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**Educational
Visits Policy**

Rationale

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 Winston Way Primary School a supportive and effective learning environment. Educational visits are an essential element of good primary practice. 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. i.e. 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.

Purpose

Educational Visits will have a clearly defined educational purpose and can provide stimulus and support work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

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, Winston Way Primary School:

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

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

Types of Visit & Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
- 2. Other non-residential visits within the UK that do not involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Head authorises and then submits to the LA for approval.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits (Appendix 2 and 3), and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments.

Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements. They will be required to complete a pre-visit and that a Risk Assessment is completed and approved by the EVC at least one month in advance of the visit. The visit leader should also think through 'Plan B' scenarios.

The visit leader is responsible for ensuring the EV7 Emergency Card (Appendix 4), EV8 Home Visits Card (Appendix 5), first aid kit and pupil medication are taken on the trip.

Other teachers and staff involved in a visit are employees of the LEA and will, therefore, be acting in the course of their normal employment during their normal hours. They will be acting in agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Parent helpers are welcome on Educational visits and will attend a briefing with the teacher before the visit. Helpers who are not CRB checked will not be left alone with children and must be guided by school staff at all times. All parent helpers must complete the parent helper form (Appendix 6).

The Educational Visits Coordinator (EVC) is Carlyn Dubuna has been trained by the LEA and is responsible for ensuring visits comply with LBR's "Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLE 2014" document.

The 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 on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The EVC will sign off the Risk Assessments.

The EVC will oversee arrangements for residential visits and will ensure all approvals are received including approval from LBR via EVOLE.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. They will approve the Educational Visits policy and will ensure it is reviewed annually.

The Governing Body will approve residential visits.

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

Staff Competence

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

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

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

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 7). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

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

Educational Visits Checklist

Winston Way Primary School's Educational Visits Checklist (Appendix 8) forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. Winston Way Primary School's Educational Visits Checklist may be downloaded from EVOLVE Resources.

First Aid

First aid provision should be considered when assessing the risks for the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. A decision based on the risks and children involved should be made for each visit.

For adventurous activities, there should be at least one trained first-aider in the group.

Supervision

It is important to have sufficient ratio of adult supervisors to pupils. The following ratio of adult to children should be used:

Nursery	1:1
Reception	1:4
Key Stage One	1:5
Key Stage Two	1:8

Whatever the length and nature of the visit, regular head counting of pupils should take place. The Visit Leader should establish rendezvous points and tell adults, groups and pupils what to do if they become separated from the party.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. Parents will need to be informed that their child will be going on a visit during school time (within the School Learning Area).

The school obtains blanket consent (Appendix 9) at the start of each year for certain other routine activities, e.g. after school fixtures, etc. Parents will need to consent by signing a traditional paper consent form.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents at least two weeks in advance of a trip (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents need to consent through a traditional paper consent form.

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

If there is the possibility that a pupil may be excluded from the visit due to behaviour issues, a meeting would be arranged with the Head Teacher in advance to discuss concerns and agree what action is to be taken.

Inclusion

The Head Teacher will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Evaluation and Review

All visits off site must be evaluated and reviewed by the Visit Leader in relation to the visit aims and purpose in order to aid future planning. E.g. significant outcomes from this process will be recorded.

The results of the evaluation and review process will be provided to the EVC and Headteacher.

The evaluation and review report will be maintained in the school's educational visits file for reference.

Charging / funding for visits

As stated in the school's Charging Policy:

2. School Trips

2.1 Residential trips – Essential

For residential trips which are essential to the National Curriculum, statutory RE or in preparation for prescribed examinations, a charge will be levied for board and lodging.

2.2 Residential trips – Non-essential

For residential trips which are not essential to the National Curriculum, statutory RE or in preparation for prescribed examinations:

- i) if the amount of school time on the trip is less than half of the total time of the trip, a charge will be levied up to the full cost of the trip.
- ii) if the amount of school time on the trip is half or more of the total time of the trip, a charge will be levied for board and lodging.

Other topics

Swimming Lessons

Children are taken to weekly swimming lessons in a coach. The coach is fitted with seat belts.

Upon arrival children are divided into two groups – boys and girls. Boys change on one room together and girls change in another room together. A male member of staff will stand outside the boy's changing room and a female member of staff will stand outside the girl's changing room.

Sporting events

During the school year children are selected to represent the school in various sporting events. The criteria for selection differ for each event, depending on age, key stage, gender and sometimes sporting ability.

Sporting events include:

- Boccia
- Inter school competitions

Residential

Children are given the opportunity to go on the residential in year 5. This is on a first come, first served basis. Whilst on the residential the children take part in a variety of fun and educational activities.

Food is provided for the children as part of the costs.

Children sleep in rooms by gender, in their own bed/bunk bed.

Appendix 1 – School Learning Area

General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent. Parents will be informed via a slip sent home of the purpose and details of trip.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE

Boundaries

The boundaries of the School Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues: e.g.

- *Valentines Park*
- *South Park*
- *Redbridge Library and Museum*
- *Kenneth Moore Theatre*
- *Exchange Shopping Mall*

Operating Procedure for School Learning Area

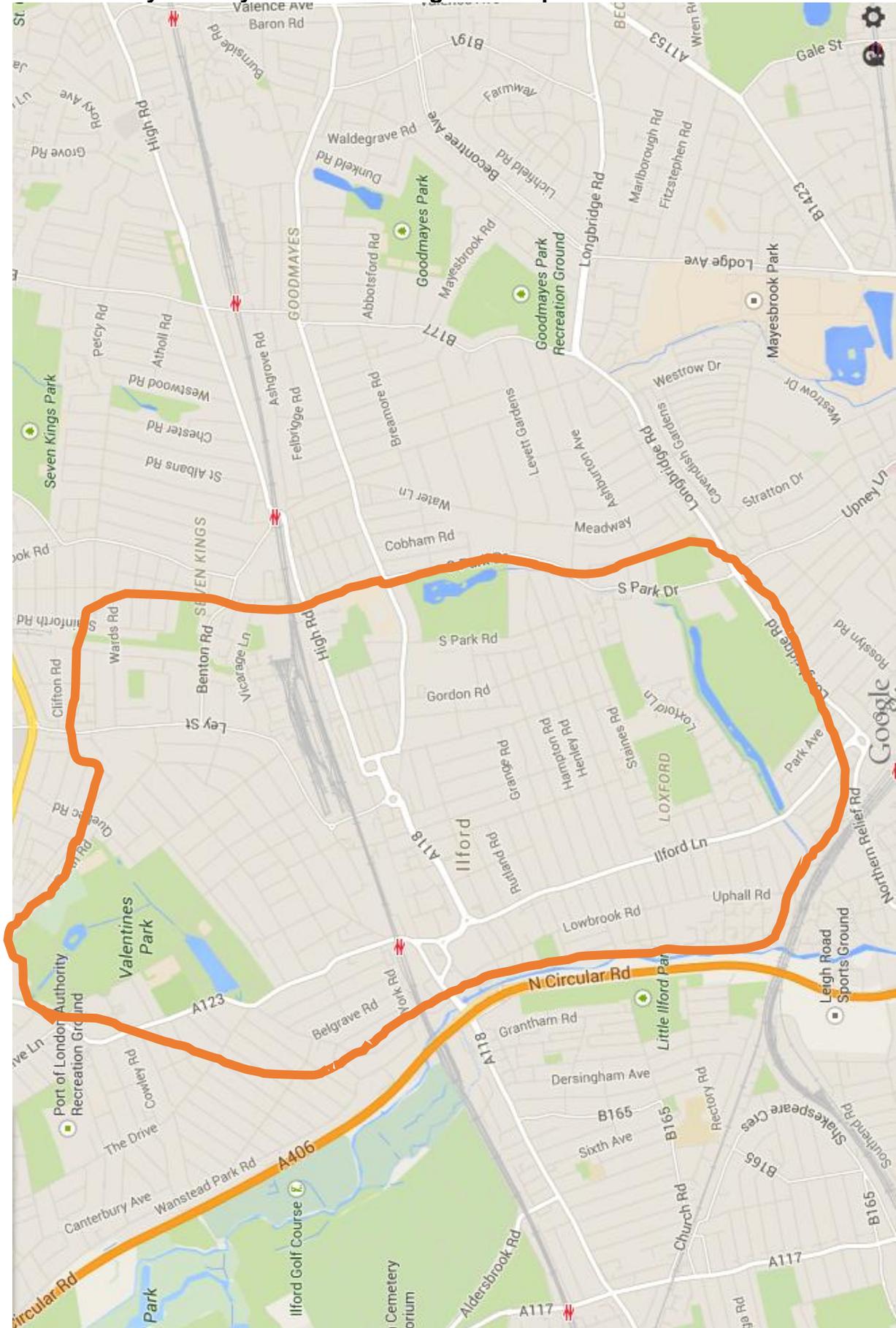
The following are potentially significant issues/hazards within our School Learning Area:

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

These are managed by a combination of the following:

- The Head or EVC must give verbal approval before a group leaves.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of two adults (depending on age of children).
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- 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 is taken with each group and the office have a note of the number.

Winston Way Primary School Learning Area Map



Appendix 2 – Educational Visits Booking Form

Educational Visits Booking Form

YEAR			
VENUE			
CONTACT NAME AT VENUE		CONTACT NUMBER	
DATE			
NUMBER OF CHILDREN		NUMBER OF ADULTS	

TIME	ITINERARY

FOR ADMINISTRATION PURPOSES ONLY	VENUE BOOKED	
	COST / PAYMENT DETAILS	
	CONTACT NAME	
	CONTACT NUMBER	
	VENUE ADDRESS	
	COACH / TFL BOOKED	
	PURCHASE ORDER NUMBER	

The educational visit will need to be authorised by the Head Teacher (Karla Martin) or Educational Visits Coordinator (Carlyn Dubuna).

Authorised by:

Date:

Completed Risk Assessment Form attached Yes / No

Costing Form – (please complete if applicable)

YEAR / CLASS	
VENUE	
DATE	

A	B	C	D	E	F	G	H	I
Number of Children	Number of Adults	Entrance Fees Children	Entrance Fees Adults	Total Cost Children	Total Cost Adults	Cost of Transport	Total Cost	Cost per Child
				(A x C)	(B x D)		(E+F+G)	(H/A)

Authorised by:

Date:

School Trip Itinerary

Year :	Class :
Trip To :	

Staff Name (Name and Mobile Telephone Number) :	Mobile Telephone Number:

(Please note staff member with First Aid responsibilities)

Children with medical needs :	
Medication :	Medication :

Children requiring packed lunches (fsm) :	

Notes :

Please ensure a copy of this document is given to:

Educational Visits Co-Ordinator (Carlyn Dubuna)

First Aider (Sophia Nahar)

Receptionist (Helen Merton) for school diary / letter home to parents / ordering packed lunches

Finance Officer (Anitha Nesbitt) for raising Purchase Orders for trips that require payment

Appendix 3 – Event Specific Notes

Appendix 5 – Emergency Card for Home Contact (EV8)

For visits that take place outside normal establishment hours.

This ‘card’ or equivalent must remain with the establishment emergency contact(s) at all times, if access to EVOLVE is not possible.

The establishment’s Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm the phone number at which the caller can be contacted back on;
- Note their location;
- Determine the nature of the emergency;
- Determine the type of help required.

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- Provide the required assistance if possible;
- Seek further advice or pass on details to other establishment contacts who may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Inform the Visit Leader that someone will phone him/her back within 30 minutes;

It is the responsibility of the Visit Leader to contact the LA. However circumstances may prevent this. If you are not 100% positive that the LA has been contacted, please contact London Borough of Redbridge 020 8708 5897 (Primary Number, use first) or 020 8553 5825 (back up number) and state that you require immediate assistance from the Emergency Response Team. Give brief details of the incident.

- Your details will be taken and you will be phoned back within 30 minutes;
- You should also contact the Head of Establishment (if this is not you);
- A Response Team will be brought into action to support the party, the establishment, and the parents. Teams of senior officers are briefed for this role and will provide continuous support from the moment the emergency occurs. The team would operate from the Emergency Control Centre and the Head of Establishment or a senior member of staff may be asked to join the team immediately;
- The Head of Establishment should consider the appropriate time to contact the parents of the participants involved on the visit. Advice and support can be sought from the LA in dealing with this.
- The Response Team will form a continuous link with the affected group, and depending on the level of emergency will send a senior officer to the incident location. The Response Team will direct all actions; provide links with the media, rescue agencies, tour operators, insurance companies, etc. As appropriate the Response Team would arrange for the return of the party or arrange other transport where required;
- You will be provided with a dedicated number to refer all press, media, parental, or other enquiries to the LA and for continuing contact with the LA during the incident.
- The LA will give accurate and periodic information through press releases, will arrange interviews, and will attempt to reduce media pressure from the incident, establishment, and parents. If appropriate, support and counselling will be arranged for families, participants and staff.

Name	Home	Mobile
Head of Establishment – Karla Martin		
Deputy Head of Establishment – Suki Powar		
LB Redbridge Emergency Call Centre (for initial contact during an emergency only)	020 8708 5897 or 020 8553 5825	-

Chair of Governing Body (optional)		
Other/EVC		

Appendix 6 – Parent Helper Details

Winston Way Primary School Parent Helper Details

Name of Parent Helper	Name of Next of Kin	Relationship to Parent	Contact Number of Next of Kin

Appendix 7 – Emergency Procedures

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 School Learning Area, the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 8 – Educational Visits Checklists

Winston Way Primary School Educational Visits Checklist

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is ‘YES’. This checklist can be used as a tool or aide-memoire to assist the EVC/visit leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit:

1. Have the intended outcomes of the visit been clearly identified? (see Section 4) yes
2. Is the visit appropriate to the age, ability and aptitude of the group? yes
3. Has there been suitable progression/preparation for participants prior to the visit? yes
4. Does the visit comply with any guidelines specific to your Establishment? yes
5. Does the visit comply with any specific LA guidelines? (see relevant sections) yes
6. If a member of staff is going to lead an adventurous activity, have they been ‘approved’ by the LA? (see Section 28) yes n/a
7. If using an external provider or tour operator, does the provider hold an LOtC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a ‘Provider Form’? (see Section 29) yes n/a
8. Are transport arrangements suitable and satisfactory? (see Section 14) yes n/a
9. If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17) yes n/a
10. If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18) yes n/a
11. Has a pre-visit taken place? (normal procedure for most visits within the UK).
If not, have appropriate additional checks been made? yes
12. Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). yes
13. Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability? yes n/a
14. Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? yes
15. Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? yes
16. Are all support staff aware of and comfortable with their roles? yes
17. Are all helpers aware of and comfortable with their roles? yes
18. If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form) yes
19. Is insurance cover adequate? (see Section 13) yes

20. Does at least one member of staff know the participants that are being taken away, including any behavioural traits? yes
21. Have participants been advised in advance about expectations for their behaviour?
If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and staff? yes
22. Are participants aware of the nature and purpose of the visit? yes
23. Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9) yes
24. Have all relevant details been issued? (eg. itinerary, kit lists, etc?) yes n/a
25. Are staff aware of any medical needs and/or other relevant details of participants? yes
26. Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? yes n/a
27. Are staff aware of any relevant medical conditions of other staff/helpers within the group? yes n/a
28. Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12) yes
29. Is a first aid kit (appropriate to the visit) available? (see Section 12) yes
30. Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained? yes
31. For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? yes n/a
32. Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? yes
33. Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27) yes
34. Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19) yes n/a
35. If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16) yes n/a
36. A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? yes n/a
37. Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? yes n/a
38. Does any specialist equipment conform to the standards recommended by responsible agencies? yes n/a
39. Have all financial matters been dealt with appropriately? yes
40. Has the visit been approved by the Head of Establishment and EVC, and in line with Governing Body policy (where appropriate)? (see Section 3) yes

41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA ? (see Section 3) yes n/a

During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? yes
44. Do staff have sufficient funds to allow for any contingencies? yes n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? yes
47. Are participant numbers being checked at appropriate times? yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) yes n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? yes n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? yes n/a
52. Do participants know what action they should take if they become separated from the group? yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
56. Has the group been debriefed and any relevant follow-up work completed? yes n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? yes
59. Have all staff and helpers involved in the visit been thanked for their input? yes

Appendix 9 – Consent Form

WINSTON WAY PRIMARY SCHOOL
PARENT/CARER CONSENT FORM REGULAR OUT OF SCHOOL
ACTIVITIES

School/Establishment: Winston Way Primary School

Young person's name: _____ Class/Year group: _____

I hereby agree to my child participating in standard activities off the school site, but within the local area, for example, environmental studies, libraries, local museums, shops, parks, etc., swimming, sporting fixtures, and joint activities with other schools.

I understand that:

- **Such activities will normally take place within the school day, but that if, occasionally, they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child's return home.**
- **My specific permission will be sought for any out-of-school activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or adventure activities.**
- **All reasonable care will be taken of my child in respect of the activity/visit.**
- **My child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school discipline procedures during the visit/activity.**
- **I will inform the school of any medical condition or physical disabilities now, and/or as and when they arise.**

Full name of Parent/Carer: _____

Signature of Parent/Carer: _____ Date: _____

Address: _____

Tel: _____ Mobile: _____