

# Educational Visits Policy

## Guidelines for adults

**Spring 2026**

### 1. The purpose and value of educational visits

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 Addison 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:

- a) Improvements in their ability to cope with change.
- b) Increased critical curiosity and resilience.
- c) Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- d) 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).
- e) 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.
- f) Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- g) Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- h) Greater sense of personal responsibility.
- i) Possibilities for genuine team working including enhanced communication skills.
- j) Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- k) Improved awareness and knowledge of the importance and practices of sustainability.
- l) Physical skill acquisition and the development of a fit and healthy lifestyle.

### 2. 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, Addison Primary School also:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for high risk off-site activities.

## Addison Primary School - Educational Visits Policy

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

### 3. Types of Visit & Approval

There are three 'types' of visit:

- a) **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day** - These trips follow the normal trip procedures followed at Addison.
- b) **Other non-residential visits within the UK that do not involve an adventurous activity** - These are prepared by the group leader and submitted to the Educational Visits Coordinator (EVC) for approval and checking.
- c) **Visits that are overseas, residential, or involve an adventurous activity** - These are entered on Evolve by the group leader and submitted to the EVC for authorisation. The EVC then submits to the LA for approval.

### 4. Responsibilities

#### 4.1 The Local Authority (LA)

- a) Issuing policies and guidelines for governors and Head Teachers.
- b) Assessing the proposals for higher risk activities.
- c) Providing emergency contact and support.
- d) Ensuring training needs are addressed.
- e) Maintaining appropriate insurance cover.
- f) Monitoring the effectiveness of WCC policy for school visits.

#### 4.2 The Governing Body

- a) Agreeing the school policy and ensuring procedures are followed.
- b) Ensuring that risk assessments have been carried out.

#### 4.3 The Educational Visits Co-ordinator (EVC)

- a) Supporting the Head Teacher with approval about decisions.
- b) Assessing the competence of prospective Group Leaders and staff.
- c) Ensuring that educational visits meet the LA's and the school's requirements.
- d) Ensuring risk assessments meet requirements.
- e) Organising training and induction.
- f) Keeping records of visits, all risk assessments and any evaluations.
- g) Keeping the emergency contacts form up-to-date.
- h) Reviewing systems and monitoring practice.
- i) Ensuring each visit has a specific and stated objective.
- j) Ensuring that the LA and governors have approved higher risk activities.
- k) Ensuring that the Education Visits Co-ordinator has received appropriate training and is sufficiently experienced to undertake his/her responsibilities.

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- l) Ensuring that the Group Leader has carried out a preliminary visit (where practicable).
- m) Ensuring that the Group Leader is sufficiently experienced in the proposed activity to be able to identify and monitor risks.
- n) Ensuring that the *Application Form* for the visit and the *Risk Assessment Forms* have been completed and consent given if appropriate.
- o) Ensuring that accident or incident reports are completed

### 4.4 The Group Leader (On most one-day visits this will be the class teacher)

- a) Making an initial proposal to the EVC and checking the school diary.
- b) Ensuring that LA and school policies are followed.
- c) Making a preliminary visit and planning the trip.
- d) Ensuring that all pupils can take part including those with disabilities.
- e) Completing the risk assessments.
- f) Assessing the suitability of all volunteers.
- g) Receiving consent from the EVC by submitting the *Application Form* and *Risk Assessment Forms*.
- h) Ensuring that all accompanying staff are thoroughly briefed and are aware of any children with medical conditions, SEND concerns or little or no English.
- i) Briefing volunteers, parents and pupils.
- j) Undertaking on-going risk assessments throughout the visit and stopping activities if the risk becomes unacceptable.
- k) Regular head counts of pupils, particularly when moving from one venue to another.

### 4.5 Staff and volunteers

- a) Following the instructions of the Group Leader.
- b) Helping to maintain control and discipline.
- c) Informing the group leaders of any health and safety concerns.
- d) Stopping activities if the risk becomes unacceptable.
- e) Ensuring that volunteers are not left in sole charge of pupils (unless they have had DBS clearance and this has been agreed as part of the risk assessment).

