



Outdoor Education and Offsite Educational Trips Policy

For all schools in the Bosco Catholic Education Trust

This Policy has been approved and adopted by the
Bosco Catholic Education Trust.

Approved:

February 2025

For review:

February 2028

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Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust is a Christ-centred family of Catholic academies, within the Diocese of Arundel and Brighton, working together as one body to provide an outstanding education for all. As Catholic schools, we endeavour to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.

“Serve the Lord joyfully”

1. Policy Statement

The Bosco Catholic Education Trust is committed to providing high-quality outdoor education opportunities that enrich all students' academic, social, spiritual, and physical development.

Outdoor education fosters resilience, teamwork, environmental stewardship, and a sense of wonder about God's creation. This policy outlines the framework for outdoor education across all BOSCO primary and secondary schools within East and West Sussex local authorities.

2. Aims

- To enhance learning experiences through engaging outdoor activities that complement the National Curriculum and religious ethos.
- To promote physical health and mental well-being through exposure to outdoor environments.
- To develop environmental awareness and responsibility among students.
- To encourage personal growth, leadership, and teamwork skills.
- To ensure all students can access safe and inclusive outdoor learning opportunities.

3. Scope

This policy applies to all Bosco schools, staff, students, parents, and external providers involved in outdoor education activities. It encompasses:

- On-site outdoor learning (e.g., school gardens, playgrounds).
- Off-site visits (e.g., parks, nature reserves, historical sites).
- Residential trips and adventurous activities.

4. Guiding Principles

- **Inclusivity:** All students, regardless of ability or background, will have equal opportunities to participate in outdoor education. This includes students with SEND needs and 'disadvantaged students'.
- **Safety:** The highest health and safety standards will be maintained, following relevant local authority and national guidelines.
- **Curriculum Integration:** Outdoor education will align with the curriculum and Catholic values, emphasising stewardship of creation and community.
- **Sustainability:** Activities will encourage sustainable practices and environmental consciousness.
- **Collaboration:** Outdoor education will involve collaboration between students, staff, parents, and external partners.

5. Roles and Responsibilities

- **Headteachers:** Ensure the implementation and monitoring of this policy within their schools.
- **Staff:** Plan, deliver, and supervise outdoor education activities per this policy.
- **Educational Visits Coordinators (EVC):** Oversee off-site visit planning and risk assessments.

- **Parents/Carers:** Support their child's participation and adhere to requirements for specific activities.
- **Students:** Participate actively and responsibly in outdoor education activities.

6. Planning and Risk Assessment

- All outdoor activities must be planned with clear learning objectives.
- Risk assessments must be conducted for all activities, following local authority and Bosco guidelines.
- Emergency procedures must be in place and communicated to all participants.
- Qualified instructors must be used for high-risk activities (e.g., water sports, climbing).

7. Health and Safety

- Staff-student ratios must comply with national and local authority standards.
- First aid provision must be available for all outdoor activities.
- Parental consent is required for off-site and high-risk activities.
- Adequate insurance coverage must be in place for all activities.

8. Inclusion and Accessibility

- Activities will be adapted to meet the needs of all students, including those with special educational needs and disabilities (SEND) and considering specific medical conditions.
- Financial barriers will be addressed to ensure equitable access.

9. Evaluation and Monitoring

- Outdoor education activities will be regularly reviewed for effectiveness and alignment with curriculum goals.
- Feedback will be gathered from students, staff, and parents to inform improvements.
- Schools must report on outdoor education outcomes as part of their review process.

10. Training and Professional Development

- Staff involved in outdoor education will receive relevant training, including risk assessment, first aid, and activity-specific skills.
- Opportunities for continuous professional development in outdoor education will be supported.

11. Approval and Review

The Bosco Trust Board will review this policy every three years to ensure its effectiveness and compliance with statutory and local authority requirements.

12. Conclusion

The Bosco Catholic Education Trust believes outdoor education is vital to holistic education. By fostering a connection with the natural world and embedding Catholic values, we aim to inspire students to grow in faith, knowledge, and responsibility toward others and the environment.

13. Appendix A: Planning Checklist

Planning Checklist for Primary and Secondary School Outdoor Education Visit

1. Initial Planning

Objective Setting:

- Define the purpose and goals of the visit (e.g., team building, curriculum enhancement, environmental education).

