous locations*	***Head Teacher must authorise the visit in Evolve a minimum of 4 weeks before the visit.*** ***EVAS will receive automatic notification of the visit.*** *EVAS will validate/approve the arrangements once the assessment and planning processes have been scrutinised and any queries addressed.*

Roles and responsibilities

Visit leaders (class teachers) are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline **permission for a visit from the Headteacher prior to planning**, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the Educational Visits Coordinator (EVC) where necessary.

Visit leaders are responsible for: **See Appendix 2**
- adding the event to the school diary (at least 6 weeks prior)
- informing the Headteacher of the event
- arranging additional adults with Admin Officer
- informing the kitchen of the trip (at least 2 weeks prior)
- arranging for travel with Admin Officer (at least 6 weeks prior)

The Educational Visits Coordinator (EVC) monitors all visits, ensuring that paperwork is competently completed prior to headteacher authorisation. The EVC updates all policies related to educational visits and engages with relevant training.

The Headteacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous (category 2 or 3) to the LA, via EVOLVE, for approval. The Headteacher is responsible for monitoring/delegating monitoring of Educational Visits to ensure the policy is being lived out.

The Governing Body's role is that of a 'critical friend' *(see National Guidance www.oeapng.info for additional information).* Individual governors may be given 'read-only' access to EVOLVE.

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

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

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Headteacher will take into account the following factors:
- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Risk Assessment/Management
It is a legal requirement that a comprehensive risk assessment is carried out. Risk assessments are 'living documents' that should be consistently updated, not just before the visit but also on the go. The initial risk assessment should be done by the Group Leader, well in advance of the visit, and approved by the Headteacher.

The aim of the risk assessment is to prevent or reduce the risks that might be met on an educational visit. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risk cannot be contained, then the visit must not take place.

Children may be involved in carrying out Risk Assessments prior to/during a visit.

Risk assessments must be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

A copy of the approved risk assessment should be given to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.

Frequent (regular) visits to local venues (e.g. swimming lessons/church) do not need a new risk assessment each time. However, it is crucial not to become complacent. A generic assessment of the risks should be made at regular intervals. A copy of the risk assessment should be available to any supply teacher/parent helper/TA accompanying the class.

The group leader should take the following factors into account when assessing the risks:

- The type of visit/activity;
- The location, routes and type of transport;
- The competence, experience and qualifications of supervisory staff;
- The ratio of teachers and supervisory staff to pupils;
- The age of the pupils involved as well as their competence, fitness and temperament in and the suitability of the activity:
- Any special educational or medical needs of the pupils involved;
- The quality and suitability of equipment available;
- Seasonal conditions, weather & timing;
- Emergency procedures;
- How to cope if a pupil becomes unable or unwilling to continue;

- The need to monitor risks throughout the visit.

Waivers
Staff will never sign waivers that relinquishes any responsibility of the provider.

First Aid
First Aid provision should form part of the risk assessment. The group leader should assess what level of first aid might be needed. On any visit the group leader should have a working knowledge of First Aid and an adequate First Aid Kit should be carried.

The minimum provision for First Aid is:

- a suitably stocked First Aid Kit

- a person nominated to be in charge of First Aid arrangements who does not have responsibility for a group of children

The Health & Safety Executive (HSE) recommends the following minimum contents for a travelling first aid kit where no special risk has been identified:

- a leaflet giving general advice on first aid;

- six individually wrapped sterile adhesive dressings;

- one large sterile unmedicated wound dressing approx 18 x 18 cm;

- two triangular bandages;

- two safety pins;

- individually wrapped moist cleaning wipes;

- one pair of disposable gloves.

The school based First Aider is responsible for checking and ensuring the contents of the First Aid Kits. They should be informed of the use of any items & need for them to be replaced.

Exploratory Visit
Wherever possible, the group leader should make an exploratory visit as part of the planning process to:

- Ensure *at first hand* that the venue is suitable to meet the aims and objectives of the visit;

- Obtain advice from the education adviser/manager at the venue, including any risk assessments they may have;

- Assess potential areas and levels of risk;

- Ensure the venue can cater for the needs of the staff and pupils in the group;

- Become familiar with the area before taking pupils.

It may be relevant to obtain names of other schools who have used the venue to make further enquiries.

If an exploratory visit is not possible, the group leader must consider how to complete a risk assessment. Suggestions include, obtaining specific information form the venue, form other schools who have recently used it and from local organisations e.g. tourist boards.

It is common practice to revisit the same location each year. The group leader must reassess the risks each time. One visit to a location each year for ten years is not ten years' experience, but rather 10 days' experience.

External providers
We may use external providers to provide specialist instruction, staffing or guidance to supplement staff knowledge and skills. We will seek, where possible, to ensure providers have a quality mark badge (e.g. Learning Outside the Classroom). Where this is not awarded, we will ask providers to complete a provider statement form as per Local Authority guidance.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.
The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 3). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.
When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention, then assistance will be sought from the local authority.
Staff give a 'Visit Leader Emergency Action Card' to **all** teaching staff on the trip which details emergency procedures and who to contact. The first contact (during school hours, this is the Admin Officer – in the event of outside of school hours, this is a member of the Senior Leadership Team) is issued with a First Contact Emergency Action Card with relevant phone numbers.

Educational Visits Checklist
Acomb First School Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Behavioural contracts may be issued to children before visits, in consultation with parents where appropriate.

Links to Skills Builder
All trips should be linked to our Acomb Skills. This enables children to see how our skills link to the world of work and daily life. Skills should be shared with staff at the visit location in advance to give them the opportunity to reference the Acomb Skills when talking to the children.
Links to careers should also be included in all visits. Staff discussion of their educational journey into their job is particularly useful to widen the knowledge of roles and routes into employment for our children.

Parental Consent
Consent is not required for activities that are part of the normal curriculum during normal school time. For these visits, sufficient information being made available to parents is good practice (via EVOLVE, letters, newsletters, meetings, etc.), so that parents are informed ahead of time.

The school obtains blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures, religious events etc. Parents have the option of consenting online via ParentMail, or through a traditional paper consent form.

Specific, (i.e. one-off), parental consent must be obtained for all other visits, e.g. residentials or trips that will fall outside of ordinary school time. As above, parents have the option of consenting online via ParentMail or through a traditional paper consent form.

Inclusion
The school is fully committed to inclusive practice, incorporating our duties in line with the Equality Act 2010. We believe that educational visits play a crucial role in the growth and learning opportunities that we are able to provide our young people and we will make every effort, to the extent that it is reasonable and safe, to ensure that all pupils have the opportunity to partake in educational visits. Where appropriate, this may include the use of pupil premium funding to support disadvantaged pupils.

It is important however that inclusion does not impinge unduly on the purpose of the visit.

Charging / funding for visits For any trips that constitute part of the National Curriculum during school time, voluntary charges will be sought to recoup travel and event organisation costs. These costs shall always be voluntary and a child's place **shall not** be withheld if payment is not paid.

Charging for other visits is decided on a case-by-case basis, though the school will always follow national guidance (www.oeap.info) and that issued by the Local Authority. The school, though, reserves the right to not send children on trips that are beyond the National Curriculum or fall outside of school time if payment is not received on time.

Swimming Lessons
Changing rooms are separate from public changing rooms and should be supervised by members of staff. There will typically be at least two members of staff accompanying a class to swimming.

Dismissal of pupils after evening activities
Pupils will always remain fully supervised by the class teacher / trip leader until they are collected by an adult.

Volunteers
Volunteers will be asked to sign a code of conduct prior to visits. This includes their responsibilities at various times e.g. during lunchtime.

Appendix 1 – School Local Area
General
Visits/activities within the Local Area that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.
These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE, e.g. swimming lessons, library visits

Operating Procedure for School' Local Area
The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Headteacher must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- There will be a proportional adult to children ratio, appropriate to the trip and conditions. When in doubt, see the initial suggested ratios (Appendix 3) or consult with the Headteacher.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Trip leaders will ensure that a proposed route and estimated time of return is communicated to relevant staff.
- A personal mobile is taken with each group and the office have a note of the number.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. This decision will be made by the Headteacher and parents/carers will be informed about such a decision.

APPENDIX 2- Parent info

ACOMB FIRST SCHOOL

Key Stage 1 visit to St Mary's Lighthouse

Monday 26th June

Aims and objectives of the visit (from NC)

Science

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other for food.
- Identify and name a variety of plants and animals in their habitats, including microhabitats

Geography

- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use simple fieldwork and observational skills to study the geography of their local area.

Art

- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Itinerary

09:00 Register & risk assessment briefing (toilet visit)
09:15 Leave school – bus from GCMS
9:45 Arrive at St Mary's (toilet visit?)
10:00-10:15 Briefing
10:15-11:00 Red group- lighthouse tour (Mrs Harrison)
Blue group- lighthouse keeper lives (Mrs Law)
11:OO-11:45 Red group- lighthouse keeper lives(Mrs Harrison)
Blue group – lighthouse tour (Mrs Law)
11:45 – 12:15 Lunch (toilet visit)
12:15 – 1:30 Rockpooling – both groups
1:30 – 2:15 Sand Art
Toilet visit in advance of bus trip
2: 15 Bus back to School

Mrs Laws	**Mrs D**	**Mrs P**	**Mrs**	**Miss A**
Evie L	Ruby	Toby	Daisy R	Evan
Will L		Tahseen	Anna	Peter
Oliver A		Reem	Jude	Tara
Harriet J		Poppie	Noah	Tiffi

Mrs Durr- First aider (no group)	**Mrs**	**Mrs B**	**Mrs B**	
	Oliver N	Daisy B	Jihad	
	Lenny	Zara	Abdelrhaman	
	Mattia	Joel		
	Oliver S			

Mrs Gray, Mrs Durr do not have a group so in the case of an emergency please see them.
Please ensure you have read the Risk Assessment prior to leaving school. If you have any questions or queries please ask. It is important that you keep your group close to you at all times (including lunch time) please. Please complete the adult contact details and return to Mrs Gray prior to leaving school.

Thank you

Mrs xxx

APPENDIX 3- VISIT PREPARATION

ACTION	BY WHO	BY WHEN	DATE DUE- Timeline	DATE COMPLETED
Staff have read the Educational Visits Policy	All staff			
Visit is approved in principle by Headteacher	Class Teacher	4 weeks prior to visit		
Staff induction is arranged (NQTs accompanied on first visit)	LT	4 weeks prior to visit		
Preliminary visit undertaken, including access to First Aid	Class Teacher	4 weeks prior to visit		
Inform Office **via email** of: ● Date ● Children involved ● Destination ● Travel arrangements ● Arrival/departure times ● Number of staff (including one first aider without a group) ● Suggested ratios of parent helpers and adults (1:2 for Nursery, 1:4 for Rec, 1:6 for KS1 and 1:10 for KS2, 1:1 for children with behavioural difficulties.) ● Cost of activity ● Clothing required ● Lunch arrangements ● Inclusion issues are addressed ● Proposed route	Class Teacher	4 weeks prior to visit		
Book transport (cost)	Admin Team	4 weeks prior to visit		
Insurance in place	Admin Team	4 weeks prior to visit		
Submit EVOLVE for **Category 3** visits	Class Teacher	4 weeks prior to visit		
Headteacher approve **Category 3** visits and EVAS to validate	KM	4 weeks prior to visit		
Inform Kitchen of visit	Class Teacher	4 weeks prior to visit		
ParentMail sent out ● Details of visit ● Total cost (transport, activity, insurance) ● Permission& payment sought ● Inform parents of their transport if different to children's ● Seek parent helpers ● Arrangements for Parents Briefing ● Form to be returned in 1 week	AP	4 weeks prior to visit		
Cancel music tuition/clubs or other external staff/lessons (if appropriate)	Admin Team	4 weeks prior to visit		
Chase permission slips	Class Teachers	3 weeks prior to visit		
Chase payment	Admin Team	3 weeks prior to visit		
Confirm Parent Helpers via email	Admin Team	3 weeks prior to visit		
DBS checks undertaken and SCR updated	Admin Team	3 weeks prior to visit		
Inform kitchen of number of packed lunches required	Admin Team	3 weeks prior to visit		

EVOLVE submitted (incl names of parent helpers) for **category 1 and 2 visits**	Class Teacher	3 weeks prior to visit		
Risk assessment completed	Class Teacher	3 weeks prior to visit		
Venue's Risk Assessment read/personalised to our visit	Class Teacher	3 weeks prior to visit		
Ensure enough parent helpers/send out further request for help	Class Teacher	2 weeks prior to visit		
Headteacher to approve EVOLVE for **category 1 and 2 visits**	KM	2 weeks prior to visit		
Check photo consent/dietary info	Class Teacher	1 week prior to visit		
Check permission slips & FINAL chase of any outstanding forms/payments	Class Teacher	1 week prior to visit		
Chase payments	Admin Team	1 week prior to visit		
Nominate first aider to take ● Children's emergency contacts ● 1st Aid Kit ● Medication ● Adult Emergency contacts ● Sick buckets ● Handwash/handgel	Class Teacher	1 week prior to visit		
Compile Parent pack and visit sheet ● RA ● Aims and objectives ● Itinerary (including a "plan B" ● Groups ● Parents emergency contact info to be completed and returned to nominated first aider ● Safeguarding Policy ● Volunteer Policy ● Emergency Action Cards ● Code of conduct ● Expectations of adults during visits e.g. coffee breaks/toddlers/use of phones/crossing roads/front of line etc	Class Teacher	1 week prior to visit		
HW or RD to check Parent Pack	Class Teacher	1 week prior to visit		
Nominate specific adult to do half hourly headcounts (take register of children before you depart on bus journey there and back)	Class Teacher	1 week prior to visit		
Nominate specific adult to open/close gates	Class Teacher	Day before		
Nominate specific adult to open/close exit door	Class Teacher	Day before		
Children involved in Risk Assessing/preparing for visit and weather is considered	Class Teacher	Day before		
Prepare; ● High Visibility jackets ● Camera ● Confirmation of booking ● Confirmation of travel arrangements ● Gate key ● Other equipment needed	Class Teacher	Day before		

● Mobile phone in case of emergency with relevant staff/parent contacts available ● Spare bottles of water				
Share Risk Assessment with children (including first aid arrangements and a meeting point in case they lose their group)	Class Teacher	Morning of visit		
Use toilet prior to departure (plan who will supervise)	Class Teacher	Morning of visit		
Ensure all children have packed lunch/other equipment that they may need	Group leaders	Morning of visit		
Parent Briefing is delivered ● relevant medical information shared with each group leader, as appropriate ● Parent Packs given out to all adults	Class Teacher	Morning of visit		
Incidents/Accidents are reported	Class Teacher/Group Leaders	On return to school or, if parents/carers need to be contacted immediately, via the school office. If in doubt, phone the office.		
Seek feedback from parents (EV5) and amend docs in light of feedback (see also EVOLVE)	Class Teacher	Day after visit		
Participant reports completed (if appropriate)	Class Teacher	As appropriate		
Post visit evaluation/report is carried out on EVOLVE ● Were there any issues identified *before* the visit that did occur? ● Were there any issues identified *during* the visit? How were they resolved? ● Were there any issues identified *after* the visit? How will these issues be managed in future? ● Additional comments that would help when planning future visits.	Class Teacher	Up to 14 days after visit		

8: Core Capabilities	
8.5: Dealing with Incidents Away from the School	
8.5.5	**Independent Travel and SEND Pupils** It is likely that the pupil involved will either be travelling alone or with a small number of other pupils using the same transport routes to get to or from the school. 'Routine' emergencies that may disrupt travel include: ● Transport is late. ● Pupil forgets the route or misses stop. ● Pupil takes ill during journey. ● Pupil is subject to bullying from other passengers. Independent travel training should have equipped the pupil to cope with this level of disruption, with the emphasis on seeking the assistance of the driver and then subsequently informing the school of any such problems. The pupil should carry a card listing personal details (including essential medical information) that will aid the driver to seek the most appropriate help for the pupil. The school may be informed by the travel company, police, parent/carer or the pupil that they have been involved in a significant incident or that their journey has been severely disrupted by the on-going situation. The nature of independent travel is such that the school will be aware that pupil has not arrived by the expected time. Similarly, parents/carers will know that their child has not arrived home at the expected time in the evening. A proactive response to identify where the pupil is should not take long to initiate. This may include trying to contact the pupil by mobile phone to ascertain whether they are safe or not. The pupil should try to contact the school or a parent/carer at the earliest opportunity. If the pupil is involved in a critical incident, the school should seek the following information: ● Full details of incident, including nature, time and place it happened and date. ● Names of any pupil casualties with details of injuries. ● Names of any other pupil(s) involved in case their parents/carers need to be contacted. If it is possible to communicate by telephone with the pupil(s) involved in a critical incident, relevant support should be given until a staff member and/or parent/carer can reach the location where the pupil is receiving treatment or being looked after. Depending on the circumstances (such as severe road congestion) this may take some time. The MyTrav app helps children with Special Educational Needs (SEND) to travel to the school independently by guiding the user through a journey with prompts (such as photos, texts or audio). Parents/carers can log into a secure portal to check on the real-time location of their child as they make their journey. They can receive alerts if the pupil fails to arrive or goes off route enabling them to contact their child.

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

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).

2. This nominated base contact will either be an experienced member of the leadership team, or will be able to contact an experienced member of staff, at all times.

3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.

4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.

5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.

6. For visits that take place outside the School Learning Area, the visit leader will carry either:

a) An LA Emergency 'Card' (see EVOLVE Resources), or

b) An OEAP National Guidance Emergency action card

Date	***Action***	***By who***	***Date due for review***
September 2022	*Policy written*	*HW*	
November 2022	*Ratified by governors*	*FGB*	*Nov 2023*