## 5. 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:

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

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

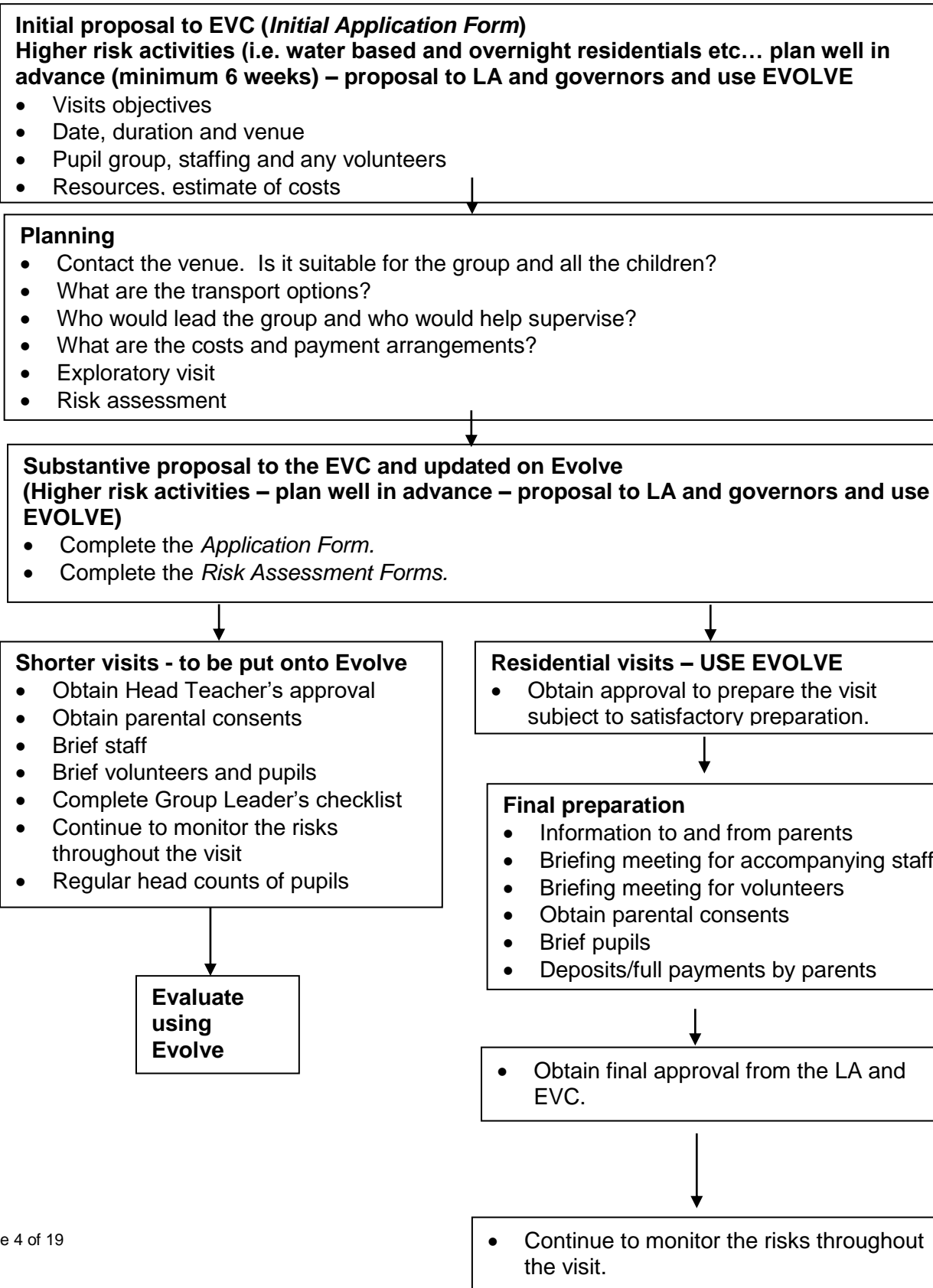
- d) Relevant experience.
- e) Previous relevant training.
- f) The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- g) Knowledge of the pupils, the venue, and the activities to be undertaken.