Budgeting:

- Calculate total costs (transportation, accommodation, food, entry fees, etc.).
- Secure funding sources or confirm participant contributions.

Approval:

- Obtain necessary approvals from the school administration.
- Secure parental consent forms and contributions.

Key questions:

- Is a clearly identified group leader familiar with the basic principles of safe practice?
- Is this person sufficiently experienced to assess the risk and manage the activity?
- Has the purpose, objectives and learning outcomes been identified?
- Is it part of the progressive development of this group?
- Have adequate arrangements been made to finance the visit?

2. Choosing a Location:

Research Suitable Locations:

- Assess proximity, facilities, and activities available.
- Verify safety and accessibility for all students.

Visit the Site (if possible):

- Evaluate risks and suitability for your group.

3. Risk Assessment

Complete relevant risk assessment in planning and upload to Evolve or Exceant as appropriate in each local authority.

Ensure appropriate staffing ratios and supervision on travel and within the trip.

Identify an appropriate staff member not on the trip to act as 'emergency cover' to support trip leaders and implement the emergency response plan if necessary.

Identify Potential Risks (your travel itinerary can help do this):

- Weather conditions.
- Physical activities (e.g., hiking, climbing, water activities).
- Medical emergencies.
- Methods of travel and changing of location,
- Obtaining and referencing risk assessments provided by activity centres/providers.

- Student risk assessments that consider the management of medical, SEN and behaviour needs.

Develop Mitigation Plans:

- Ensure the availability of first-aid kits and trained staff.
- Create contingency plans for emergencies.
- Prepare Documentation:
- Complete a formal risk assessment report.
- Plan alternative activities if the activity is weather-dependent.

Key questions:

- Have the risks involved in the activities been fully considered?
- Is the staffing ratio appropriate for the activity, including considering pupils with SEND needs?
- Is this person sufficiently experienced to assess the risk and manage the activity?
- Have you planned how to mitigate or manage these risks?
- Is the location or venue for the visit appropriate to the activity and size of the group?
- Have the plans been discussed and approved as appropriate by the Headteacher, EVC, and Governors and submitted to the local authority online?
- Are staff, instructors and volunteers suitably qualified?
- Have all members of staff, adult volunteers and instructors been vetted for safeguarding purposes, where necessary? This may include List 99, DBS, and police checks.
- Have you checked the Foreign Commonwealth Office for travel advice?

4. Communication

Inform Parents and Guardians:

- Provide an itinerary and list of activities.
- Share contact information for emergencies and obtain full parental consent for each pupil.

Coordinate with Staff:

- Assign roles and responsibilities to accompanying staff.
- Share emergency procedures and the trip risk assessment with staff attending the trip.

Notify Students:

- Brief students on expectations, rules, and packing requirements.

Key questions:

- Has the consent of parents, guardians and carers been obtained?
- For residential or international trips, has a parents' meeting been arranged?
- Will the participants be adequately briefed on the activities they will undertake?
- Will the leader brief staff and volunteers?

5. Logistics

Transportation:

- Book buses, trains, or other modes of transport.
- Confirm timing and capacity.

Accommodation:

- Reserve lodging, ensuring it meets safety standards.

- Check room arrangements (gender separation, adult supervision).

Meals:

- Arrange catering or plan meals.
- Consider dietary restrictions and allergies.

Packing Lists:

- Prepare a list for students (e.g., clothing, toiletries, weather-appropriate gear).
- Include any special equipment for planned activities.
- Medication for residential / day trips.

6. Program Planning

Activity Schedule:

- Create a detailed itinerary with time allocations.
- Incorporate educational and recreational activities.

Instructor/Guide Coordination:

- Confirm bookings for guides, instructors, or facilitators.
- Ensure they are qualified and have their DBS checked appropriately.
- Pupils should be accompanied by staff in activities at all times where possible.

Backup Activities:

- Plan alternatives in case of cancellations or bad weather.

Key questions:

- Is there adequate time and opportunity to prepare for the activity?
- Have other staff whose work may be affected been notified of the planned arrangements?
- Is the programme suitable for all participants?
- What is the alternative programme in the event of any unexpected circumstances?
- Is appropriate equipment and clothing available for staff and pupils or provided?
- Is appropriate transport available?
- Is there a contingency plan for delays or an early return?
- Has the local Evolve or Exceant process been followed in each local authority?

