



WESTONBIRT PREP

EDUCATIONAL VISITS PROCEDURE

This policy applies to the whole school including EYFS

Date of Policy	September 2025
Member of staff responsible	Carol Jones
Role	Educational Visits Co-ordinator

Last Review	Significant Changes
September 2025	Updated procedure wording to sit alongside Wishford Educational Visits Policy
May 2026	1. Inclusion of reference to <i>Guidance For Staff: Personal Mobile Phone Use On Educational Trips</i> 2. Edits made to residential staffing recommendations

1. Introduction

Westonbirt Prep acknowledges the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils. Pupils can derive considerable educational benefit from taking part in trips. They have the opportunity to undergo experiences not available in the classroom, and visits help to develop a pupil's investigative skills and encourage greater independence. They also provide pupils with knowledge and awareness of the world around them and encourage personal and social development.

This procedure references the 1974 Health and Safety at Work Act and the DfE Guidance "The Health and Safety of Pupils on Educational Visits: A Good Practice Guide" and should be read alongside the Westonbirt Prep document *Guidance For Staff: Personal Mobile Phone Use On Educational Trips*.

Our current EVC is Carol Jones.

The majority of visits organised by schools take place without any incident or injuries occurring. That in part can be attributed to good preparation, organisation and supervision. However, accidents do sometimes occur on school trips and it is essential that schools are complying with the relevant legal requirements under the Health and Safety at Work Act, to ensure the continued safety of pupils on visits.

School visits benefit young people in many ways, including:

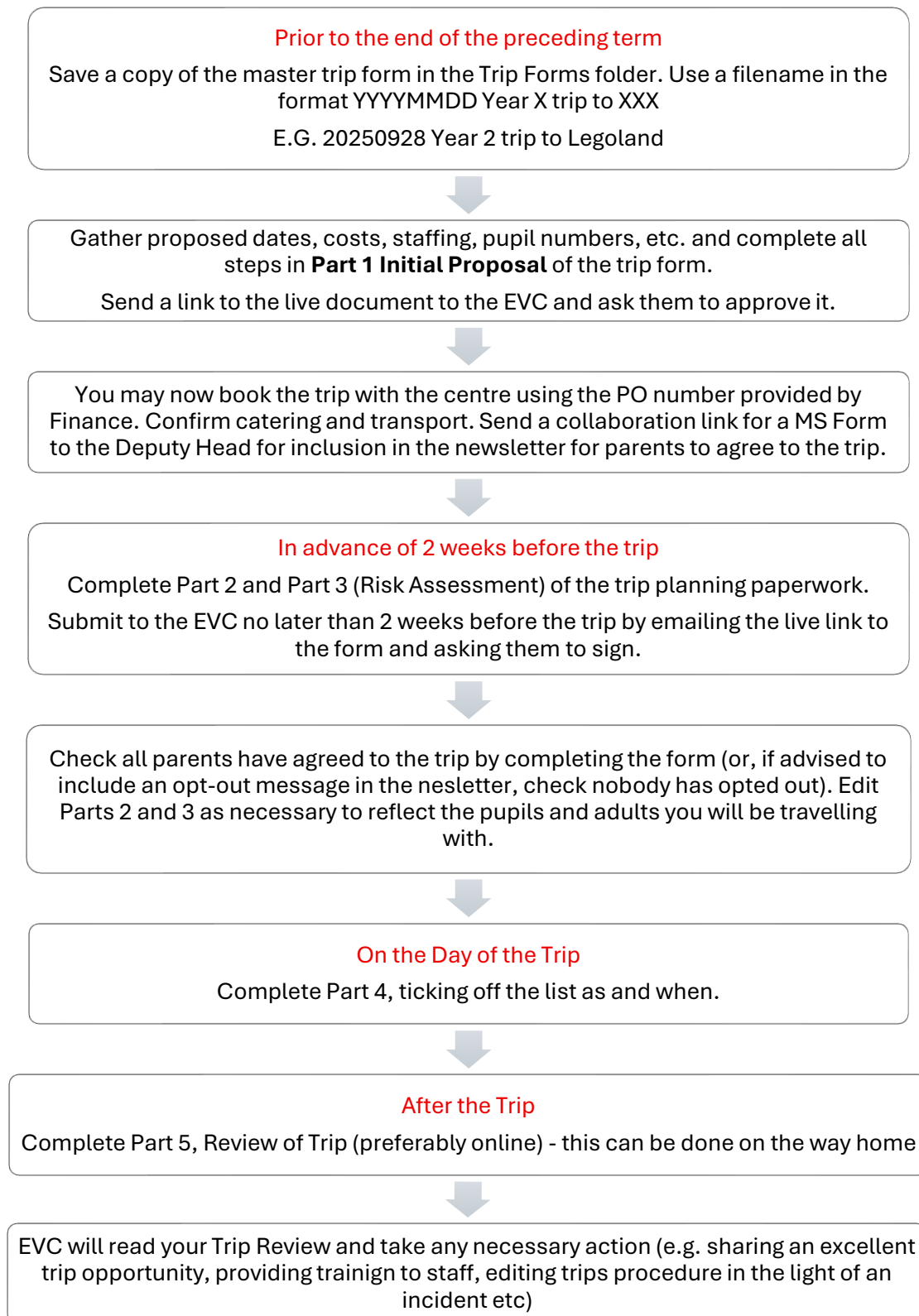
- Being able to apply a different range of skills than those used in the classroom.
- Enabling, supporting and complementing the work of the National Curriculum, experimental (first hand) and memorable learning.
- Assessing and managing risks (safety).
- Developing latent talents, abilities and interests, which can be motivational and have lifelong relevance.

