

Bosmere Community Primary School



Educational Visits and Visitors Policy

Written by:	Mr Lee Abbott	Date: January 2025
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Last reviewed on:	January 2026
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Next review due by:	January 2028
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Approved by:	Date:
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Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Bosmere Community Primary 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:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

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, Bosmere CPS:

1. Adopts National Guidance www.oeapng.info.
2. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system, for off-site activities.
3. Refers to:
 - DfE guidance on Health and Safety on Educational Visits [health and safety on educational visits](#)
 - The Equality Act 2010 [Equality Act 2010](#)
 - The SEND Code of Practice [SEND Code of Practice](#)
 - Keeping Children Safe in Education [Keeping Children Safe in Education](#)

All staff are required to plan and execute visits in line with school policy (i.e. this document) and National Guidance. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the policy.

Types of visit

There are three types of visit covered in this policy:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day trips/visits within the UK that do not involve an adventurous activity.
3. Visits that are either residential and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders 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 Educational Visits Coordinator (EVC) prior to planning, and certainly before making any commitments, via the EV1 form (complete Tab 1). Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

Visit Leaders must:

- Plan a proposed visit considering the health and safety risks to pupils, staff and volunteers. These should be expressed in a risk assessment of the visit which is submitted to the EVC 10 days before the trip. Exemplar in Appendix 6.
- Alongside colleagues, make reasonable adjustments for pupils so all children are included and can safely engage in the trip/visit.
- Assign capable, responsible staff and volunteers specific roles, as required. The VL must consider the appropriate adult:child ratio for the safe running of the trip.
- Make sure parents/carers are given accurate information about the trip/visit including: financial contribution, date, time, location, learning benefits, equipment/clothing required. Exemplar letter Appendix 5.
- Communicate effectively with all staff.
- Conduct a health, safety and behaviour briefing for all staff, volunteers and pupils before departure.
- Check that all adults have had the required safeguarding checks if the volunteer will be in direct, unsupervised contact with pupils.

The Educational Visits Coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans, including risk assessments, on EVOLVE before submitting them to the Headteacher. The EVC sets-up and manages the staff accounts on EVOLVE.

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits (over 24 hours) to the Local Governing Body and Local Authority for approval, via EVOLVE.

The Local Governing Body's (LGB) role is to monitor the use of trips and visits in school to evaluate how well they enrich the curriculum. The Local Governing Body also reviews and considers requests for all residential visits.

The Local Authority is responsible for the final approval (via EVOLVE) of all overseas, residential and/or off-site adventurous activity.

Parents and Carers are required to share all information required by the school (such as emergency contact details and health/medical information) to ensure their child can safely take part in the educational visit. Parents must also support the school to ensure their child is able to follow all school policies when off the school site.

Pupils must follow all instructions given to them while on the trip and dress and behave, as expected, for the duration of the trip/visit. Children must take responsibility for their own behaviour and safety, and the safety of others, and inform staff of any concerns. Pupils are always reminded of health, safety and behaviour expectations in a briefing by the visit leader before leaving for a trip.

Staff must work effectively with the Visit Leader (VL) to support the smooth running of the trip. They should support the VL to complete and manage the risk assessment and ensure the smooth running of the trip.

Volunteers are required to support the smooth running of the trip. They should attend the briefing in advance of the trip and understand their role in maintaining good health, safety and behaviour so that learning goals are achieved.

School Office staff work alongside Visit Leaders to organise educational visits and complete EV1. The Office team will:

- Obtain quotes for coaches and venues
- Book coaches based on VfM and safety
- Book venues identified by Visit Leaders
- Provide administrative support for the visit including photocopying and pupils resource packs.

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:

- Shadowing. i.e. where staff new to trips and visits assist and work alongside experienced visit leaders before taking on a visit leader role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where considered necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher 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.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day trips and visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 10 school days (2 weeks) in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity are submitted by the Headteacher to the LGB and LA for approval at least 6 weeks before the visit is due to take place.

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 2). All staff on visits are familiar with this plan and it is included in staff briefings as a reminder at least termly.

When an incident overwhelms the establishment's emergency response capability or where it involves serious injury/fatality or where it is likely to attract media attention; assistance will be sought from the Chief Executive Officer (CEO) at Children's Endeavor Trust.

First Aid and Pupil Safety

Pupils will be required to wear a wristband that identifies the school and contact details, should they get separated from their group on a school visit.

Adults without DBS checks will not be left unsupervised children alone.

At least one First Aid trained adult will attend a school trip. For trips involving EYFS, this will be a paediatric first aid trained adult.

Appropriate first aid and medical equipment will be taken on school trips; including a school trip spare asthma inhaler for emergencies.

Medical issues (including asthma) and allergies will be identified in the risk assessments and adults made aware.