## 6. Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority and emergency services (Call 999)

## 7. Planning the visit



## 8. Travel arrangements

### 8.1 Use of public transport

- a) The ratio of staff to pupils must be determined after considering all the risk factors involved.
- b) There should be a minimum of two qualified teachers with each party.
- c) Purchase public transport tickets in advance.
- d) Travel on escalators single file with a staff member at either end to ensure safe access and egress.
- e) Divide the party into small groups beforehand in case the groups need to be split between carriages.
- f) Set up a procedure to be followed if a pupil gets left behind or misses a stop.
- g) Ensure all groups are on the platform before boarding the train.
- h) Remember to carry out frequent head counts.
- i) Tickets to be ordered from TFL at least 2 weeks before the date of the trip.

### 8.2 Use of coaches

- a) The LA does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments within the LA that have used a particular company (via a search on EVOLVE) will help to determine the level of service that may be provided.
- b) On boarding a coach one staff member should board the vehicle first to supervise the seating of pupils and another staff member should ensure orderly access. This procedure should be reversed for disembarking.
- c) If possible, avoid sitting children on the front seats or on the centre back seat.
- d) The Group Leader should direct adults to seat themselves at intervals throughout the coach and provide them with sick bags.
- e) The Group Leader should agree toilet and refreshment stops in advance with the driver.
- f) All children to have their seat belt on throughout the journey.

### 8.3 Use of private cars

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Head Teacher, and a PRIVATE CAR Form must be completed and retained by the establishment on an annual basis.

Refer to: 'Transport in private cars' in National Guidance [www.oeapng.info](http://www.oeapng.info)

Refer to: 'FAQ6 Use of private cars' in National Guidance [www.oeapng.info](http://www.oeapng.info)

## 9. Risk assessments

### 9.1 Risk assessments before the visit

- a) Make an exploratory visit and consider any potential hazards.
- b) Keep the risk assessments simple and manageable.
- c) Make them proportional to the type of activities.
- d) But ensure that they are suitable and sufficient.
- e) Complete the *Risk Assessment Forms*.

## 9.2 Completing the risk assessment forms

- a) Severity of risk within the risk assessment is ranked as to whether the Group Leader assesses aspects of the trip as Low, Medium or High
- b) The severity and likelihood of risk should be judged after taking account of the existing controls i.e. the precautions that are already in place.
- c) Group Leaders should remember that some hazards may accrue a low risk score e.g. a lost child. But the degree of upset and disruption caused would be considerable: upset and possibly traumatised child; upset and possibly litigious parents; diversion of duties for school staff, volunteers, venue staff and possibly the police; disruption of the visit for the rest of the pupils; and time spent investigating the incident.
- d) It may therefore be necessary to put in place further precautions even if the risk assessment is low.

### An example of potential hazards on a visit to the Science Museum by mini-buses:

Travelling to/from the venue

- Seat belts not fastened
- Mini-buses getting separated
- Getting on and off the mini-buses
- Crossing roads
- Inexperienced parent volunteers
- Children with little or no English not understanding instructions
- Numbers of people at the museum
- The behaviour of the group or of other children at the museum
- A child getting lost
- Display items with moving parts
- Toilets and child protection issues
- A minor injury

The risk assessment involves identifying the hazards and those at risk; evaluating the risks; deciding on control measures; implementing the control measures; and monitoring their effectiveness.

## 10.1 Identification of staff, volunteers and pupils

- a) Pupils should not wear name labels.
- b) Early Years pupils should wear day-glow waist coats

## 10.2 Walking

- a) Pupils should always walk in controlled groups or pairs.
- b) One member of staff should lead the party and another at the rear.
- c) Allow adequate time for the walk to avoid rushing.