Visits which involve an adventurous activity or go anywhere near water e.g. pond dipping or river investigations will require the additional approval of the Head. Visits which are for EYFS children, involve travel overseas or are residential will also require the Head's approval.

2. Planning a Visit

No part of the trip should be booked before the EVC has signed off Part 1 of the trip form. The Group Leader should always consider making a pre-visit to the venue of the trip to assist with planning the trip and appropriately assessing risk.

PLANNING A TRIP FLOWCHART



3. Responsibilities

Teachers, support staff, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

Nominated Group Leader

Group leaders, who will not usually be an ECT unless supported by an experienced teacher as their deputy group leader, have a common law duty of care towards the pupils in their charge. Group Leaders must recognise their responsibilities:

- Obtain the EVC's prior agreement before any off-site visit.
- Appoint a deputy
- Have ownership of the risk assessments.
- Pre-visit the site if possible.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Parents must have signed consent forms as applicable.
- Be aware of any child protection issues.
- Ensure adequate first aid provision is in place.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment.
- Ensure that teachers, support staff and adult helpers are fully aware of what the proposed visit entails and hold briefings as appropriate.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure staff pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency.
- Ensure all staff and adult helpers have the school contact details.
- Ensure that all staff and adult helpers have details of the medical or special needs of the pupils.
- Observe the guidance set out for teachers.

The teacher in charge should decide how information is provided to the children and ensure that children understand key safety information.

Pupils should understand:

- The aims and objectives of the visit/activity.
- Background information about the place to be visited.
- How to avoid specific dangers and why they should follow rules.
- Why safety precautions are in place.
- What standard of behaviour is expected from pupils.
- Appropriate and inappropriate personal and social conduct.
- Who is responsible for the group.
- What to do if approached by anyone from outside the group.
- Rendezvous procedures.
- What to do if separated from the group.

The School's EVC should ensure:

- The group leader is competent to monitor risks and supervise the trip throughout the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit takes place.
- The risk assessment has been completed and appropriate safety measures are in place.
- Non-teacher helpers on the visit are appropriate to supervise children.
- Ratios of staff to pupils are appropriate.
- Arrangements have been made for the medical and special educational needs of the pupils.
- Adequate first aid provision will be in place.
- The mode of transport is appropriate.
- Travel times out and back are known in school.
- There is adequate and relevant insurance cover.
- They have the address and phone number of the visits venue and have a contact name.
- A school contact has been nominated and the group leader has the details.
- The group leader, staff members and adult helpers and nominated contact have a copy of the agreed emergency procedures.
- The group leader, staff members and nominated school contact have the names of all the adults and pupils travelling in the group and the contact details of parents. The teachers, staff members and other helpers' next of kin are available in the office.
- There is a contingency plan for any delays including a late return home. The office will contact parents by phone informing them of a delay.

The Head will ensure:

- The Educational Visit Co-ordinator (EVC) is competent to oversee the co-ordination of all off-site education, and will support the EVC in attending relevant training courses as appropriate.
- Visits comply with regulations and guidelines provided by the DFE and the school's own health and safety policy.

Staff

All staff must conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils. They should:

- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them.
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the group leader any concerns they may have regarding pupil behaviour and well-being during the visit.
- Ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.
- Follow the instructions of the group leader and help with control and discipline.

- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

Adult Volunteers

Additional adults on the visit should be clear about their roles and responsibilities during the visit. They must:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the group leader and help with the control and discipline of the pupils.
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.
- Read and agree to the Trip Volunteers Guidance document (Appendix B)

Pupils

The group leader must make it clear to pupils that they have responsibilities. They must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. If the group leader feels that such action may be necessary, first speak to the school EVC and the Head.

Parents of children attending the trip

- Parents should be able to make an informed decision on whether their child should go on a visit.
- The group leader should ensure that parents are given sufficient information in writing and invited to any necessary briefing sessions.
- The group leader should also tell parents how they could help prepare their child for the visit.
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

4. Risk Assessment

Risk assessments for school visits have two levels:

LEVEL 1 – Generic activity risk assessments, which are likely to apply to the activity whenever it takes place eg, minibus travel, walks in the local area etc.

LEVEL 2 - Visit/site specific risk assessments, which will differ from place to place and group to group.

Additionally, there may be a need to complete a Dynamic Risk Assessment that take account of illness of staff or pupils, changes of weather, availability of preferred activities etc.

The risk assessments forms are part of the Trips and Educational Visits Form (Appendix A).

Pre-Visits

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account:

- The number of pupils involved.
- The age of the pupils, their sex, ability and general behaviour.
- The previous experience of the group undertaking off-site visits.
- The time of day and time of year.
- The travel arrangements.
- The hazards at the environment being visited, including due regard given to the possibility of a terror-related incident occurring at the venue. Muster points off-site should be identified during the pre-visit and recorded in the Risk Assessment.
- The numbers, experience and quality of staff and volunteers.
- The nature of the activities.
- The special educational or medical needs of the pupils.
- The quality and suitability of available equipment.
- Seasonal weather conditions.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to carry on.
- The need to monitor the risks throughout the visit.

5. Records and Communications

Parents should always be made aware when their children are leaving the school premises. Even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school, parents should be sent a brief note explaining the offsite activity.

Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to educate that child. The refusal of the parent to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.

6. First Aid

There should be a qualified first aider on every visit. A first aid kit should be taken on every visit. If the trip includes any EYFS children then a member of staff with a paediatric qualification must accompany the trip.

7. Staff/Pupil Ratios

There is no legal guidance on the ratio of adults to children on day trips other than for EYFS children. Therefore, we as a school use the following ratios. The following should be viewed as a minimum. The levels will need to be supplemented where pupils have special medical or educational needs, if any aspect of the trip may require it.

The minimum levels of supervision are to be worked out by the following:

EYFS

- Age 2, there must be a minimum of 1 competent adult for every 5 pupils.

- Age 3+ to the end of Pre-School, there must be a minimum of 1 competent adult for every 8 pupils depending on setting, time of day and staff qualifications. For Reception children, there should be 1 adult for every 8-10 children.

Pre-Prep and Prep

- Year 1 to Year 6 there must be a minimum of 1 competent adult for every 10-15 pupils.

In all cases, ratios are to be determined by the EVC's evaluation of the setting, time of day, staff skills, experience and qualifications, and the needs of pupils attending.

If on a residential trip and the group is of mixed sex then usually least one competent adult of each sex should accompany the group. If the accompanying staff are all of one gender, the Risk Assessment should outline steps taken to reduce/remove any possible issues as a result of this.

These ratios should take into account:

- Age and number of pupils involved.
- Pupils' special educational or medical needs.
- Degree of responsibility and discipline shown by the group.
- Type of visit and nature of the activities.
- Level of risk.
- Location and travel arrangements.
- 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.
- Competence of staff, both general and on specific activities.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of pupils.
- First aid cover.