All staff will be required to conduct regular headcounts. The Visit Lead should conduct roll calls to double check on departure and return from a venue.

Residential visits

The Headteacher, together with the governing body, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits.

In addition, the Visit Lead will make sure:

- Staff have received any necessary training
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will receive initial information about a residential, including key dates, purpose and benefits of the visit and payment plan at least 9 months before the residential is planned to take place.

Parents and carers will be given final information about the residential visit and asked for permission at least 1 month before the first day of the visit.

Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities
- Meal provision
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements and insurance information
- Accommodation arrangements
- The names of staff attending

Parental Consent

Bosmere CPS obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1). Parents are asked to consent online via Arbor (MIS). Paper consent forms are available on request. Parents are always informed that off-site visits are taking place.

Specific, (ie. one-off), parental consent must be obtained for all other visits, including residential. For these visits, sufficient information must be made available to parents via

Arbor so that consent is given on a 'fully informed' basis. As above, parents are asked to consent via the Arbor App but paper consent forms can be made available on request.

Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

SEND

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip to protect their safety and the safety of the other pupils attending.

We will consider all reasonable options to help the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

Charging / funding for visits and Insurance

Parents will not be asked to *pay* for educational visits that are organised in school hours or outside of school hours if it is part of the National Curriculum or RE.

Parents and carers may be asked to make a voluntary financial contribution towards the cost of the trip/visit. The contributions received will be kept under review; should the contributions be insufficient to fund the trip (approx. 80%) the school may reluctantly cancel the visit.

Residential visits must be fully funded by parents or carers. We will follow our school's Charging and Remissions Policy at all times.

The financial contributions requested of families may be supported by the school for families whose children are in receipt of Free School Meals.

The Parent and Family Association (PFA) provide the equivalent of £10 per child each year to reduce the cost of trips and visits.

We will ensure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance, travel insurance, accident and medical cover and loss of personal items.

Transport

Transport for trips and visits will be organised by the school. We will ensure all adults and children are transported safely and efficiently.

Unless otherwise arranged with parents, all journeys will leave from and return to the school site.

On coaches, staff will always seat themselves to best supervise children. Adults will always seat themselves nearest to emergency exits (usually the middle, rear and front of a vehicle.)

Use of staff/volunteer cars to transport pupils

Wherever possible, staff should avoid using their car to transport children to trips and events. Should this be necessary, staff must complete the Use of Private Car form (Appendix 3) providing evidence, to the school office, of the appropriate business insurance, driving license and road worthiness of their vehicle. Staff must never travel with a child on their own in a vehicle.

Volunteers, including parents, must also complete Appendix 3 if they are willing to transport children to trips/visits off site, including sports fixtures. The school will help families to facilitate lifts for children but the school will not place children in volunteers' vehicles without their parents approval. Parents should attempt to organise transport for their child to events as requested.

Visitors

Although not an educational visit, visitors play an important role in curriculum enrichment. Staff should always ensure visitors who are asked to attend school to enrich the curriculum are carefully selected so their contribution is consistent with school and British values. Faith visitors should be reminded that they should represent their faiths and beliefs and should not impose on pupils.

Appendix 7 should be completed 2 weeks before the visit.

If there is a cost associated with a visitor (History Off the Page, for example), form EV1 should be completed 2 months in advance.

Appendix 1 - Extended Learning Locality

(Refer to Local Learning Area Policy)

Boundaries

The areas of the locality which are frequently used venues by the school include:

- Crowley Park
- Needham Market High Street and surrounding area for local walks and field study
- Barret Lane
- Community Centre
- Old Middle School Field
- Local Churches
- Nature Reserve

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- 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:

- Parents must be informed that children will be leaving the school site.
- The Headteacher or Deputy Headteacher must give approval before a group leaves. Staff should complete Appendix 8 (Record of Local Visits) held in the School Office.
- Only staff judged competent to supervise groups in this environment are approved by HT and/or DHT.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school when they are completing permissions as part of the school admissions form.
- There will always be a minimum of two adults, one of which will be a first aider.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Staff have considered the needs of all pupils so they are included in the visit; reasonable adjustments made as necessary.
- Pupils will be supported to execute standard techniques for road crossings in a group.
- 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.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number. Staff must ensure that the ring tone is audible (not vibrate or silent) so the Visit Leader may be contacted without delay.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Appendix 2 – 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 senior management team, or will be able to contact an experienced senior manager 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 'extended learning locality', the visit leader will carry an Evolve Emergency Pocket Guide action card and Appendix 9 - Critical Incident Form to keep notes of the incident.
7. This Emergency Procedure is regularly reviewed by the EVC and Headteacher.