## 10.3 Crossing roads

- a) Always use pavements or verges whenever possible.
- b) When not possible walk on the right hand side of the road facing any oncoming traffic.
- c) Use zebra or pelican crossings whenever possible.
- d) The Group Leader should take sole control of any crossing, ensuring the road is clear or the traffic is stopped before allowing the party to cross.

#### 10.4 Toilets

- a) All pupils should be accompanied by a member of staff into the toilets.
- b) Children should never go to the toilets on their own.
- c) Any toileting incidents should be dealt with by 2 school adults (one to change the child and one to observe in line with Safeguarding procedures).

#### 10.5 Pupil behaviour

- a) The Group Leader must make it clear to pupils that they must:
  - a. behave sensibly
  - b. follow the instructions of the adults in the party
  - c. tell an adult if they see anything that might harm or threaten them or anyone else
- b) The Head Teacher may stop any pupil whose behaviour may be considered to be a danger to themselves or the group from going on the visit.

#### 10.6 First aid arrangements

- a) The group leader should ensure that there is at least one staff member who has had recent first aid training (within 3 years) on every visit. This person should be given responsibility for the first aid bag.
- b) If a child has a specific medical condition s/he should be in the group with this member of staff.

### 11. Definition of an adventurous activity

#### 11.1 The following activities are regarded as 'adventurous' and require LA approval:

- a) All activities in 'open country' (see below)
- b) Swimming (all forms, excluding publicly lifeguarded pools)
- c) Camping
- d) Canoeing / kayaking / Sailing / windsurfing / kite surfing
- e) Rafting or improvised rafting
- f) Use of powered safety/rescue craft and any forms of boating (excluding commercial transport)
- g) Water skiing
- h) Snorkel and aqualung activities
- i) Hill walking and Mountaineering
- j) Rock climbing (including indoor climbing walls) and Abseiling
- k) River/gorge walking or scrambling
- l) Coastering/coastal scrambling/sea level traversing
- m) Underground exploration
- n) Shooting / archery / paintballing
- o) Snow sports (skiing, snowboarding, and related activities), including dry slope
- p) Air activities (excluding commercial flights)
- q) Horse riding
- r) Motor sport – all forms
- s) High level ropes courses
- t) Off road cycling
- u) Extreme sports
- v) Other activities (e.g. initiative exercises) involving skills inherent in any of the above

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'Open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact the local authority if you think this might apply.

**11.2 For the purposes of LA approval, the following activities are not regarded as adventurous** and therefore do not require approval. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the Head Teacher is competent to supervise the activity:

- a) Walking in parks or on non-remote country paths
- b) Field studies - unless in the environments stated in 'open country'
- c) Swimming in publicly lifeguarded pools
- d) Theme parks
- e) Tourist attractions
- f) Pedal go-karts
- g) Ice skating (rink)
- h) Farm visits
- i) Local traffic survey
- j) Museum, library, etc.
- k) Physical Education and sports fixtures (other than the above)
- l) Water-margin activities (Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water)

Please contact the local authority if there is uncertainty over whether a particular activity requires LA approval.

## 12. Supervision

### 12.1. Ratios

The adult to child ratio will depend on the age of the children, any medical or SEND considerations, type of transport used, the nature of the activity and the potential hazards. Below are the minimum standards but particular circumstances may dictate a higher ratio.

Under 5s 1:4  
Under 8s 1:6  
Under 18s 1:15

### 12.2 Suitability of volunteers

- Are the volunteers judged to be responsible and reliable?
- Do they have sufficient English to cope in an emergency situation?
- If there are any doubts, please seek advice from a member of SLT.