A competent adult is someone who has been assessed as having the necessary skills, training or experience. It should also be noted that for the protection of both adults and pupils. All adults should ensure that they are not alone with a pupil whenever possible. All adults on a visit should clearly understand their roles and responsibilities at all times. It should always be clear that the Group Leader is responsible for the trip at all times.

8. Sports Fixtures

Sport fixtures form an integral part of our school life. We take part in many sports fixtures both home and away and a variety of staff accompany these teams. If a member of staff is taking a team for an away fixture for pupils from Year 3 to Year 6 a ratio of 1:16 should be used as a guideline. It is common for teaching staff to be required to drive the minibus to an away fixture and should build in a break over their lunchtime to ensure they are rested before driving. It may also be necessary for a single member of staff to accompany the fixture.

9. Head Counts

- Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue.
- All adults should carry a list of all the pupils and adults involved in the visit.
- Pupils, especially EYFS to Year 3, should be easily identifiable in busy areas.
- The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.
- If a child goes missing on a trip, the Group Leader should immediately notify the centre they are visiting and follow their Lost Person Procedure. The Group Leader (or someone nominated by them) must immediately notify the Head or the EVC and remain in touch with them. Please see Westonbirt Prep's Missing Child Procedure for further information.

10. Insurance

Westonbirt Prep has a 'Personal Injury Insurance Policy' which covers events and activities outside of school. A copy of this policy is available from the school.

11. Emergency Procedures

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

If an accident happens the priorities are:

- To assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty.
- Inform the emergency services.
- Inform school who will contact the parents.
- Ensure the Head is informed.

Secondary priorities are:

- Ensure that a teacher or staff member accompanies any casualties to hospital if necessary and the rest of the group are supervised.
- Notify the police if needed.
- Ascertain telephone numbers for any future calls.
- Write down accurately all relevant facts and witness details and preserve all vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.
- No one in the group should speak to the media and no names should be provided.
- No one in the group should discuss any legal liability with other parties.
- In an emergency the group leader would usually take control of the situation until such time either the EVC or Head arrive.

12. Supervision on Visits

If possible, the EVC or a member of the SLT should visit a trip (especially a residential one) at some point to check that all is going to plan.

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult. This is referred to as 'remote supervision'. The decision to allow remote supervision should be based on risk assessment and must take into account such things as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/experience of staff
- Environment/venue

The level of supervision necessary should be considered as part of the risk assessment:

- Level of supervision on coaches.
- Safety when crossing roads.
- Safety of pupils at dropping off points.
- Head counts when getting on and leaving transport.
- Responsibility for checking seat belts.

Residential Supervision

Our Year 3 – Year 6 children will take part in at least one residential visit per year. Supervision on such visits generally follow the supervision requirements of day trips, however, certain aspects need to be considered in more detail:

- Ratios need to be followed as per the supervision policy.
- Risk assessment needs to be carried out for any remote supervision.
- Staffing needs to be considered regarding gender. Where appropriate both male and female staff will attend.
- Rooming arrangements agreed by the Head and/or EVC may not be changed once the residential trip is underway without permission from either the Head or EVC. If this is not possible, then two members of supervising staff on the trip must agree the change to rooming arrangements.

13. Use of Cars

This should generally be discouraged but if used, the following should be adhered to:

- The car should be roadworthy.
- The driver has the appropriate license.
- Drivers ensure pupils wear seat belts and sit in booster seats if necessary.
- Parents or any other adults should never be in a position where they are left alone in a car with a child and a central dropping off place is arranged.
- The school has usually received specific written permission from the parents.

14. Swimming Pools & Water

On trips, where the water activity is not a swimming lesson, a minimum supervision level of 1 adult to every 10 pupils is recommended. The following checks should be made:

- Has the Group Leader ensured they have an accurate assessment of the children's swimming ability?
- Is there constant pool supervision by a sufficient number of qualified staff?
- Is the water temperature appropriate?
- Where there is no lifeguard, the leader should stay on the pool side at a raised location and the group leader should have the relevant life-saving award.
- Is the water clear?
- Are there signs indicating depth of water?
- Does the pool cater for children with disabilities?
- Does the deep end allow for safe diving?
- Are there a resuscitator and other pieces of first aid and rescue equipment and is there someone trained to use them?
- Is there a changing room for each sex?
- Are the changing and showering facilities safe and hygienic?
- Can clothes and other belongings be stored safely?
- Have the pupils been instructed how to behave around water?