Use of a private car to transport young people

1	To: The Head of _____ Establishment
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I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed: _____ Print name: _____
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3	Address: _____ _____ _____ _____
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4	Date: _____
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CET and the school reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>

Appendix 4
Approval and Organisational Timeline Summary











Action	Time	Responsibility
Gain approval from the LGB and LA for residential in the year ahead.	July	Headteacher
Residential only - Initial Parent Info Session	9 months before	Headteacher and Visit Lead
Review Long Term Curriculum Plan to identify trip/visitors for the year ahead in your year group	September	Teachers
Review Long Term Curriculum Plan to identify trip/visitors for the year ahead, within your subject, across the school.	September	Subject Leaders Curriculum Lead
Identify Visit Lead for each trip and confirm with Curriculum Lead and EVC	September	Teachers
Visit Lead identify venue for trip or visit/visitor to enrich the curriculum (Complete Ev1 Tab 1 – CET Template Trip Form) Liaise with School Office to gather quotes for transport and venue. Find total cost and identify contribution per family. Office Complete EV1. Consider recon visit to venue for risk assessment Residential Only *Conduct parent info session and obtain medical info and permissions *Update Evolve for LA	Start of each term/ two months before trip	Visit Lead Office Team
Work with teacher colleagues and parents to: *Identify needs and consider reasonable adjustments needed *Consider number adults required *Identify first aiders	1 month before trip	Visit Lead
Write to parents/carers to share information and obtain consent. Exemplar letter Appendix 5 Conduct info session, if needed. Residential only: *Conduct parent info session (departure)	15 days before trip	Visit Lead
Complete Evolve and risk assessment, and submit to EVC	10 days before trip	Visit Lead
Review key information and risk assessment and submit to HT for approval	Within 2 days	EVC
Approve trip	Within 2 days	Headteacher
Conduct staff briefing for staff, volunteers and pupils	Morning of trip	Visit Lead
Complete and submit evaluation on Evolve	After Trip	Visit Lead with children and colleagues

Appendix 5
Exemplar Letter to parents

Class:

Trip Title:

Date of Trip:

<p>Learning Focus –</p> 	<p>Travel -</p> 	<p>Cost Breakdown</p>  <p>-</p>
	<ul style="list-style-type: none"> • Coach (Seatbelts are provided and it is expected that they will be worn). 	<p>Therefore, suggested voluntary parental contribution of £_____ per child.</p>
<p>Lunch -</p> 	<p>Clothing -</p> 	<p>Times -</p> 
<ul style="list-style-type: none"> • Packed Lunch • Drink (No fizzy) <p>If you are entitled to Free School Meals and want a school packed lunch please let the office know.</p>	<p>Children should come into school wearing:</p>	
<p>Spending money -</p> 	<p>Queries - ?</p>	 <p>Medication</p>
		<ul style="list-style-type: none"> •
<p>Volunteers -</p> 	<p>Any other items -</p> 	

Appendix 6 – Exemplar Risk Assessment (EV2)

BOSMERE COMMUNITY PRIMARY SCHOOL RISK ASSESSMENT				EV2
Activity:		Date of Activity:	Year group / Class / individuals concerned: Class teachers / Activity Leaders: Assessment completed by:	Date:
POTENTIAL HAZARDS / ACTIVITIES Look only for hazards which you could expect to result in significant harm. Use the following examples as a guide – <ul style="list-style-type: none"> Slipping/tripping hazards Fire / Chemicals /Electricity Moving parts of machinery / Vehicles Work at height (eg from mezzanine floors) Manual handling Noise / Poor lighting Temperature / Dust fumes Factors relating to an unusual environment List activities / hazards here:	INDICATE LEVEL OF RISK	THOSE AT RISK There is no need to list individuals by name – just think about groups of people doing similar work or who may be affected eg:- <ul style="list-style-type: none"> Staff Contractors All visitors students / parent helpers Cleaners Pupils Pay particular attention to: <ul style="list-style-type: none"> People with SEN Lone workers List groups of people who are especially at risk from the hazards which you have identified:	CONTROLS TO MINIMISE RISK Have you taken precautions against the risks from the hazards you listed? For example, have you provided: <ul style="list-style-type: none"> Adequate information, instruction or training? Adequate systems or procedures? Do the precautions:- <ul style="list-style-type: none"> Represent good practice? Reduce risk as far as reasonably practicable? If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. List existing controls here or note where the information may be found	FURTHER ACTION IDENTIFIED THROUGH MONITORING & REVIEW. What could be done to minimise those risks which you found were not adequately controlled? You will need to give priority to those risks which affect large numbers of people and/or could result in serious harm. Consider the following. <ul style="list-style-type: none"> Remove the risk / Try a less risky option Prevent access to the hazard (eg by guarding) Reorganise work / provide facilities to reduce exposure to the hazard Issue personal protective equipment List the risks which are not adequately controlled and the recommended action.
	LOW			
	MEDIUM			
	HIGH			
1. Parent Helpers	Low	All pupils	•	

