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## Learning Outside the Classroom Educational Trips and Visits policy

This policy is reviewed annually by the  
SENDAT Provision, Standards and Attainment (PSA) Committee.

To be read in conjunction with but not limited to:

Health and Safety Policy, Local Emergency Procedures, Local risk assessments, Duke of Edinburgh SOP , Driving at Work & Minibus Policy and other relevant policies and procedures

### History of Document

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## 1. Statement of intent.

SENDAT governance and teaching staff believe that planned off-site activities can supplement and enrich the curriculum by providing off-site experiences that would otherwise be impossible in the classroom. All off-site experiences serve an educational purpose, enhancing and or enriching students' learning experiences. SENDAT has formally adopted, ten key outcomes of outdoor learning: SENDAT has formally adopted, the Ten key outcomes of outdoor learning – High Quality Outdoor Learning:

1. **Enjoyment:** enjoy participating and reflecting in outdoor activities and adopt a positive attitude to challenge and adventure
2. **Confidence and character:** enhancing their overall well-being by gaining personal confidence and developing character and resilience through taking on challenges and achieving success
3. **Health and wellbeing:** developing their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and of others
4. **Social and emotional awareness:** are becoming alive to the natural local and global environment and understand the importance of conservation and sustainable development
5. **Environmental awareness:** acquiring and developing a range of skills in outdoor activities, fieldwork, exploration, journeys and expedition
6. **Activity skills:** demonstrating increased initiative and innovation, enthusiasm, curiosity, self-reliance, responsibility, perseverance, tenacity and commitment
7. **Personal qualities:** developing and extending their key skills of communication, problem-solving, creativity, critical thinking, leadership and co-operation
8. **Skills for life:** learning to appreciate the benefits of physical activity and the lifelong value of participation in healthy leisure activities and reflection
9. **Increased motivation and appetite for learning:** displaying an increased motivation and appetite for self-directed learning that is contributing to raised levels of attainment in other aspects of their development, as well as becoming concerned, responsible and fulfilled citizens
10. **Broadened horizons:** broadening their horizons and becoming open to a wider range of employment opportunities and life chances

The SENDAT Board of Directors recognises the entitlement of a work/life balance for all staff colleagues as established in their terms and conditions of working. Consequently, this policy has been workload impact assessed (see Appendix ) and SENDAT Schools/APs will organise all activities relating to this policy within normal working hours.

The SENDAT Board of Directors is committed to ensuring that this policy is applied in a way that is fair and non-discriminatory.

## 2. Aims and purposes of Educational Visits

2.1. SENDAT has a strong commitment to the added value of learning outside the classroom and beyond the school premises. It will seek to provide a broad & balanced range of Learning Outside the Classroom opportunities for all its pupils.

2.2. SENDAT believes that learning outside the classroom has the potential to:

2.2.1. Increase student motivation

- 2.2.2. Increase confidence and self-esteem
- 2.2.3. Stimulate interest and therefore attainment in curriculum areas
- 2.2.4. Improved staff-student and student-student relations
- 2.2.5. Building self-reliance and promoting initiative
- 2.2.6. Improving health and fitness
- 2.2.7. Broadening students' horizons

2.3. Each year the schools will arrange a number of activities that take place off the school site and out of school hours, which support the aims of the school. The range of activities which the Trustees have given its approval includes, but not limited too:

- 2.3.1. Out of hours Clubs (music, drama, art, science, sport, homework etc)
- 2.3.2. School sports teams
- 2.3.3. Regular local visits (places of worship, swimming, other local amenities)
- 2.3.4. Day visits for particular groups
- 2.3.5. Residential visits
- 2.3.6. Overseas visits
- 2.3.7. Adventurous Activities.
- 2.3.8. Duke of Edinburgh's Award
- 2.3.9. Outdoor Learning Cards
- 2.3.10. Forest School
- 2.3.11. Orienteering

### **3. Participation Targets**

- 3.1. It is the aim of SENDAT that every pupil\* who wants to will be offered at least one residential experience during their time at the school.
- 3.2. It is the aim of SENDAT that every pupil\* will take part in at least one "Learning Outside the Classroom" experience every term.
- 3.3. \* safeguarding and behavioural concerns may restrict some pupils from meeting these targets, but all reasonable steps and risk assessments will be used to allow maximum participation.
- 3.4. Rates of participation and risk management will be overseen by the behaviour and safety governors committee.
- 3.5. SENDAT 20 – list of activities offered to students over a three year period.