15. 'Plan B'

Despite the most detailed pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This is 'Plan B'

When a situation arises for which there is no existing risk assessment carried out, staff should complete the 'Dynamic Risk Assessment' and write down the plan as evidence that proper consideration was given to their actions.

16. Operational Logistics

Transport

The group leader should consider:

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance
- Stopping points on longer journeys
- Supervision
- If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If the Group Leader is planning on using the school minibus then a transport request need to be made to the Transport Manager who will provide a quote.

When travelling by bus the adults should be spread evenly throughout the bus singly/in pairs and should not all sit together, so they can ensure appropriate supervision of pupils.

17. Catering

If you need packed lunches or any other catering then it will be necessary to fill in a catering request form. Forms should be submitted to Catering at least 2 weeks in advance of the trip.

18. Residential Visits

A good rule of thumb is 1 teacher for every 10/12 pupils. Issues to be considered include:

- The group should ideally have adjoining rooms, with teachers' quarters next to the pupils', the leader should obtain a floor plan of the room reserved for the group's use in advance.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults.
- The immediate accommodation area should be exclusively for the group's use.
- Ensure there is appropriate and safe heating and ventilation.
- Ensure that the whole group are aware of the lay-out of accommodation, it's fire precautions/exits, it's regulations and routine and that everyone can identify key personnel.

Security arrangements should be in force to stop unauthorised visits.

- The manager/owner of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people.
- Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times.
- There should be drying facilities.
- There should be adequate space for storing clothes, luggage, etc.
- Adequate lighting – it is advisable to bring a torch.
- There should be provision for pupils with special needs and those who fall sick.
- Windows should be secure and electrical connections safe.
- Where possible, pupils should not be lodged in ground floor rooms.
- The fire alarm must be audible throughout the accommodation.
- There should be recreational accommodation/facilities for the group.

After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

Any queries in relation to this policy should be raised with the Head.

APPENDIX A

WESTONBIRT PREP EDUCATIONAL DAY TRIPS AND VISITS FORM

Westonbirt Prep acknowledges the great value of Educational Day Trips and Visits in broadening and enhancing both the learning and social experience of pupils. The majority of visits organised by schools take place without any incident or injuries occurring. That in part can be attributed to good preparation, organisation and supervision. All staff are expected to be familiar and compliant with the Educational Visits Policy and the Educational Visits Procedure.

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc. will require the approval of the Educational Visits Co-ordinator (EVC) and the Finance Department. Our current EVC is Carol Jones. Visits which involve an adventurous activity or go anywhere near water, eg, pond dipping or river investigations will require the additional approval of the Head, as will residential and/or overseas trips.

PLANNING A VISIT

Seek approval for the trip.

1. Fill in PART 1 - INITIAL PROPOSAL.
2. Submit PART 1 to the EVC before the end of the preceding term so trips can be placed in the school calendar. In exceptional circumstances this form may be submitted to the EVC a minimum of 4 weeks before the date of the trip.
3. Do not book any section of the trip until you have received approval from the EVC and Finance department.

If approved the Group Leader will:

1. Pre-visit the site if applicable
2. Book visit
3. Book transport (see section on transport)
4. Book catering (see section on catering)
5. Send permission form home via the newsletter (this should be done at least four weeks before the planned date of the visit). The Deputy Head has example copies of the necessary permission forms.
6. Submit a cover request form to the Deputy Head if necessary.
7. Organise your own cover for any duties and add details to your cover request form.
8. Fill in:

PART 2 - TRIP PLANNER

PART 3 - RISK ASSESSMENT

PART 4 – PRE-TRIP ORGANISATION CHECKLIST

PART 5 - DECLARATION

Submit PART 2 – 5 to the EVC a minimum of 2 weeks before the date of the trip.

On the day of the trip the Group Leader will:

1. Before departure complete the TRIP DAY CHECKLIST.
2. Call the office when leaving venue to update ETA at school.
3. Fill in the POST TRIP CHECKLIST and hand in trip form to the office.

PART 1 - INITIAL PROPOSAL

This form should be submitted before the end of the preceding term so trips can be placed in the school calendar. In exceptional circumstances this form may be submitted to the EVC a minimum of 4 weeks before the date of the trip.

1 - NAME OF GROUP LEADER (TRIP COORDINATOR)	
Name of Group Leader:	
Name of Deputy Group leader:	
2 - VISIT LOCATIONS	
Location	
Address and postcode	
Phone No	
Email address	
3 - PURPOSE OF VISIT AND EDUCATIONAL OBJECTIVES	
4 – DATE AND DURATION OF VISIT	
<i>Date must be agreed with the Deputy Head to avoid timetabling conflicts.</i>	
Proposed date of trip	
Depart School	
Arrive at venue	
Depart venue	
Arrive back at school	
5 – PUPILS, STAFF AND PARENTS ATTENDING (Adult : Child Ratios on Page 4)	
Number of Children	
Number of Staff required	
Number of parents required	
Total number of people on trip	
Adult : Child Ratio	

PROPOSED ITINARY FOR THE DAY	
Time	Event / Activity

6 – WHAT TRANSPORT WILL BE REQUIRED	
<i>Quotes to be obtained from Clair Wilkinson, Transport Manager (clair.wilkinson@westonbirtschool.uk) If you are using your car, you should also email Clair to be added to the school insurance (you will need to provide MOT, insurance and licence details).</i>	
Coach	£
Minibus	£
Car/s or other	£
7 – COST PER PUPIL: FINANCE APPROVAL	
<i>Complete the Finance PO form (in trip folder) you will need the below info to do this and make sure you have included all costs. They will then give you a PO number to use when sending invoices to finance and will tell you how much to charge the parents. FINANCE MUST GIVE YOU A COST. finance@westonbirtschool.uk</i>	
Agreed cost per pupil	£
Purchase Order Number	
Notes	
8 – GROUP LEADER CHECKLIST	
I have discussed and agreed the proposed date with the Deputy Head	
I have discussed the proposed trip with the Deputy Group Leader	
Signed	
Date submitted	
<u>Submit PART 1 to the EVC at this point. Do not complete following sections until you have received both EVC and Finance approval.</u>	
9 – EVC APPROVAL FOR FORMAL PLANNING (HEAD FOR EYFS/OVERSEAS/RESIDENTIAL)	
Comments:	
Signed	
Date	

PART 2 – TRIP PLANNER

To be completed and submitted to the EVC 2 weeks before the date of the trip.

DETAILS OF GROUP LEADER			
Name of Group Leader			
Mobile number of Group Leader			
Name of Deputy Group Leader			
Mobile Number of Deputy Group Leader			
School phone number (call when leaving venue to update ETA at school)		01666 881400	
Name of qualified First Aider(s) on trip			
GROUP PERSONNEL DETAILS			
Name of Adults		Children Adult is Responsible For (see ratios below)	<i>Detail SEND needs, health/dietary needs or safeguarding considerations relevant to this trip</i>
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Total Number of Adults		Total Number of Children	
		Adult:Child Ratio	
Age 2	Minimum of 1 competent adult for every 5 pupils		
Age 3+	Minimum of 1 competent adult for every 8 pupils		
Reception	Minimum of 1 competent adult for every 8-10 pupils		
Year 1 to Year 6	Minimum of 1 competent adult for every 10-15 pupils		

If you need more space, then please add in additional rows.

PART 3 – RISK ASSESSMENT

Risk Assessment Form

Risk Rating Matrix

The Risk Rating Matrix is a way of quantifying the risk associated with your activity. It works by using a simple multiplication table based around set levels of severity and likelihood, giving a result which is then graded using a traffic light system.

Both severity and likelihood are split into 5 categories, ranging from unlikely to certain for likelihood and minor injury to death for severity. Each category is given a value between 1 and 5, with 5 being the highest category and 1 the lowest. These values are used to work out the risk rating.