0. Coach Travel	LOW	• All participants		
0. Supervision	LOW	• All participants		
0. Children in an unfamiliar environment	LOW	• All pupils		
0. Strangers	MEDIUM	• All pupils		
0. Slips, Trips & Falls	LOW	• All pupils		
0. Public Toilets	MEDIUM	• All pupils		
0. Medical Listed pupils from Medical & Disability list (medical only listed for the purposes of this Risk Assessment)	MEDIUM	Pupils with asthma Pupils with allergies Pupils with a disability	Each activity leader must be aware of their children at risk	<u><i>Pupils at risk</i></u> Allergies (may have separate allergies/medical list)
0. Child protection/at risk children *List pupils or state NONE: Listed pupils from SEN & Disability list) (behavioural/communication only listed for the purposes of this Risk Assessment):	LOW		• They will be with the group leader from their class.	
0. Photographs	MEDIUM	• All Pupils	•	
Risk Assessment Authorised by:		• PHOTO PERMISSION		
		Date:		
PLEASE SHARE THE EMERGENCY PROCEDURES WITH ALL STAFF-SEE EVC FOR EMERGENCY PROCEDURE FILE EMERGENCY CONTACT: EMERGENCY CONTACT NUMBER:				

Appendix 7

Educational Visitors

THIS FORM MUST BE COMPLETED AND GIVEN TO THE DEPUTY HEADTEACHER/HEADTEACHER 2 WEEKS BEFORE VISITOR ATTENDS

Name of Visit Leader	
Visitor's Name	
Address of visitor	
Phone Number of Visitor	
Curriculum Aims and Objectives	

PREVENT / SAFEGUADING: In the event of a visitor to school, the following must be initiated by the Visit Lead before the Headteacher will authorise the visit. Safeguarding procedures, School and British Values must be met.	
A verbal or written reference / testimonial has been obtained to confirm the visitor's suitability to work with children and meet the learning objective.	YES / NO
The Visit Lead will ensure that the visitor is supervised on site at all times and briefed about British and School Values.	YES / NO
The Visit Lead will brief the visitor on Child Protection procedures (including the DSL), the PREVENT strategy and learning objective in advance of the visit taking place.	YES / NO
The Visit Lead will intervene should the visit become unsuitable and report to the Headteacher	YES / NO

Signature (Visit Lead) _____ Date _____

Signature (Headteacher/Deputy Headteacher) _____ Date _____

Appendix 8

Bosmere Primary School



Record of Visits to Extended Learning Locality

Date of visit	Who is going:	Place being visited / Nature of visit	Visit approved by (signature of Head or Deputy)	Visit leader to sign here to confirm they are using generic risk assessment and following the protocol for such visits as set out in the school policy
Date: Time:	Visit leader: Class / group: Number of adults: Number of children:			
Date: Time:	Visit leader: Class / group: Number of adults: Number of children:			
Date:	Visit leader:			

Appendix 9

Critical Incident Form for Educational Visits

This form must be carried by the visit leader on all educational visits.

✓	Action
	Remain CALM and assess the situation. Refer to Evolve Emergency Pocket Guide.
	Safeguard yourself and all members of the group; make sure that everyone is <ul style="list-style-type: none"> ✓ accounted for ✓ safe ✓ adequately supervised ✓ briefed to ensure that they understand what to do to remain safe.
	Alert relevant emergency services by calling 999 (police, fire, ambulance, coastguard). Give location details using what3words if possible,
	Call for assistance if available (staff, passers-by).
	Administer first aid, where possible, in order to <ol style="list-style-type: none"> 1 preserve life 2 prevent the condition worsening 3 promote recovery.
	Allocate staff member(s) to travel to hospital with casualties (not the visit leader).
	Allocate staff member(s) to stay at incident site to liaise with the emergency services (including the visit leader).
	Ascertain if there are any witnesses and record details overleaf.
	Phone the school as soon as possible on 01449 613112. If the incident occurs out of school hours, inform a member of SLT (see contact numbers overleaf). Give as much of the following information as possible (continue overleaf if required):
	Date, time, location and nature of incident:
	Names of those involved:
	Details of any injuries:
	Actions taken:

Contact point to be used, including phone number:	
Consider requesting additional assistance.	
Keep Headteacher/member of SLT regularly updated.	
Consider whether the visit should be abandoned. If so, arrange for non-casualties to return to school. Liaise with SLT over transport arrangements.	
Control communications: ✓ prevent group members from using phones or going online unsupervised until approval is given. ✓ refer all media, parental or other enquiries to the school.	

Emergency contact details:

Bosmere Primary School: 01449 721750 option 5

If the incident occurs out of school hours, contact the Headteacher.

Witness details		Witness details	
Name		Name	
Address		Address	
Phone number		Phone number	

Please use the space below for any further information, notes or details that are relevant:

