



# CHRIST CHURCH

Church of England Secondary Academy

# Educational Visits Policy

## Our mission statement

Through valuing every individual, as made in God's image, we will **learn, flourish, and celebrate truth.**

## Purpose of this policy

This policy provides operational detail contextual to CCSA. It is written in full acknowledgement of:

1. Employer policy: BDMAT Educational Visits Policy
2. [Outdoor Education Advisers Panel \(OEAP\) National Guidance](#)

Colleagues are expected to follow the guidance and policies above as well as this CCSA specific policy. In the event of any apparent conflict between this policy, the employer's policy or the National Guidance, the employer policy must be followed and clarification sought from the EVC or management.

<b>Date of last review:</b>		<b>Author:</b>	
<b>Date of next review:</b>		<b>Owner:</b>	
<b>Type of policy:</b>	<input type="checkbox"/> Trust-wide <input checked="" type="checkbox"/> Contextual to school	<b>Approval:</b>	
<b>School:</b>	Christ Church, Church of England Secondary Academy	<b>Key Contact Name:</b>	
<b>Key Contact Email:</b>		<b>Key Contact Phone:</b>	

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## 1. Introduction

Learning outside the classroom is a critical element of a child’s education. Educational visits are an entitlement of every pupil for an effective and balanced curriculum that enriches a child’s experience of the world. Ofsted supports this, stating that “when planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development” (Ofsted, 2008). These experiences build social and emotional resilience, an ethic of care and sustainability, promote good health and wellbeing and impact positively on a child’s attainment.

CCSA is committed to a rich, inclusive and joyful learning outside the classroom experience for all pupils as they discover moments of awe and wonder in God’s creation and reflect on their place within that creation.

## 2. Purpose

The purpose of this policy is to outline the principles and operational guidance behind educational visits at CCSA in complete acknowledgement of the BDMAT Educational Visits policy.

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. This policy also outlines the Local Learning Area policy.

There are three types of visit this policy covers:

1. Visits and activities within the **Local Learning Area** that are part of the normal curriculum and take place during the normal school day e.g. visits to the nature reserve, or Christ Church.
  - a. These follow the Local Learning Area operating procedure (appendix 1).
2. **Routine** visits, i.e. other non-residential visits within the UK that do not involve an adventurous activity e.g. visits to museums, farms, theme parks, theatres etc.
  - a. These are entered on to the EVOLVE system by the visit leader, developed with the LOtC Coordinator, submitted to the EVC for checking, then submitted to the Head for approval.
3. Visits that are **overseas, residential or involve an adventurous activity**.
  - a. These follow 2a above, but are then submitted by the Head to the Education Visits Advisor for approval.

### 3. Roles and responsibilities

The BDMAT Educational Visits policy delineates the roles and responsibilities of:

- BDMAT Trust Board
- Local Academy Board (LAB)
- Headteacher
- Educational Visits Co-ordinator (EVC)
  - For 2022-23 this is Ellie Ellis Bryant
- Group leader
- Other teachers and adults
- Pupils
- Families/parents

In addition to this, CCSA holds the additional post of **Learning Outside the Classroom Coordinator (LOtCC)**. For 2022-23 this is Katie Potter. This role:

- Supports the visit leader in the planning and approval process and provides technical advice.
- Provides a first point of contact for colleagues in the planning and preparation stages.
- Develops and leads staff CPD relating to LOtC.

### 4. Staff competence and training

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

- An apprentice 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 Headteacher will take the following factors into account:

- 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.

## 5. Educational visits planning

Educational visits take time to plan well and preparation should begin at least two months before the trip date. Regular meetings with LOtCC will form part of this preparation to support staff in ensuring approval.

The flowchart for planning educational visits can be found in appendix 2.

The BDMAT Educational Visits policy contains guidance for visit leaders in the areas of:

- Risk assessment
  - A blank copy of our risk assessment template is found in appendix 5
- Exploratory visit
- First aid
- Safeguarding
- Supervision including ratios
- Participation
- Information to pupils
- Communication with families/parents/guardians. A sample visit letter for routine visits is found in appendix 4

### Form A

This is the method by which visits are planned and receive their initial sign off. This planning form supports visit leaders with the necessary dates, cover requirements, costings and more. A copy of Form A is found in appendix 2. This form should be submitted to the LOtCC two months before the visit for initial approval.

### Planning checklist

Visit leaders should use this checklist to support them in planning and preparation:

<https://oeapng.info/download/1100/>

For overseas visits, visit leaders should use this checklist to support them in planning and preparation: <https://oeapng.info/download/9971/>

## 6. Emergency procedures

Some activities, especially those happening away from school, can involve higher levels of risk. There may be times on an educational visit where an emergency situation occurs.

- An **incident** is when the visit leadership team can cope.
  - This is where risk assessment, dynamic risk assessment and proper planning are critical in supporting resolution.
- An **emergency** is when the visit leadership team's ability to cope is overwhelmed, and support is sought from the establishment.
  - The school has an emergency plan in place to deal with an emergency during a visit (see appendix 6).
  - All staff on visits are familiar with this plan and it is reviewed annually and following any major staffing changes.
- A **critical incident** is when the visit leadership team and establishment's ability to cope is overwhelmed, and support is sought from the employer
  - BDMAT has a critical incident plan in place to deal with a critical incident during a visit.

## 8. Inclusion

Where possible we aim to enable as many pupils as possible to participate in the range of visits offered by the school. The integrated enrichment programme will ensure that all pupils have frequent opportunities to engage in learning outside the classroom.

This policy should be read alongside the CCSA [SEND policy](#), [Supporting Children with Medical Needs policy](#) and [Accessibility plan](#), in addition to our responsibilities in relation to the Equalities Act (2010).

Communications with families must be written in plain English, and where language is a known barrier to access the school will endeavour to provide information appropriately translated.

## 9. Charging for visits

CCSA recognises sections 449 and 462 of the Education Act 1996 in relation to charging for school activities. The school has produced a policy on charges for school activities and the LAB have accepted this as the policy for CCSA. This policy details that the school cannot charge for: transport provided in connection with an educational visit, education provided on any visit that takes place during school hours or outside of school hours if it is part of the national curriculum, a syllabus for prescribed public examinations that the pupil is being prepared for at the school or religious education.

The school can charge for education provided outside of school hours that is not part of the national curriculum, a syllabus for a prescribed public examination that the pupil is being prepared for at the school, religious education, transport, board and lodging for pupils on a residential visit.

The school can ask for voluntary contributions from families to fund activities during school hours which would not otherwise be possible. There is no obligation for families to make any contribution, and no child will be excluded from an activity if their families are unwilling or unable to pay. If the school is unable to raise enough funds for an activity or visit then it will be cancelled.

The [CCSA Charging and Remissions policy](#) contains further detail, including families who may be exempt from paying the cost of board and lodging for residential visits.

## 11. Insurance

Our statement of insurance is displayed in school reception, details of which can be located through an enquiry with the school Business Manager. It is essential for adequate insurance for all visits but especially adventurous and overseas visits to be in place, which should be confirmed prior to any visit taking place.

## 12. Cancellation and withdrawals

In the event a pupil cancels their participation in a visit, any monies due to be refunded should be returned to the family member who made the payment. Where the trip has been organised by a tour operator or other external supplier, the cancellation charges which are described in the booking condition will apply. Families should have been made aware of these charges in the visit information letter and sign the consent form to indicate they are aware of these charges.

CCSA reserves the right to withdraw any pupil from an educational visit if the pupil repeatedly displays poor standards of behaviour in school and it is considered that this behaviour would

pose a serious health and safety risk on an educational visit. In such a circumstance the school may not refund any payments to the families already made to the tour operators or external suppliers.

## 14. Local Learning Area

The Local Learning Area is a space designated local to the school and within easy walking distance from the school grounds. Visits/activities within the Local Learning Area that are part of the normal curriculum and take place during the school day follow the operating procedure below. These visits would:

- Not require parental consent in addition to annual blanket consent, **although** we inform families by email/Arbor out of courtesy and to allow families to maintain their right to withdraw;
- Involve substantially less planning/notice to take place, **although** still do require planning and preparation;
- Not normally need additional risk assessments other than the operating procedures, **although** careful consideration of group needs is required regarding learning, behaviour and medical needs.

These visits/activities must be recorded on EVOLVE via the 'Local Area Visit' module. The operating procedure for the Local Learning Area is detailed in appendix 1.

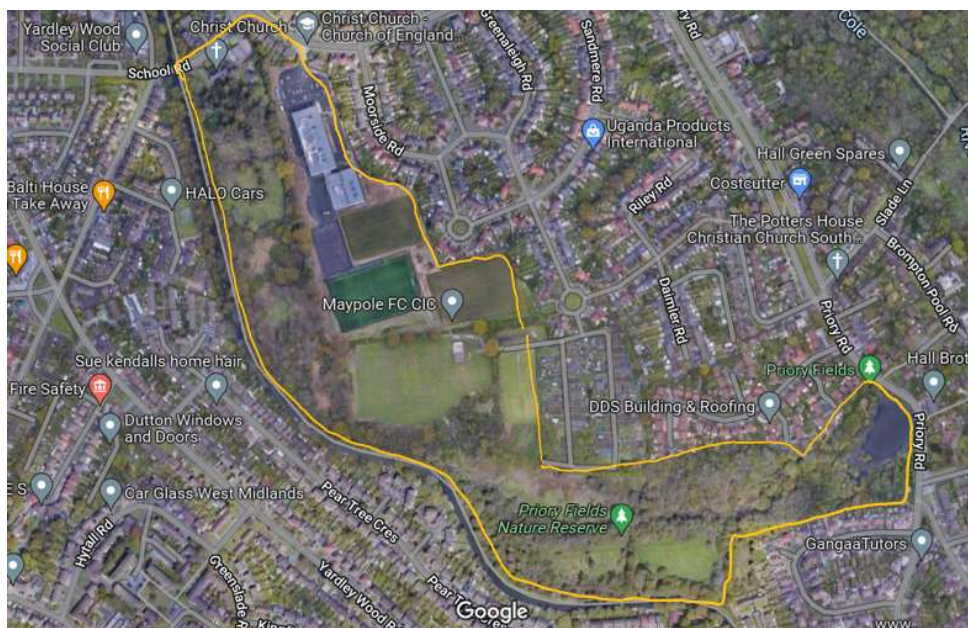
### Boundaries

The boundaries of the Local Learning Area are shown here for 2022-23. The boundaries will be assessed as the school grows and need arises to, for instance, conduct local field work. This area includes, but is not limited to the following frequently used venues:

- Priory Fields Nature Reserve
  - An exception regarding risk assessment at this site when hazardous activities are taking place e.g. conservation work. This will require additional risk assessment
- Christ Church

No go areas within the boundaries

- Stratford-upon-Avon canal adjacent to the nature reserve as this requires additional risk assessment and briefing relating to water safety



## Related policies, guidance, and statute

The list below outlines policies, additional resources from the trust or external agencies, and statutory guidance related to this policy.

<b>CCSA SEND policy</b>	<a href="#">SEND policy</a>
<b>CCSA Supporting children with special educational needs policy</b>	<a href="#">Supporting Children with Medical Needs policy</a>
<b>CCSA Accessibility plan</b>	<a href="#">Accessibility plan</a>
<b>CCSA Charging and remissions policy</b>	<a href="#">Charging and Remissions policy</a>
<b>BDMAT Educational Visits policy</b>	<a href="#">BDMAT Education Visits Policy</a>
<b>Birmingham City Council Policy and Guidance for Educational Visits and Learning Outside the Classroom</b>	<a href="#">Policy and Guidance for Educational Visits and Learning Outside the Classroom</a>  (whilst CCSA is bound by the BDMAT Educational Visits policy not Birmingham City Council, this resource provides excellent advice and guidance. In the event of any apparent conflict between guidance, the BDMAT policy must be followed and clarification sought from the EVC or management.)
<b>Outdoor Education Advisers Panel National Guidance</b>	<a href="#">OEAP National Guidance</a>

## Appendices

1. Local Learning Area
2. Planning flowchart
3. Blank Form A
4. Sample visit letter for families
5. Blank risk assessment
6. Emergency plan
  - a. For Visit Leader
  - b. For CCSA emergency team

## **APPENDIX 1 - Local Learning Area - operating procedure**

The following are potentially significant issues/hazards within our LLA:

- Road traffic
- Members of the public
- Dogs and other animals
- Losing a pupil
- Uneven surfaces and slips, trips and falls
- Weather conditions
- Activity specific issues when on the nature reserve e.g. nettles, brambles, rubbish etc.

These are managed by a combination of the following:

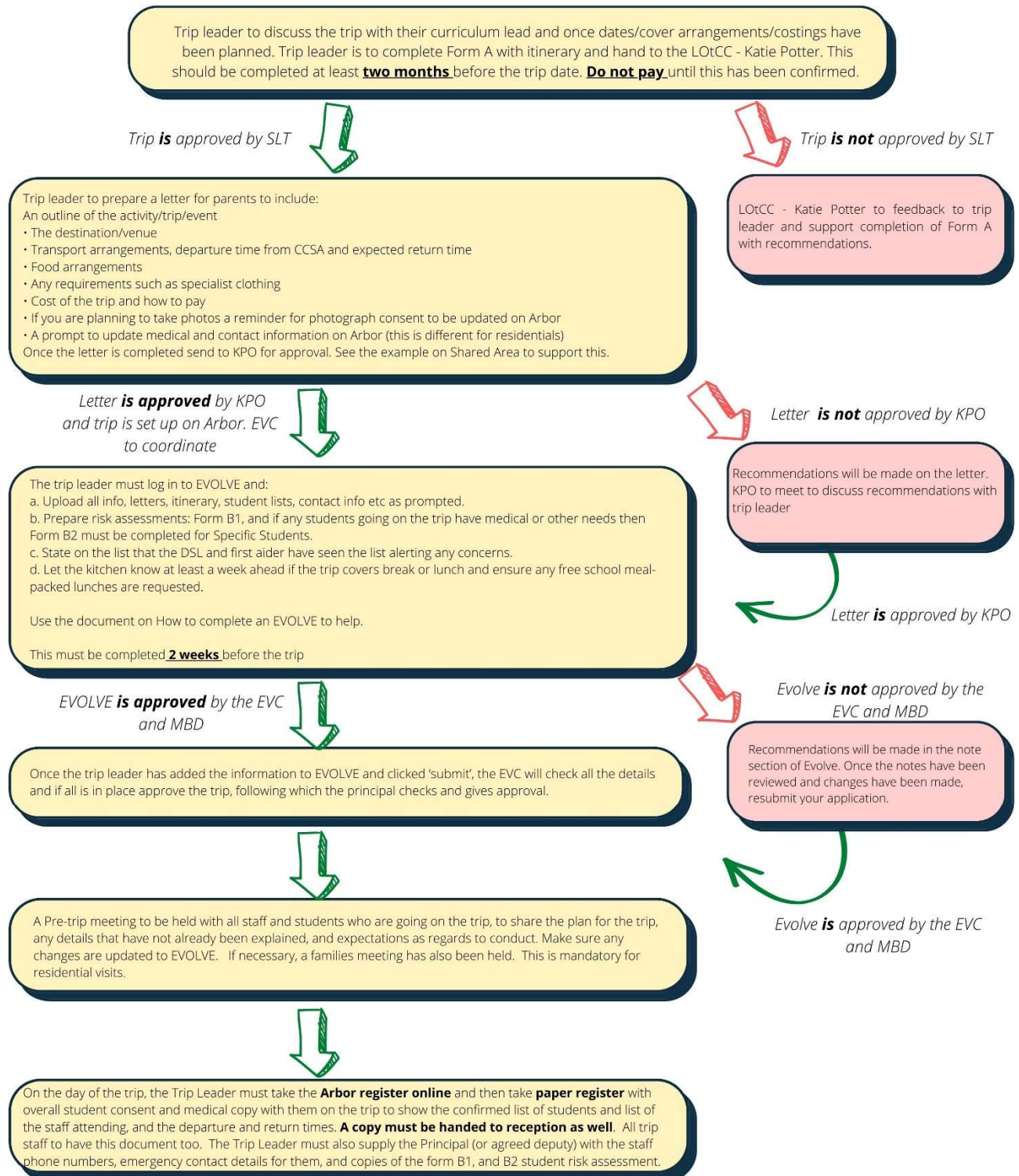
- It is best practice for the Headteacher, Deputy Head and EVC to give verbal approval before a group leaves
- Once final registers and times of leaving and return are uploaded to EVOLVE and emailed to key staff including administration team then the trip is approved to leave
- A current staff list is maintained in the school admin office. All our staff are trained in safeguarding and health and safety procedures and are therefore judged competent to lead a trip within the local learning area
- The concept and operating procedure of the local learning area is explained to all new parents when their child joins the school, and a synopsis is on the school website
- There will normally be a minimum of two adults
- Staff are familiar with the area, including any no-go areas and have practised appropriate group management techniques
- Pupils have been briefed and practised 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
- Any remotely supervised work within the Local Learning Area must be undertaken within sight of supervising staff
- Pupil's 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 via Care Plans
- Staff will record the activity on EVOLVE (Local Area Visit module)
- A mobile is taken with each group and the office have a note of the number
- Appropriate personal protective equipment is taken when needed (e.g. gloves, bag for waste, grabbers, tissues etc. for litter picking)



## APPENDIX 2 - Planning Flowchart (PDF copy available)



### Procedures for CCSA staff taking students on educational visits



**APPENDIX 3 - Blank Form A - trip proposal form for SLT**

Team Leader for the trip:		
Destination, aims and objectives:		
Details of any planned activities (if relevant):		
Date and Time(s):	Depart:	
	Return:	
If residential the type of accommodation:		
Proposed Travel Arrangements including contractor, transport company (if known):		

Estimated Number of students:		Year group/age range	
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Supervisory arrangements – staff and adults			
Name	Leader/supervisor?	First Aid trained?	Cover implications

Financial Arrangements:			
Expenditure		Income	
Transport		No. of students x cost requested per head (£)	
Admissions		Total from students (£)	

Insurance (if additional is purchased)		Concessions x cost per head	
Accommodation		Other income (grants, funds):	
Arbor			
Total expenditure		Total Income	

**Please attached proposed letter to families**

Signed: Team Leader for Trip \_\_\_\_\_ Date

Approved: EVC \_\_\_\_\_ Date

Approved Headteacher \_\_\_\_\_ Date

**APPENDIX 4 – Sample letter to families when consent is given on Arbor. Residential visits require a different format, see EVC**



Date

Dear families,

**Re: Year X Trip to XXX to XXX**

*Brief paragraph explaining the context of the visit and its connection to our work at CCSA.*

*Paragraph detailing date, venue, time, staffing.*

[We are pleased to have secured 45 tickets to watch a matinee performance at the Alexandra Theatre in Birmingham (B5 4DS) at 2.30pm on Wednesday 16<sup>th</sup> November 2022. As this is a trip organised by the English department, XXX is the visit leader and will be joined by several other members of staff.]

*Paragraph detailing travel arrangements, time of return and collection if outside of school hours.*

[Clarks Travel will collect the group by coach from CCSA at 1.00pm and return the children to school at approximately 5.00pm (traffic dependent). Please note this is outside of the school day so arrangements will need to be made for children to make their own way home or be collected later than usual.]

*Paragraph detailing voluntary contribution. See policy.*

[We are asking for a voluntary contribution of XXX per child towards the cost of the coaches and ticket. The visit can only take place if there are enough voluntary contributions to make the trip possible otherwise the trip will be cancelled and a full refund will be made. If you have any questions about this or would like to talk further, please get in touch with XXX via reception.]

*Paragraphs detailing consent and methods of collecting voluntary contribution.*

[Arbor will be used for you to give consent for the visit as well as the purchase of tickets. Tickets will be available to purchase on Arbor on XXX. Be advised that tickets will be awarded on a first come, first served basis.]

Additionally, take time after purchasing the ticket to ensure your child's medical information and emergency contact details are up to date using the Arbor app.]

*List of requirements for the trip, including note regarding conduct.*

[Children attending the trip will need:

- A coat as it may be cold or wet
- Full school uniform
- Excellent behaviour
- Any emergency medication they usually carry like an inhaler (pre-agreed and recorded on Arbor)

- Mobile phones are allowed to contact families about estimated time of arrival on return to school **only**. These must be turned off whilst at the theatre and are not to be used on the coaches. Children bring these at their own risk and CCSA cannot take any responsibility for these being lost or stolen.

We expect outstanding behaviour from the children at all times, including trips offsite. We reserve the right to withdraw a child from this trip if their behaviour is not in line with our behaviour expectations in the run up to the trip. In this circumstance, a refund may not be possible.

Children who are not coming on the trip will remain in school and follow their normal timetable for the day.]

Yours sincerely,

XXX

*Visit leader, job title*

## Christ Church Secondary Risk Assessment for XXX

<b>Visit Description</b>		<b>Visit Leader</b>				<b>Year Group</b>	
<b>Date of Visit</b>		<b>Male Staff</b>		<b>Female Staff</b>		<b>Number of pupils</b>	

Hazard	Persons at Risk	Risk Description	Gross / Initial risk		Risk Level	Current Mitigating Action (Existing Controls /Precautions)	Net risk		Risk Level	Owner
			Likelihood	Impact/Severity			Likelihood	Impact/Severity		

Signed by Visit Leader	Signed:	Date
Assessed by Educational Visits Coordinator	Signed:	

### **Risk scoring grid**

Impact / Severity	High	6	7	9
	Med	3	5	8
	Low	1	2	4
		Low	Med	High
Likelihood				

#### **1. Hazards**

- Look only for hazards that you could reasonably expect to result in significant harm, i.e. requiring at least a hospital visit.
- Consider the stages of the visit in chronological order, examining the activities that take place at each stage.

#### **2. Persons at Risk**

- Staff / students / all.

#### **3. Risk Description**

- What harm could result to the persons at risk if there were no controls in place to control the hazard?

#### **4. Gross Risk Level**

- The level of risk from a hazard when no control measures in place.

#### **5. Current Mitigating Action (existing control measures)**

- Consider the physical geography e.g., upon arrival at destination are there pavements, barriers etc.; if residential, is there adequate security within the accommodation?
- Consider the management systems that are in place e.g. ratio of staff to pupils, first aid training etc.

#### **6. Net Risk Level**

- The residual level of risk from a hazard with the mitigating actions (existing control measures in place.)

#### **7. What actions can be taken to further reduce the risk?**

- Can the risk be removed completely?
- Is there a less risky option?
- Can access to the hazard be prevented?
- Can arrangements be made to reduce exposure to the hazard?
- Can particular clothing or equipment be provided?
- Do specific warnings need to be included in meetings for pupils and families?

## **APPENDIX 6a - Emergency procedures for CCSA - For Visit Leaders**

### Immediate action

1. Ensure your own safety
2. REMAIN CALM – assess the situation
3. If possible, delegate actions to other leaders and participants so you can keep an overview and to allow concurrent activity
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised
5. Call relevant emergency services if necessary (see numbers below)
6. Carry out first aid to the best of your abilities

### First Aid

The aims for first aid are to:

1. Preserve life:
  - a. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position
  - b. Try to find and stop any serious external bleeding
2. Prevent the condition from worsening:
  - a. Protect the casualty from the environment – keep them warm and dry
  - b. Monitor their condition
3. Promote recovery:
  - a. Talk to them, reassure them, hold their hand, provide emotional support

### Urgent action

Take stock and plan, delegate where possible.

Call the school Emergency Contact (or if unavailable, the BDMAT emergency contact) if any of the following apply (see numbers below):

- You need support
- The emergency services are involved
- The incident is serious
- The press/media are involved

They will need the following information:

- Who you are, which visit you are on, what your roles is withing the group
- The number you can be called back on
- The nature of the emergency and details of the incident
- What help you need
- Whether the emergency services are involved
- How many casualties there are and their status
- The number of people in your party
- Your location and whether you plan to move

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision
- Ensure they understand what to do to remain safe
- Physical needs, e.g. shelter, food and drink, transport



- Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion

Control communications – prevent group members from using phones or social media unsupervised or until approval is given.