### 12.3 Briefing staff and volunteers

- All accompanying adults need:
  - travel arrangements
  - a copy of the itinerary
  - basic information about the venue
  - a map or site plan (if available)
  - risk assessment forms
  - emergency contacts and pupil groups
  - emergency procedures

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- Volunteers should not be expected to take the same level of responsibility as accompanying staff.
- Staff will need a detailed briefing about their specific duties and responsibilities.
- Staff will need details of children with medical conditions, SEN concerns or those with little or no English.
- Ensure that staff and volunteers have the time to ask questions and seek clarification.

### 12.4 Involving pupils

- a) This is an important part of safety education but needs to be age appropriate.
- b) Discuss with them how to avoid specific dangers and why they should follow the rules.
- c) What standard of behaviour is expected of them?
- d) Who is responsible for them?
- e) What to do if approached by anyone from outside the group.
- f) What to do if they get separated.

### 13 Parental consent

- a) Parental consent will be requested at the beginning of each academic year with one standard letter (except for residential activities)
- b) Parents will need to:
  - a. give their signed consent
  - b. provide the school with current emergency contact numbers
  - c. give the group leader information about their child's health that might be relevant.
- c) Parents should be given details of any trip information in writing two weeks before each trip
- d) Forms signed by the parent or legal guardian will be accepted. Forms signed by older siblings or other relatives are not acceptable.
- e) The group leader should alert the Head Teacher if parental consent has not been obtained and alternative provision within the school will be arranged for the child.

### 14 Charging for visits

- a) No charges can be made for visits however voluntary contributions can be sought.
- b) Charges can be made for board and lodgings on residential visits.

### 15 Insurance

- a) The LA insurance covers all school activities whether on or off site including school journeys. However, the council has no cover for personal possessions, medical expenses, or general personal accident for staff or pupils.
- b) The school should therefore obtain additional insurance for school journeys through the National Federation of PTAs or through the School Group Annual Scheme.
- c) Additional insurance may also be necessary for activities of a potentially hazardous nature, for travel abroad or for participants with medical conditions.
- d) The scope of cover must be checked with the LA insurers and parents informed of insurance details before the visit takes place.

### 16 Group leader's checklist for a day visit

The Group Leader must complete the checklist provided and give a copy to the EVC before departure.

## 17 During the visit

### 17.1 Ongoing risk assessments by the group leader

- a) The Group Leader is responsible for ongoing risk assessments.
- b) Stop an activity if the risk becomes unacceptable.
- c) Group Leaders need to ask themselves:
  - i. Is this what a careful parent would do?
  - ii. Could I explain my procedures to colleagues convincing them that they are sound?

### 17.2 Head counts

- a) Regular head counts are essential throughout the visit, particularly before leaving any venue.
- b) All supervisors should carry a list of adults and pupils involved in the visit.
- c) Pupils should be told what to do if they got lost.

## 18 Emergency contacts

- a) The group leader is responsible for providing an emergency contact list to every adult.
- b) The Group Leader should leave their contact details with the office before departure.

## 19 Emergency procedures

- a) Establish the nature and extent of the emergency.
- b) Ensure all of the group are safe and looked after.
- c) Establish the name of any casualties and get immediate medical attention for them.
- d) Advise other party staff of the incident and ensure they follow emergency procedures.
- e) Ensure that an adult from the party accompanies the injured to hospital.
- f) Notify the police if necessary.
- g) Notify the school:
  - a. Name of person in charge
  - b. Nature, date, time and location of incident
  - c. Names of any casualties and details of their injuries
  - d. Action taken so far
  - e. Action yet to be taken
    - i. Telephone number for further contact
- h) The Head Teacher should:
  - a. Notify the Director of Education
  - b. Arrange to contact the parents/carers involved
  - c. Act as the point of contact between those involved, the parents, the LA and the Chair of Governors.
- i) No-one in the group should speak to the media. Media enquiries should be referred to Hammersmith and Fulham Press Office.
- j) Legal liability should not be discussed or admitted.
- k) Write down accurately and as soon as possible all relevant facts and witness details. All vital evidence must be preserved.
- l) On return complete an accident report form and contact the LA, HSE or the insurers if appropriate.

## 20 Forms

Initial contact with EVC/SLT for a diary check

Group leader's checklist for all visits

Risk assessment forms (for travel arrangements and for venue)

Example of Trip Letter

Emergency contact information (sample) and also Emergency procedures

**Initial Application for a Class Trip**

**This must be agreed by the EVC**

**Year Group/ Class / Group:** \_\_\_\_\_

**Date of proposed visit\*:** \_\_\_\_\_

\*This application must be made on the fortnight of the term or at least 4 weeks prior to the visit and you must have checked the school diary.

**Venue:**

**Purpose of visit:**

**All accompanying staff (including names):**

**Accompanying parents (anticipated number):**

**Cost of visit (include transport, entrance fees, tour, etc.):**

If you are liaising with the supplier/venue, please forward any correspondence and invoices to Finance as soon as possible: [finance@addison.lbhf.sch.uk](mailto:finance@addison.lbhf.sch.uk)

**How are you funding the visit?**

**Transport:** walk / bus / tube / coach / other (*circle all that apply*)

**Do you need to order tube tickets for the children?**

**Time of departure:**

**Time of return:**

**Will any children require a packed lunches:**

Signed: \_\_\_\_\_ Group leader / Class teacher:

**Approved:** Yes / No      **EVC:**

**EDUCATIONAL VISITS POLICY  
GROUP LEADER PRE VISIT CHECKLIST FOR ALL TRIPS**

TO \_\_\_\_\_ ON \_\_\_\_\_

ACTION TAKEN	Y/N	NOTES
Initial Application approved by EVC		
Application and Risk assessment forms completed and Evolve completed at least 2 weeks before visit (6 weeks for higher risk activities using EVOLVE)		
Insurance checked		
Application for any cheque(s) needed made or invoice to be processed to Finance Officer (2 weeks in advance)		
Cheque(s) signed and collected from Finance Officer		
Transport arranged (and tickets purchased). Public transport is free but they need <b>2 weeks' notice</b>		
Whole school parental permission forms completed and checked		
Check medical requirements and storage in school		
Copy of completed pre-visit checklist given to EVC (2 weeks in advance)		
Letter to Parents/Carers (3 weeks in advance)		
Staff and volunteers briefed and given the following information: <ul style="list-style-type: none"> <li>• Copy of the itinerary</li> <li>• Group list</li> <li>• Travel arrangements</li> <li>• Basic information about the venue</li> <li>• Map or site plan (if available)</li> <li>• Risk assessment forms</li> <li>• Emergency contacts</li> <li>• Emergency procedures</li> <li>• Staff have mobiles and know the numbers</li> </ul>		
Essential medical information about pupils (+ medication – if needed) given to appropriate staff		
Pupils briefed		
Labels/badges/Day-glow waistcoats for pupils		

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Provide the EVC with a completed copy of this form before departure.**

**EDUCATIONAL VISITS POLICY**

Information needed for Evolve and Risk Assessment

	<b>Notes</b>
Group leader	
Number of children (boys and girls)	
Purpose of visit	
Main educational objectives	
Place to be visited	
Date	
Departure time	
Time at arrival and departure station	
Estimated return time	
Transport arrangements (name of company/bus number)	
Proposed costs: <ul style="list-style-type: none"> <li>• Transport</li> <li>• Entrance fees</li> <li>• Any other costs</li> <li>• Total costs</li> <li>• Average cost per child</li> </ul>	
Detail programme of activities	
Names of accompanying staff and first aider	
Number of volunteers	
Names of children with medical conditions	
Names of children with SEN – needing extra support on a visit	
Exploratory visit made – date	
Risk assessment completed	

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This generic risk assessment for school use identifies the common hazards and control measures associated with educational visits or activities. Before undertaking the activity, schools must also make a written risk assessment of any specific risks associated with their particular visit, including risks associated with travel, sites, activities etc... If the visit involves proximity to water, All adults must be issued with 'Group Safety at Water Margins' (DfES/CCPR).

**Assessment Date:** ?  
**Date of Trip:** ?  
**Location of trip:** ?  
**Proposed activity:** ?  
**Educational Objectives:** ?

**Risk Assessment by:** ? (Class Teacher)

**Approved by:** Damien Mc Garrigle (Head Teacher) on ?

HAZARD	CONTROL MEASURES	WHAT FURTHER ACTION IS NEEDED	RISK (H/M/L)
Transportation to and from the venue	•	•	
School arranging activities (including adventurous)	•	•	
Inadequate supervision	•	•	
Pupil lost or separated from group	•	•	

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Illness or injury	•	•	
Special needs of specific pupils-medical and behavioural	•	•	
Return from visits (particularly after school hours)	•	•	
Emergencies	•	•	
Misbehaviour by pupils	•	•	
Abduction/Attack by stranger	•	•	
Exposure to weather (cold, heat, exposure to sun)	•	•	
Wetting (if age relevant)	•	•	





Addison Primary School  
Addison Gardens,  
Hammersmith,  
W14 0DT  
Telephone: 020 7603 5333  
E: admin@addison.lbhf.sch.uk

Head Teacher: Mr D Mc Garrigle

**Trip / Event  
Date**

Date

Dear Parent & Carers,

Follow this template for future letters i.e. trips, information about school etc... Letters need to go out at least 2 weeks in advance. This means the office team can also inform our kitchen staff for when pack lunches are needed.

All letters must be written Calibri (Body) and font size 12. Do not reduce text size to fit text on an A4 side – reduce amount of text!

Letters are sent to the Phase leader to proof read. Letter will then be sent to the HT and then sent to parents via email by the admin team.

If the trip involves a cost, then parent contributions will be sought. We are a cashless school – all payments through ParentPay. Office will provide a trip register check-list.

**All pupils must go on all trips.**

Thank you

Teacher

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## EMERGENCY PROCEDURES

### The Group Leader has responsibility to:

- Establish the nature and extent of the emergency
- Ensure all of the group are safe and looked after
- Establish the name of any casualties and get immediate medical attention for them
- Advise other party staff of the incident and ensure they follow emergency procedures
- Ensure that an adult (preferably a member of staff) from the party accompanies the injured to hospital
- Notify the police if necessary
- Notify the school:
  - Name of person in charge
  - Nature, date, time and location of incident
  - Names of any casualties and details of their injuries
  - Action taken so far
  - Action yet to be taken
  - Telephone number for further contact
- The Head Teacher should:
  - Notify the LA
  - Arrange to contact the parents/carers involved
  - Act as the point of contact between those involved, the parents, the LA and the Chair of Governors.
- No-one in the group should speak to the media. Media enquiries should be referred to Westminster Press Office
- Legal liability should not be discussed or admitted
- Write down accurately and as soon as possible all relevant facts and witness details. All vital evidence must be preserved
- On return, complete an accident report form and contact the LEA, HSE or the insurers if appropriate.
- Assist with any accident investigation

**Consent form for school trips and other off-site activities**

**(This text/info. is sent via electronic communication)**

Date

Dear Parent/Carer,

We do not ask parents to sign permission slips for individual off-site activities for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day. Instead we ask parents to sign one form to cover all trips.

This form will not be used for **Residential** or **adventurous** trips.

Please sign and date the form below if you are happy for your child:

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity.

**Please note the following important information when signing this form:**

- The trips and activities covered by this consent include;
  - all visits which take place during the school day (e.g. museums)
  - off-site sporting fixtures (e.g. Sport’s day)
- The school will send you information about each trip or activity before it takes place.

Please complete the medical information section below and sign and date this form.

---

Child’s name and class \_\_\_\_\_

**Medical information**

Details of any medical condition that my child suffers from and any medication my child should take during off-site visits:

.....  
.....

**Parent name (CAPITALS):** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_