### **4. Other policies that should be read in conjunction with this.**

- Safeguarding
- Use of the minibus
- Behaviour and Inclusion
- Charging and Remissions

### **5. Approval Procedure**

- 5.1. The Trustees have delegated the consideration and approval of Educational visits and

activities to CEO. The CEO will act as the as the Educational Visits Co-ordinator (EVC) for SENDAT

5.2. Each school has an EVC

5.3. Before a visit is advertised to parents the Head of school /headteacher will approve the initial plan. The head of school / Headteacher/EVC will also approve the completed plan and risk assessments for the visit before departure.

5.4. This will be undertaken using EVOLVE as the planning and approval system.

5.5. SENDAT has agreed a policy for categorising its visits in line with National guidance i.e.:

### **Type 1 = Local regular day visits**

These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

### **Type 2 = Overseas, Residential or Adventurous visits**

These are trips not covered by current policies. This could be due to things like:

- the distance from school
- the type of activity
- the location
- needing staff with specialist skills

Sometimes a school may just need to review its current plans or arrangements that were successful on previous trips. These trips will need risk assessments, detailed planning and informed approval of headteachers/ Local Academy Boards and the CEO.

The person given the job of managing this should:

- have the [skills, status and competence needed for the job](#)
- understand the risks involved
- be familiar with the activity

Plans should be proportionate and sensible, focusing on how to manage genuine risks.

## **6. Farm Visits**

Farms can be dangerous even for the people who work on them. Taking students to a farm should be carefully planned. The risks to be assessed should include those arising from the

misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

Check that the farm is well-managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. Always undertake a pre-visit.

There are some basic safety rules. Never let pupils:

- Place their faces against the animals or put their hands in their own mouths after feeding the animals.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from farm taps (other than in designated public facilities).
- Ride on tractors or other machines.
- Play in the farm area.
- Further advice is contained on the Health and Safety Executive's website – Preventing or Controlling Ill Health from Animal Contact at Visitor Attractions or Open Farm. <https://www.hse.gov.uk/agriculture/topics/visitor-attractions.htm>

## 7. Staffing

7.1. SENDAT recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

7.2. Staff are encouraged and supported to develop their abilities in organising and managing visits. Consideration is made to allow less experienced members of staff to work alongside more experienced colleagues on visits. The selection of staff for Educational visits will be a key priority in the initial approval of any proposed visit. Staff will be suitably qualified and experienced for proposed activities.

7.3. SENDAT values and recognises the contribution of volunteer adults and parent helpers assisting with Educational activities and visits. Any volunteer will be approved by both the Head and Visit Leader and is entered on the voluntary helpers list kept by the School. They will be carefully briefed on the scope of their responsibility. The school will ensure that DBS screening is available for volunteers.

7.4. The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and/or other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

7.5. Visit staff will not be under the influence of alcohol or other drugs so that their ability to recognise hazards or respond to emergencies is not in any way restricted.

### 7.6. Ratios

It is important to have a high enough ratio of adults to pupils for any visit. The factors to take into consideration include:

- Sex, age and ability of the group.
- Pupils with special educational or medical needs.
- Nature of activities.

- Experience of adults in off-site supervision.
- Duration and nature of the journey.
- Type of any accommodation.
- Competence of staff, both general and on specific activities.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of the students.
- First aid cover.

At our schools, due to the complex special needs, it is vital that the Visit Leader speaks to the students' class staff and finds out potential risks when going off-site in order to appropriately staff the visit.

7.7. Trips and visits will usually have at least 2 staff on them as a minimum. This is to protect staff from allegations.

7.8. In exceptional circumstances trips and visits with one member of staff where

- the trip will be outside in a public place
- Staff and student are not in car, minibus or other transport
- Approved by the Headteacher/HoS, with an individual risk assessment.

## **8. Risk Assessment**

8.1. The Visit Leader will seek to identify any significant risks from any activity that is under their control and take appropriate steps to ensure all participants are safe. Good practice precautions and safety measures will be taken and this will be recorded in a risk assessment.

8.2. SENDAT risk benefit assessment (RBA) template will be used. Included in appendix 1.

8.3. The risk benefit assessment will be saved on the network and uploaded onto evolve as part of the approval system.

## **9. Communicating with Parents**

Parents/carers should be informed in writing of any off-site activity unless it is a regular part of the school curriculum which parents have already been informed about.

9.1. Before residential visits parents should be encouraged to attend a briefing meeting where written details of the proposed visit should be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in

English. This is a legal requirement. Parents need to be aware that the teachers and other staff on the visit will have a 'duty of care'.

10. The following information on matters that might affect pupil health and safety should be imparted to parents:

- Dates of the visit.
- Visit objectives.
- Times of departure and return – parents must have agreed to meet their child on return.
- The location where the pupils will be collected and returned.
- Mode(s) of travel including the name of any travel company.
- The size of the group and the level of supervision at all times
- Details of accommodation with security and supervisory arrangements on site.
- Details of provision for educational or medical needs.
- Procedures for pupils who become ill.
- Names of leader, of other staff and of other accompanying adults.
- Details of the activities planned and of how the assessed risks will be managed.
- Standards of behaviour expected and general group discipline, including prohibited items. This information may take the form of a code of conduct which parents should sign.
- What pupils should not take on the visit or bring back.
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover.
- Clothing and equipment to be taken.

10.1. The pro-formas Appendix 1 will need to be completed by every student

10.2. Medical Consent Forms part of the parental consent form. Parents are asked to agree to the pupil's receiving emergency treatment, including the administration of a general

anaesthetic and to surgical operations in the case of an emergency (in accordance with the recommendation of a qualified medical practitioner).

- 10.3. If parents do not agree to this, the Headteacher may decide to withdraw the child from the visit – given the additional responsibility this would entail for the Visit leader.

## **11. Contact with Parents during a Residential Visit**

11.1. The Visit Lead should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should therefore:

11.2. Know the destination details.

- Be aware of the emergency contact arrangements at home and at all the venues the group will visit.
- Provide contact numbers for day and night use in an emergency.
- Group leaders should arrange for parents to be told by the school of the group's safe arrival using SMS Service.

## **12. Use of Mobile Telephones**

12.1. Primary Students will not be permitted to take their mobile phones on visits, including residential visits.

12.2. Secondary Students may be permitted to take their mobile phones on visits, including residential visits. However:

- They should not have their phones during travel
- Their phones should be signed in and out during social times for them to communicate with home.

### **13. Students with Special Educational or Medical Needs**

- 13.1. Every effort should be made to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group.
- 13.2. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.
- 13.3. Additional safety measures to those already in place in school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.
- 13.4. All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures.
- 13.5. Summary sheets held by all teachers, containing details of each student's needs (within their assigned responsibility group), and any other relevant information provided by parents/carers, is one way of achieving this.
- 13.6. The Visit leader should discuss the pupil's individual needs with the parents.
- 13.7. The Visit leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.
- 13.8. Any limitations or problems that a pupil with special educational needs may have, should be taken into account at the planning stage and when carrying out the risk assessment.
- 13.9. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:
  - 13.10. Is the pupil capable of taking part in and benefiting from the activity?
  - 13.11. Can the activity be adapted to enable the pupil to participate at a suitable level?
  - 13.12. Will additional/different resources be necessary?
  - 13.13. Is the pupil able to understand and follow instructions?
- 13.14. It may be helpful to the pupil if one of the staff already knows them well and appreciates their needs fully. The group leader should discuss the visit with the parents of pupils with particularly complex SEN to ensure that suitable arrangements have been put in place to ensure their safety.

### **14. Scope of Educational Visits**

- 14.1. Visits should be arranged that will support and enhance the planned curriculum. This may also be used as either a spring board to learning or as a summing up of learning. As an

open-minded special school, we will likely include visits to all places of worship. These visits will both underpin the differing values and beliefs of other cultures and faiths and allow the students opportunities to explore different cultures and beliefs.

## **15. Procedure on the Day of a Planned Visit**

On the day of a planned visit, staff must complete one of the following forms: Student Risk Assessment (Weekly/Regular) or Student Risk Assessment (Single Visit)). These forms confirm the details of the visit (class name, day, location, time out, time in, staff involved with the visit and staff emergency contact details), the names of all pupils involved, the pupils' medical information, permission and that they are actually present on the day so that the school office know who is off-site if there is a fire alarm or evacuation.

## **16. External Activity Providers**

16.1. Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school accounts.

16.2. Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations who meet nationally recognised standards.

Schools can check if an organisation holds the LOtC Quality Badge.

If an organisation does not hold the badge, the school must check that they're an appropriate organisation to use. This could include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

## **17. Watersports**

Swimming at the beach and swimming pools

Schools should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific

health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

Trip to the beach **must not** include swimming unless a qualified beach lifeguard is present and all safety rules are being followed – swimming between the flags etc

Watersports – canoeing kayaking etc, must used appropriately qualified/experienced instructors/staff and buoyancy aid must be worn at all times

## **18. Parental Consents**

- 18.1. Separate written consent from parents will not be required for pupils to take part in the majority of off-site activities organised by the school as most of these activities take place during school hours and are a normal part of a child's education at school. Parents give global consent for type 1 visits. However, parents will be told where their child will be at all times and of any extra information or measures required. Staff must check that parents have signed the global consent.
- 18.2. Specific written consent will be requested for type 2 activities that need a higher level of risk management or those that take place outside school hours. The school has a standard form, which will be used for this purpose.
- 18.3. As part of the parent consent they will be fully informed of the activities and arrangements for the visit. For residential visits parents will normally be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.
- 18.4. SENDAT has policies for Charging and Remissions, Behaviour and Inclusion, which applies to all visits.

## **19. The expectations of Pupils and Parents**

- 19.1. SENDAT has a clear code of conduct for school visits based on the school 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents. Pupils, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early.

## **20. Emergency Procedures**

- 20.1. The school will appoint a member of the Senior Management Team as the emergency contact for each visit. All major incidents should immediately be relayed to this person, especially those involving injury or that might attract media attention.
- 20.2. The Visit Leader will leave full details of all pupils and accompanying adults on the visit with the emergency contact, including the home contact details of parents and next-of-kin, as appropriate.
- 20.3. All incidents and accidents occurring on a visit will be reported back and recorded following normal school procedures for reporting and investigating accidents.

## 21. Charging for Activities and Visits

- 21.1. SENDAT may invite, but not require, parents to make voluntary contributions for school activities in order to enhance what is otherwise provided. There is no obligation to contribute and pupils will not be treated any differently according to whether or not their parents have made a contribution.
- 21.2. The level of contribution will be calculated for each activity and may include, for example, an element to cover the participation by young people from low-income families or the cost of travel for accompanying teachers. Some activities may not take place if parents are reluctant to support it
- 21.3. SENDAT will comply with the law in relation to charges that may be made for the cost of activities provided outside school hours, within school hours and for board and lodging on residential courses.
- 21.4. SENDAT has a policy on remission of charges stating how much they are prepared to contribute etc.

## 22. Trips abroad

Trips abroad can have extra risks and need a higher level of risk assessment.

Schools should make sure any organisation that is providing activities holds the LOtC Quality badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. School staff could also be liable under civil law for any injuries to the children due to negligence.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, follow the guide to the [British Standard for adventurous activities outside the United Kingdom](#) as the basis for the planning and risk assessment. Organisations employed by the school should follow this too. If they have LOtC Quality Badge then they follow this standard. Schools should consider the Foreign and Commonwealth Office's detailed guidance on [safer adventure travel and volunteering overseas](#) when organising adventure visits abroad. A [teachers' pack](#) is also available.

## 23. Educational visits co-ordinators

Each school in SENDAT should appoint an educational visits coordinator and make sure they have the training they need. The headteacher has this duty if there is no coordinator.

The coordinator works with the CEO to help their colleagues in schools to assess and manage risks.

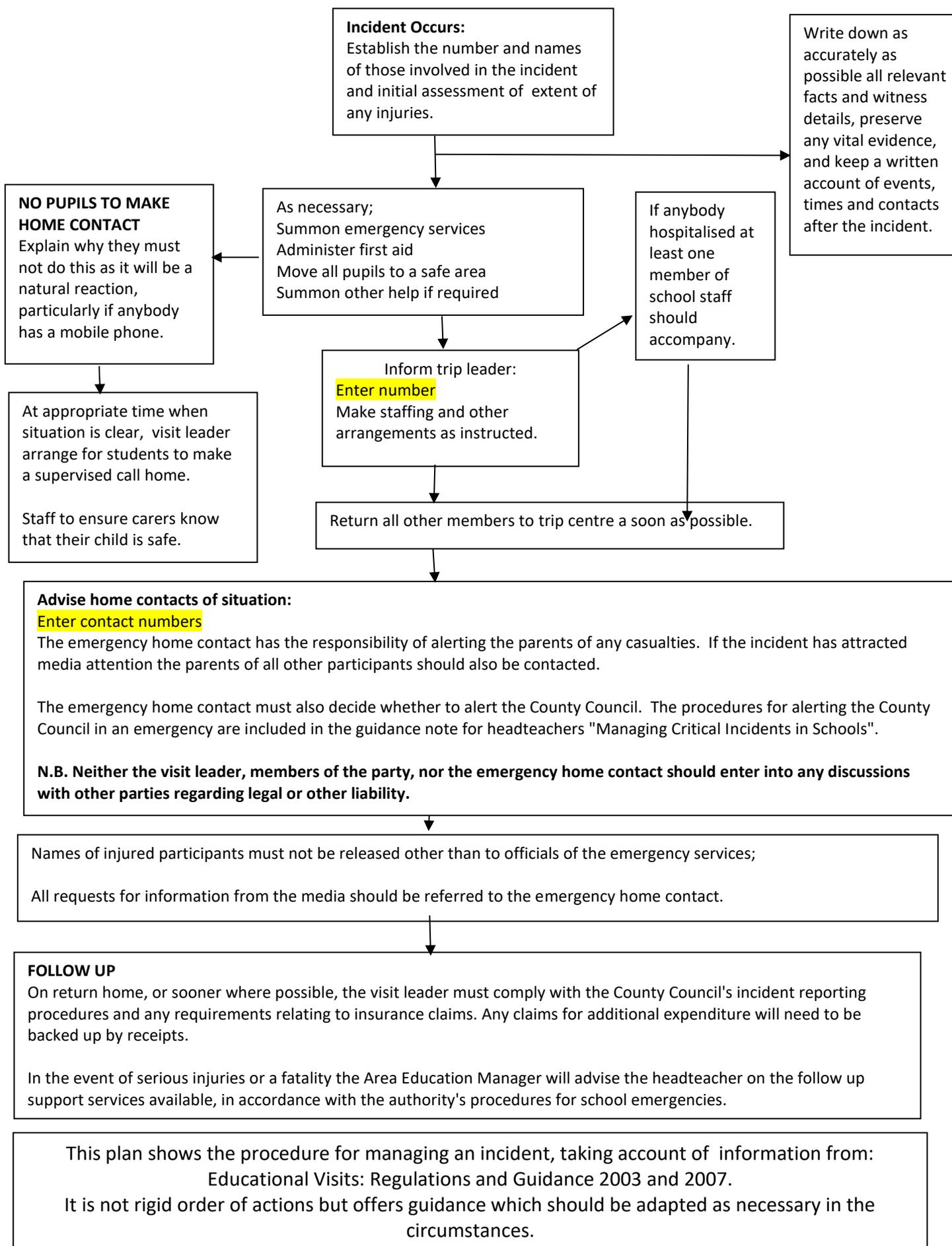
The coordinator should:

- be an experienced visits leader
- have the status to be able to guide the working practices of other staff

- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise headteachers and governors when they're approving trips
- have access to training, advice and guidance

Coordinators can also get guidance on the [OEAP website](#)

## Appendix 1 Emergency procedures example



## Appendix 2 Risk-Benefit Assessment Record

<b>Student</b>	Most recent photo of student taken from Arbor	DOB:	Destination/activity: General Staff Responsible: All staff	Last updated : <b>EHCP</b> <i>Red – Medical</i> <i>Black – Day School</i> <i>Blue - Residential</i> <i>Re-date every time you edit/check</i> <i>There should only be one date and initial per colour</i>
Assessment compiled by: <b>Red – Medical</b> <b>Black – Day School</b> <b>Blue – Residential</b> <b>EHCP</b>			Purpose of assessment: To keep themselves and others safe – <i>for every student</i>	
<p><b>EHCP's will be checked at the end of the school year by Tutors to ensure any amendments are recorded</b></p> <p>The RBA will be cross referenced with Arbor behaviours by Tutors/ <b>Key Workers</b> every half term. Patterns of behaviour must be identified and included in the RBA</p> <p>Monitored by <b>SHu/KSL's//GL/BRP</b></p>				
<p><b><u>Please state the intended benefits and the context of this assessment</u></b></p> <p>To ensure awareness of all needs and enable participation in school life as much as possible</p>				
<p><b><u>SAFEGUARDING:</u></b></p> <p>Prevention, Protection and Support. All SENDAT staff are part of our early help team, identifying and supporting students and their families. <i>Example: Child Protection Plan in place/Is a CIN/is a CIC/ open CAF etc – no detail just the statement</i></p>				
<p><b>Additional information taken from EHCP dated: <i>date of document</i></b></p> <p><i>this may include behaviours not identified below or not displayed so far by student in this setting</i></p>				
<p><b>None of the risk sections to be deleted – all need a comment or 'no identified risk at present'.</b></p> <p><b>This demonstrates that each section has been considered</b></p> <p><b>n/a in the "medical" sections if appropriate and n/a in the "residential" section if they do not access the residential department</b></p>				

**Medical/Health/Conditions: Applies in all settings**

<p><b><u>Risk</u></b></p> <p>List here the <b>significant risks</b> you have identified. Consider the <b>venue</b> (and transport to and from if appropriate). Medical and behavioural should also be included.</p> <p><b>Medical</b> <b>Day school</b> <b>Residential</b> <b>EHCP</b></p>	<p><b><u>Precautions</u></b></p> <p>State here the <b>precautions that reduce the risk to an acceptable level</b>. Include precautions already in place, and those that need to be put in place.</p>	<p><b><u>Remaining issues</u></b></p> <p>Despite all the precautions are there issues that remain?</p>	<p><b><u>Responsibility /Notes</u></b></p> <p>State <b>who is responsible</b> for checking that the precautions are in place. Note any specific action required and strategies that have worked or not. Reference to other documents e.g. medical care plan/PSP.</p>	<p><b><u>New/changed risk identified:</u></b></p> <p><b><u>Date and initial in this column</u></b></p>
<p><b>Possible impact of medical/health/conditions</b> e.g. physical impact and mobility/concentration/toileting/allergies etc</p>				
<p><b>Medication</b> Administered at home</p>				
<p><b>Medication</b> Administered at school</p>				
<p><b>Communication</b></p>	<p>EHCP/arbor – needs checked</p>			

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<u>New/changed risk identified:</u>
Personal care needs	EHCP/arbor – needs checked				
General Management					
Physical Aggression					
Verbal Aggression					
Challenging behaviour					
Defiance	EHCP/arbor – needs checked				
Disruptive behaviour	EHCP/arbor – needs checked				
Allegations against staff or students					
Lone Working					
Self-harm/injury/damage to property					
Bullying					
Fire Evacuation					
Leaving on-site lessons/activities	EITHER 'no identified risk at present' OR 'happens occasionally' 'happens frequently'	EITHER 'follow school procedures' OR Put in an individual management strategy if required			
Leaving school site	EITHER	EITHER			

<u>Risk</u>		<u>Precautions</u>	Remaining issues	<u>Responsibility /Notes</u>	<u>New/changed risk identified:</u>
	'no identified risk at present' OR 'happens occasionally' 'happens frequently'	'follow school procedures' OR Put in an individual management strategy if required			
<b>Leaving/becoming separated from the off-site activities/day visits/overnight residential trips</b>	<b>EITHER</b> 'no identified risk at present' OR 'happens occasionally' 'happens frequently'	<b>EITHER</b> 'follow school procedures' OR Put in an individual management strategy if required			
<b>Bringing dangerous items on to the school site e.g. knife/cigarettes/lighter etc</b>	<b>EHCP/arbor – needs checked</b>				
<b>Other e.g. could include on-line safety/sexualised behaviours/prejudice related/taking items that don't belong to them</b>					
<b>Residential placement</b>					
	<b>Review:</b> Record here any additional safety issues that arise during the activity and any safety concerns raised by staff or participants.				

Modified by LC, based on Suffolk County Council Educational Visits 24-4-08 – Template last revised Sept 2019 GL/SHu

Green: additional info from EHCP

**Red: Medical information/risks** **Black: Day School behaviours/risks identified** **Blue: Residential placement/behaviours/risks identified**

NAME OF CHILD: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

SCHOOL: Priory School /Chalk Hill/ Stone Lodge Academy/Angel Hill

VISIT(S) TO: \_\_\_\_\_

DATE(S) OF VISIT(S): \_\_\_\_\_

I have received and read details of the above visit.

I consent to my child taking part in the visit(s) and the activities indicated. I acknowledge that the staff will be liable in the event of any accident only if they have failed to take reasonable care of my child during the visit.

*I have read any information provided with regard to the standard of behaviour and/or code of conduct expected during the visit and I undertake to reinforce this information with my child.*

I consent to my child receiving medical treatment which, in the opinion of a qualified medical practitioner, may be necessary.

We will share information on these forms and risk assessments with all staff attending

My Child's NHS Card No is: \_\_\_\_\_ and Doctor's name and address is:

I undertake to pay the required sums by whatever date(s) are specified to me and accept that, in respect of any withdrawal from the visit for whatever reasons, there will be no refund of the whole or part of the payment(s) made unless the circumstances are covered by Travel Insurance or otherwise at the discretion of

**Signed:** \_\_\_\_\_ **(Parent/Carer)**

**PLEASE COMPLETE THE SECTIONS BELOW**

1. Please give your home address and contact phone numbers. If you will be away from home during the visit please give an alternative address where you, or a relative or friend acting for you, can be contacted.

**Home Address**

**Alternative Contact if required**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Address: \_\_\_\_\_

Tel: \_\_\_\_\_

Tel: \_\_\_\_\_

2. In your child's interest, it is important that the organising staff should know whether he or she suffers from any illness or medical condition. Please use this space to state, in confidence, any health or other matter concerning your child of which accompanying staff should be aware. Please indicate here also if your child is receiving medication, with details and dosage, and/or has any specific dietary requirements.

## Request for school STAFF to administer PRESCRIBED medication

The school will not give your child prescribed medicine unless you complete and sign this form, and the CEO has agreed that school staff can administer the prescribed medication.

### DETAILS OF PUPIL

Surname: ..... Date of Birth: .....  
Forename(s): ..... Class: .....

### MEDICATION

1. Name/Type of Medication and strength (as described on the container) .....

1. Dosage and time: .....

2. Name/Type of Medication and strength (as described on the container) .....

2. Dosage and time: .....

3. Name/Type of Medication and strength (as described on the container) .....

3. Dosage and time: .....

4. Name/Type of Medication and strength (as described on the container) .....

4. Dosage and time: .....

5. Name/Type of Medication and strength (as described on the container) .....

5. Dosage and time: .....

6. Name/Type of Medication and strength (as described on the container) .....

6. Dosage and time: .....

Procedures to take in an emergency: .....

**(this must be completed)** .....

### CONTACT DETAILS

Name: ..... Daytime telephone no. ....

Relationship to pupil: .....

Address: .....

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I understand that I or a responsible adult must deliver the medicine personally in original packaging to the *School Office*.

Date: ..... Signature(s): .....