7. Medical and Emergency Preparations

- Student Medical Information:
 - Collect details on allergies, medications, and conditions.
 - Ensure emergency contacts are updated.

Emergency Kit:

- Include first aid supplies, emergency phone numbers, and insurance details.

Emergency Procedures:

- Develop an action plan for accidents, lost students, or other emergencies.
- Share the plan with all staff and students.

Key questions:

- Do you have first aid available?
- Which staff are first aid qualified?

- Are staff aware of dietary and medical needs?
- Does the trip leader understand the insurance provided?
- Has a GHIC card been acquired for all trips to Europe, and have consular details been obtained?
- Have all passports and visas been checked and handed in before the trip?
- Have parents and staff of visa-exempt countries been advised to apply for an ETIAS travel authorisation for all trips to Europe? https://travel-europe.europa.eu/etias/who-should-apply_en#applicant-countries
- Has a named emergency contact not on the trip been identified at school?
- Does this person have all relevant documentation and contact details for those on the trip?
- Are staff aware of the emergency response plan and key contact numbers?
- Are any vaccines required before the trip?

8. Day of Departure

Check-In:

- Confirm attendance and collect final consent forms (if needed). This can be completed online before the trip. No student can travel without this consent.
- Ensure you have collected a first aid kit and any medications / medical boxes required.
- Review the itinerary and rules with students.

Gear Check:

- Ensure all students have the required items.

Final Communication:

- Reconfirm transport and accommodation bookings.

9. During the Visit:

Monitor Activities:

- Ensure safety and engagement in activities.
- Conduct regular headcounts and registers, particularly when changing location.

Stay Flexible:

- Adjust plans as needed based on weather or other unforeseen events.

Document the Trip:

- Take photos or notes for reporting and reflection.

10. Post-Visit

Evaluation:

- Gather feedback from students, staff, and parents.

Reporting:

- Write a trip summary for the school and share key outcomes.
- Publish and share the story on the school website / social media.
- Complete any accident / incident / near-miss reports.

Thank You Notes

- Send appreciation to guides, instructors and staff who supported the trip.
- Reflect on student awards and celebrate successes.

Reflect and Improve:

- Identify areas for improvement for future visits.

Key questions:

- Have arrangements been made for appropriate follow-up work, evaluation, and contacts after the visit?
- Is there an evaluation to be submitted to Evolve or Exceant?
- Have you considered a post-event review? This could include feedback from staff, pupils or parents.
- Have financial records been completed?

14. Appendix B: Wider Links

This document outlines the specific policies and procedures for our schools. It supplements and follows the advice and guidance contained within the following significant publications:

- East Sussex Local Authority: Exceant
<https://eastsussex.exeant.co.uk/>
- West Sussex Local Authority: Evolve
https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=westsussexvisits.org
- West Sussex County Council's Regulations for Educational Visits and the use of EVOLVE and national Guidance: March 2013. See:
https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/curriculum/outdoor_education/off-site_activities/regulations_and_guidance_for_o.aspx
- Departmental advice on health & safety for schools is regularly updated. See:
<http://www.education.gov.uk/aboutdfe/advice/f00191759/departamental-advice-on-health-and-safety-for-schools/key-points>
- Department for Education advice on 'Legal Duties and Powers For Local Authorities, school leaders, school staff and governing bodies, available at:
<http://media.education.gov.uk/assets/files/pdf/h/dfe%20health%20safety%20advice%20181212.pdf>
- The Health and Safety Executive statement: "School Trips and Outdoor Learning Activities – Tackling the Health & Safety myths. available at:
<http://www.hse.gov.uk/services/education/school-trips.pdf>

15. Appendix C: Roles and Responsibilities

2.1 The Governing Body ensures that the appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed. The Governing Body must approve all off-site, residential, abroad, or hazardous visits. Such approval must be recorded in the minutes of the Governing Body.

1.1 The governing body delegated the Head Teacher the Responsibility of approving all off-site educational visits perceived as low-risk, local, daily, or regular. This is recorded using the Internal Permission/Cover Arrangements/Checklist form.

2.2 The Educational Visits Co-ordinator (EVC) ensures that all off-site activities follow the correct procedures. The person with these responsibilities (currently the school business manager) will approve the group leader for every visit and monitor the written risk assessments to ensure good practice. In addition, the following responsibilities and duties are undertaken:

- Support the group leader in identifying the purpose of the visit and in selecting, training, and briefing appropriate supervising adults and volunteer helpers.
- Ensure that Vetting & Barring Scheme / Criminal Records Bureau disclosures are in place where necessary
- Arrange an Emergency Contact Duty Officer (the EVC, unless another senior leadership team member has been identified on the Evolve form due to their unavailability) and follow proper procedures for such an event.
- Keep records and make reports of accidents and “near misses.”
- Review and regularly monitor procedures.
- Liaise with the Outdoor Education Adviser to ensure the proposed visit complies with the local authority's Learning Outside the Classroom policies.

2.3 The Group Leader is responsible for identifying the purpose of the visit and following the checklist published in the Local Authority guidance. A risk assessment is necessary for all off-site visits. Significant risks and control measures must be recorded and attached to the Exceant and EVOLVE applications.

This will take account of:

- Generic risks as published in this document and guidance from each local authority
- Event-specific risks are identified from a pre-visit or thorough knowledge or experience of the environment, accommodation, the leader's competence, the group and other factors such as transport.
- The professional staff identifies ongoing risks by responding to changing circumstances and the success of planned activities and procedures. The participants and staff will be fully briefed on the purpose and the risk assessment control measures.

2.4 Participants are encouraged to consider the risks involved in an off-site educational activity and assist in designing appropriate risk management strategies that support their learning. They will be fully aware of the purpose of the visit and understand behaviour expectations.

3 Guidance Notes for Off-Site Educational Visits

To ensure proper good practice and compliance with the necessary regulations, it is expected that :

3.1 All group leaders will familiarise themselves with the published advice and guidance. Further information is available on the Evolve and Exceant websites. Group leaders will be trained in all aspects of supervision, ongoing risk assessments (including how to stop an activity that has become too hazardous), and emergency management.

3.1.1 The EVC (or Head of Department/faculty/year) should be involved in discussing plans at an early stage when planning an off-site activity. Routine or local visits, such as sports fixtures, must also be scheduled. A series of events on a termly basis may be approved. No financial commitment should be agreed upon until all relevant approvals have been achieved.

3.1.2 Parental Consent. Copies must be available for the Emergency Contact and the Group Leader to take on the visit

3.1.3 Internal Approval Form. **B** This local form is to achieve any necessary cover arrangements.

3.1.4 An Evolve or Exceant Visit form must be completed for all residential visits and those either visiting abroad or for adventurous/hazardous pursuits. Out-of-county visits are also required to use this system. The form must be submitted to and approved by the Head of Establishment (or EVC) one month in advance and certainly before becoming financially committed. These types of off-site activity also need the Governing body's approval. The RPA provides Academy Insurance. Off-site group leaders should check if a tour operator or external provider has offered such coverage.

3.1.5 OE2 form: This optional form provides information on an external provider's expectations. It should be sent to any provider being considered for the first time and attached to the EVOLVE or Exceant form as evidence of the planning process.

3.1.6 Evaluation Report: On return, the Group Leader must report to the EVC, and, where necessary, an evaluation report should be completed to achieve any learning about a 'near miss' or where an incident took place. A new online accident reporting procedure is now available. If such a form was completed at the venue, there is a need to place such an occurrence on the record at the 'home' establishment. This can inform future visits and may be a helpful check on the value of the risk assessments.

3.1.7 When risks are perceived as significant, Risk Assessment forms should be completed and attached to the form. External providers will have their risk assessment documents that can help in this process. For certain activities, an Adventurous Activity Licence is legally required. (See www.aala.org.uk.) If this is the case, the provider's licence number should be quoted instead of copies of their risk assessment documentation.

3.1.8. Providers who hold a LOTC (Learning Outside the Classroom) Quality Badge have been externally assessed and are acceptable as 'checked' providers.

16. Appendix D: Parental Consent

Complete the form on paper or online. All participants in the trip must have this consent.

All pupils participating in off-site activities must complete this form. Notes or phone calls are not acceptable. If the form is not returned or is only partially completed, your child cannot participate.

Parental Consent Form for School Trips and Educational Visits

[School Name]
[School Address]
[City, Postcode]
[Contact Number]
[Email Address]

Trip Details

Trip Name/Location: Enter details of the trip]

Date(s): [Enter trip dates]

Departure Time: [Enter time]

Return Time: [Enter time]

Mode of Transport: [e.g., coach, train, walking]

Cost of Trip: [£XX.XX]

Lead Staff Member: [Name and contact details]

Student Details

Student Name:

Date of Birth:

Year Group/Class:

Emergency Contact Information

- Primary Contact Name:
- Relationship to Student:
- Phone Number:
- Secondary Contact Name
- Relationship to Student:
- Phone Number:

Medical Information

Does your child have any medical conditions, allergies, or dietary requirements?

Yes / No

If yes, please provide details:

Is your child currently taking any medication?

Yes / No

If yes, please specify:

Does your child have any additional needs or require special accommodations?

Yes / No

If yes, please provide details:

Consent

I, the undersigned, confirm that:

- I am the parent/legal guardian of the student named above.
- I consent my child to participate in the trip and activities that are part of it.
- I understand that the school will take all reasonable precautions to ensure my child's safety.
- I will ensure my child arrives punctually for the trip and has the required items.
- I agree to the voluntary contribution to the cost of this visit or trip.
- I understand that every effort will be made to contact me or the designated emergency contact in an emergency. In the absence of such contact, I authorise the trip leader to act in the best interest of my child, including seeking medical assistance if necessary.

Signature

Parent/Guardian Name (printed):

Signature:

Date:

For School Use Only

Form Received By:

Date Received:

Additional Notes:

If you have any questions or concerns, please contact [School Contact Name] at [Contact Information].

17. Appendix E: Internal Permission/Cover Arrangements

(Name of School) OUTSIDE VISITS : GOVERNORS APPROVAL FORM
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Destination	Hazardous		Please tick or cross all boxes
	Overnight stay		
	Journey abroad		
Provisional Governor's approval: Required if 1 or more boxes ticked			
Signed:.....			

Date and Times of Visit:

If the visit is residential have arrangements been made for Mass Attendance and Parents informed?

No of pupils:	Male		Female		Age Range	
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Staff	Staff contact no`s	First Aider	
Leader		Qualification	
Other staff		Expires	
		Minibus Driver	
		Permit No	
		Expiry date	

Mode of Transport: COACH/ MINIBUS/ TRAIN/ PLANE (delete as applicable)

Coach Hire / Flight/ Train Information

Delete as applicable

Educational Benefits (up to 4)

- 1.
- 2.
- 3.
- 4.

Cost To Pupil:
Cost to School:
Cost to Department:
Overall Cost:

Approved by EVC Signed: Date:.....

Approved by Governor Signed: Date:.....
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Outside Visits – Guidance

Before making any financial commitment or publicising a visit to students, the proposed visit must receive provisional approval from the Leadership team and provisional approval from the school's Educational Visitor Coordinator (EVC).

Where staff release is required, and this has been agreed upon in the original application to the leadership team, the cover coordinator must be advised so that they can ensure cover is arranged. Most visits are anticipated to be approved for publication in the school calendar. Where this is impossible, provisional approval should be applied for, in writing, through the Assistant Headteacher responsible. This should be in exceptional circumstances only – all trips should be put forward in the calendar to allow for appropriate oversight of trips and costs to parents. The cost of any coverage must be included in the student's charge. The checklist indicates that a provisional budget must be prepared and submitted to the Business Manager for approval.

Incidents, near misses, and accidents must be reported to the Business Manager. This is so we may learn from the experience and take steps to prevent similar events from occurring again.

When a trip involves an overnight stay, access to changing rooms or unsupervised access to any pupil or group of pupils, all accompanying adults must have a Disclosure and Barring Service (DBS) check. This includes all parent volunteers and staff partners. It is not acceptable to say that the person has no supervising responsibility, so it does need checking.

It must be remembered that if a visit takes place entirely or mainly during school hours, the cost of the activity must be met by voluntary contribution, which must be made clear in the letter.

Suppose a family member accompanies a staff member, either a student or an adult. In that case, the family member must be aware of the potential conflict of interest in the event of an incident and ensure that the remaining staff can manage the group. At no time should an adult be put in the position of supervising a group containing their own child.

A qualified first aider must accompany each trip. First aid kits can be obtained from the medical room; two weeks' notice of your requirements should be given.

Uniforms should be worn on all school visits, even outside school hours, unless the activity precludes it or makes it inappropriate, e.g. Duke of Edinburgh expeditions or fieldwork where there is potential to get wet or dirty.

The governors require organising staff to ensure, wherever possible, that Catholic pupils taking part in residential trips will be taken to Mass by accompanying staff when the trip includes a Sunday or Holy Day of Obligation. Certain activities, e.g. uninterrupted expeditions, may prevent this from happening. Parents must be informed of whatever arrangements have been made.

19. APPENDIX F – Risk Assessment Form

Each school's Governors and Head Teacher have a legal duty to ensure safety arrangements are in place to control any risks of harm, injury or ill-health to staff and students.

Instructions

As the Teacher responsible for organising the education trip, you must complete the risk assessment below and forward it to the Business Manager for approval.

Department	People at risk	Off-site activity description
Off-site location	People particularly at risk this trip	Date of trip
Assessment date	Assessor / s	Approved
Review date		Date
HAZARDS What has the potential to cause someone harm, injury or ill-health?	RISKS What type of harm, injury or ill-health could happen?	HOW WILL YOU CONTROL THE RISK? You can attach or refer to relevant documentation that explains your safety arrangements e.g. letter to parents,
General Lack of information Medication Food allergies	Risk of harm if insufficient information exchanged	Letter sent to parents Students complete a medical form and staff make arrangements for particular medical needs Staff and pupils exchange mobile telephone numbers Students given preparation talk regarding hazards and how to keep themselves and others safe Students given information sheet about the trip (attached) Students responsible for providing own food and refreshments
Staff / student ratio	Harm in insufficient staff / student ratio	
Travel – hire coach Travel to and from venue Leaving the coach		Coach driver responsible for advising staff and students what to do in the event of a vehicle breakdown Seat belts installed, staff routinely check students are wearing seat belts

<p>Vehicle breakdown</p> <p>Service stations</p> <p>Travel sickness Student bags and personal belongings</p>		<p>Student bags to be stored safely to avoid blocking exits and walkways First aid kit provided, incl. sick bags</p> <p>Students who suffer with travel sickness advised not to play electronic games or read whilst travelling</p> <p>Students advised how much or little freedom they have to 'roam'</p> <p>Students supervised by staff during journey</p>
<p>Travel – School minibus</p> <p>Travel to and from venue</p> <p>Leaving the minibus</p> <p>Vehicle breakdown</p> <p>Service stations</p> <p>Travel sickness Student bags and personal belongings</p>	<p>Injury from slipping or tripping</p> <p>Students suffering with travel sickness</p>	<p>Approved driver responsible for checking vehicle</p> <p>Seat belts installed, staff routinely check students are wearing seat belts</p> <p>Student bags to be stored safely on mini bus and to avoid blocking exits and walkways</p> <p>Details of breakdown service providers in mini bus</p> <p>In case of breakdown, staff and students instructed to leave the mini bus and wait on roadside or verge to the rear of the mini bus</p> <p>First aid kit provided, including sick bags</p> <p>Students who suffer with travel sickness advised not to play electronic games or read whilst travelling</p> <p>Students advised how much or little freedom they have to 'roam'</p> <p>Students supervised by staff during journey</p>

<p>Travel – train</p> <p>Seating arrangements</p> <p>Underground travel</p> <p>Large group of students</p> <p>Getting lost</p> <p>Student bags and personal belongings</p>		<p>Students advised how much or little freedom they have to ‘roam’</p> <p>Appropriate supervision will be maintained at all times</p> <p>Students will generally be able to walk around the train in small groups</p> <p>Where possible students and teachers will sit close together</p> <p>Each pupil will be given a copy of the underground system</p> <p>In the event of any pupil becoming lost a meeting point will be agreed</p> <p>Student bags to be stored safely on to avoid blocking walkways</p> <p>Students supervised by staff during journey</p>
<p>Venue</p> <p>Activities</p> <p>Managing student movements while there</p> <p>Plan B in case of change in conditions – e.g. weather</p> <p>Additional concerns related to specific students, e. disability or behavioural matters</p>		