Severity x Likelihood = Risk Rating

The result of this will be between 1 and 25, which is then grouped into High, Medium or Low risk as below;

Risk Matrix – High – Medium – Low (Risk)						
Severity x Likelihood = Risk Rating		Likelihood				
		Certain (5)	Very Likely (4)	Likely (3)	May Happen (2)	Unlikely (1)
Severity	Depth (5)	25	20	15	10	5
	Major Injury (4)	20	16	12	8	4
	Over 7 day injury (3)	15	12	9	6	3
	Minor Injury – treatment off site (2)	10	8	6	4	2
	Minor injury – first aid on site (1)	5	4	3	2	1

High Risk	Medium Risk	Low Risk
12 and above	between 11 and 6	5 and below

For each activity that you input on to the Risk Assessment, you will need to give it a Risk Rating. The form is designed so that it takes you through the multiplication; you are required to input severity, likelihood and the Risk Rating. If your activity comes out with too high a risk, that could be High or even Medium risks, there is space on the Risk Assessment to add more control measures and rate the risk again. This shows that you have adjusted the controls in reaction to the perceived risk.

WESTONBIRT PREP TRIP RISK ASSESSMENT

Copies of this Risk Assessment must be shared with all accompanying adults

Date of event:	Department:	Assessed by:	Head's Signature:	Risk Matrix – High – Medium – Low (Risk)						
	(Name of school dept.)	(Name of assessor/Group Leader)		Severity x Likelihood = Risk Rating	Likelihood					
					Certain n (5)	Very Likely (4)	Likely (3)	May Happen (2)	Unlikely (1)	
Name of Event:	Location of Event:	Description of Event:		Severity	Depth (5)	25	20	15	10	5
					Major Injury (4)	20	16	12	8	4
					Over 7 day injury (3)	15	12	9	6	3
					Minor Injury – treatment off site (2)	10	8	6	4	2
					Minor injury – first aid on site (1)	5	4	3	2	1

TO BE COMPLETED BY RISK REVIEWER						ONLY TO BE COMPLETED IF REQUIRED FOLLOWING REVIEW BY HEAD OR EVC			
Describe the hazard	Who might be harmd and how?	Existing control measures	Risk Rating Likelihood x Severity = RR			Additional control measures	Revised rating Likelihood x Severity = RR		
			L	S	RR		L	S	RR
Pupils/Staff/Parent Helpers with dietary needs and allergies.	Pupils - May suffer allergic reaction.	Pupil list with all know dietary needs allergens provided by the First Aid Lead which will be included in the trip folder. Group Leader will complete a staff briefing before the trip leaves or on the bus and confirm and children of risk.	1	5	5				
Pupils without photographic consent.	Pupils. Risk of abduction.	Pupil list with all know photographic consent status will be provided by the First Aid Lead which will be included in the trip folder.	1	1	1				
Accident during travel to and from the venue/event	Pupils and Staff – My suffer injury or difficulty during travel.	Standard Travel Risk Assessment and breakdown protocol is included in the trip folder provided by the First Aid Lead.	2	3	6				
Pupils becoming lost during trip.	Pupils- Wandering into unfamiliar,	Group Leader to brief the pupils regarding conduct and any possible hazards on the trip before leaving school site.	5	2	10				

	forbidden or hazardous areas and being hurt.	Group Leader to establish a lost child point and make all children aware before commencing with the tour/activity.							
Unseen hazards under foot. injury, slip, trip, fall, soft tissue, bone major injury.	Pupils/Staff – Risk of injury.	- Follow location rules and staff to act quickly to avoid hazards. Staff to inform pupils when entering buildings of their boundaries and ‘no go’ areas. ➤ No running ➤ No touching of artefacts or leaning against walls or plinths/display cabinets ➤ No blocking of public walkways ➤ No shouting No mobile phones or electrical equipment	4	1	4				

DYNAMIC RISK ASSESSMENT – FOR UNEXPECTED ACTIVITIES OR EVENTS

ACTIVITY	HAZARDS IDENTIFIED	CONTROL MEASURES	Risk Rating		
			L	S	RR
Staff Member / Adult Full Name			Mobile Phone Number		

Risk Assessment checked and full trip approval given by EVC/Head:

PART 4 – THE DAY OF THE TRIP

Group Leader Checklist

Before Leaving on Trip	Tick when complete
Ensure all relevant approvals have been given on the Trip Form by the EVC/Head	
Collect first aid kit(s) and accident forms	
Collect individual children's medication	
Count pupils before you leave school	
Collect packed lunches and other catering from the kitchen	
Ensure that both the Group Leader and Deputy Group Leader have their mobile phone set to loud during the entire visit, including outward and homeward journeys	
Brief supervising adults on details of trip	
Ensure parent volunteers on the trip have read the 'Volunteer Guidance for School Trips' sheet	
Ensure that you have the emergency contact list of parents numbers	
Collect the sick bucket and hygiene pack.	
You have the school camera and it is functional or you have requested permission from the Head to use your own phone/camera to take photographs	
Collect clipboards / worksheets if necessary	
Take high visibility jackets (EYFS)	
Wipes and spare clothes for EYFS/KS1 children	
Copies of the group lists and risk assessment are created for each competent adult on the trip. (NB: Be aware of sharing sensitive information with parent helpers - eg: Risk Assessments detailing individual's SEN/behavioural/sensitive information - this may need to be redacted)	
Any parent volunteers have read and signed to acknowledge the 'Guidance for Volunteers on School Trips' advice	
Other items.	
Upon Return From Trip	
Return Emergency Action Plan folder to school office	
Return first aid kits, medicines and file any accident reports	
Group Leaders paperwork to be returned to the office for filing	
File Notes completed of any incidents taken place on the trip	

PART 5 – REVIEW OF THE TRIP

Educational Trip Review

What went well on the trip? <i>Was the trip/visit worthwhile? Were any workshops high quality and well-linked to the intended aims of the trip?</i>
What would you change for next time?
Were there any incidents, illnesses or accidents on the trip?
Did you encounter any risks or issues you hadn't accounted for?
Were the transport arrangements satisfactory?
Was the catering satisfactory?
Any other comments:

Review completed by:		Date completed:	
Review seen by EVC:		Date reviewed by EVC:	
Actions to be taken by EVC in the light of trip review:			

APPENDIX B

VOLUNTEER GUIDANCE FOR SCHOOL TRIPS

GUIDANCE FOR ADULT VOLUNTEERS ON SCHOOL VISITS

Volunteering to help with School visits carries certain responsibilities on your part, including the requirement to be confidential about school matters. By signing this agreement, you agree to uphold our confidentiality procedures. This means you will not share pupil or staff information or school business with anyone outside the school.

Occasionally in school and on trips you will become aware of information about children which is confidential or private to the child or their family. This is a delicate matter that requires a great deal of tact on your part. If a child gives you a piece of information of a sensitive nature, please inform the class teacher.

Any information that leads you to believe a child is at risk should be immediately reported to the Designated Safeguarding Lead or the Head.

Any conversation with parents outside school which discusses sensitive information is a breach of the school's confidence. It is therefore important to treat anything you hear or see in school with regard to particular children or staff as being in absolute confidence and entirely a matter within the school.

Examples of confidential information include:

- Information about staff, pupils and events that occur in school.
- Information accessed by 'privilege' e.g. notices on staff noticeboard/conversations.
- The behaviour of a child; you may see a child misbehave or be disciplined when on a school trip. You should leave the class teacher to communicate this with their parents if they see fit.

If you see something that concerns you, please discuss the matter with the Group Leader or the Head.

You must never use information about individual children outside the school without the school's permission and permission from parents. For the avoidance of doubt, 'information' includes name, personal data, observations about a child and images of a child.

Just from being around children, we learn a lot about the children in them. We learn about their strengths and weaknesses, their behaviour and sometimes we learn news from outside school! It is very important that we maintain strict confidentiality with such information.

When on a school trip, please ensure that you:

- Take regular head counts of your group
- Keep your group close to you
- If a child needs to use the toilet, for your own protection please do not take the child; please ask a member of Westonbirt staff to escort them for you
- If a child in your care requires First Aid or falls ill, then please speak to a member of Westonbirt staff; there will be a qualified first aider on each trip.
- You will not usually have your own child(ren) in your group, to enable them to experience the trip in a similar way to other children whose parents are not present.

Thank you for giving your time to accompany the trip. By attending the trip, you are agreeing to adhere to this guidance.