Start a written log of actions taken and conversations held, with whom, with times.

Further actions and follow up

Take stock again and re-plan the next phase – what have you forgotten?

Deal with any casualties who are in the care of emergency services:

- Accompany them to hospital
- Keep track of who is where

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with CCSA (emergency) or BDMAT (critical incident) – hand over what you can to them to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including the names and contact details of any witnesses.

Address the further needs of the group, for example:

- Toilet and washing, clean/dry clothes
- Transport
- Accommodation
- Contact with home

Refer all media, parental or other enquiries to CCSA or BDMAT.

Contact relevant agencies as necessary, and via CCSA/BDMAT if possible:

- Tour operator/travel company/activity provider/accommodation provider
- Travel insurance emergency assistance
- Social services
- Consular assistance team

Emergency numbers

Visit Leader	
Assistant Leader	
CCSA Emergency Contact	
CCSA alternative numbers	
BDMAT Emergency Contact	
BDMAT alternative numbers	
Emergency Services UK	
Emergency Services in countries to be visited	
Foreign Office Consular Assistance	
Travel Insurance Emergency Assistance	
Other useful numbers	

## **APPENDIX 6b - Emergency procedures for CCSA - For CCSA emergency contact team**

### Visit details

For all visits, details for the visit and list of staff (with mobile numbers) and participants must be on EVOLVE and paper copies of updated registers kept at reception.

During office hours, details of all staff and participants (including medical details, contact details of families/next of kin, records of parental consent (if applicable) are kept on EVOLVE and triangulate with Arbor.

Out of office hours details of the visit and copies of the group list, staff mobile phone numbers and staff/participant details must also be held by the Emergency Contact(s) and by the visit leadership team (unless they are close to the school site and are able to access the records at any time, even when the site is closed).

### Emergency contact

Phone numbers (office hours):

Phone numbers (out of office hours):

During office hours, the Emergency Contact is \_\_\_\_\_, deputised by \_\_\_\_\_. The Emergency Contact must remain on site until the group returns.

Out of office hours, there must be a named emergency contact at all times that the visit is taking place.

Any staff who might by chance take a call from a group must collect these details, then alert the Emergency Contact:

1. Remain calm;
2. Reassure the caller;
3. Ask the following questions and record all key information, double checking when necessary:
  - a. Who is calling?
    - i. If you receive a call (e.g. from a journalist or parent) asking about an incident rather than providing information, refer them to \_\_\_\_\_
  - b. What number can we call you back on should we be disconnected?
  - c. What has happened? What is the nature of the emergency?
  - d. What is your role in the group (e.g. Visit Leader, Assistant Leader, Participant)?
  - e. What is the number and status of any casualties?
  - f. Are the emergency services involved?
  - g. What is your current location?
  - h. What is the group's current location?
  - i. What is the total number of people in the group?
  - j. Is the group staying where they are or moving? If they are moving where to?
  - k. What help do you require?
  - l. What time did the accident happen? What time is it now? If the group is outside the UK what is the time difference?
  - m. Reassure and thank them. Tell them you will inform appropriate people that they will be called back as soon as possible.
4. IMMEDIATELY CONTACT THE NAMED EMERGENCY CONTACT.

### On receiving a call

- STAY CALM;
- ASK for details of the incident using the First Contact protocol above;
- THINK about the actions you need to take and the people you need to contact to help you (see Possible Actions below);
- DECIDE what immediate help you need and contact those people;
- TAKE CHARGE of the incident until you clearly hand over to someone else - it is essential that one person is clearly designated as controller of the emergency response at any one time, and that it is clear to all who this is;
- CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions;
- RECORD all information you receive and actions you take;
- DELEGATE TASKS as and when possible and appropriate to allow you to manage the situation and allow for concurrent activity.

### Possible actions

- Inform (name, roles of SLT/EVC)
- Establish an emergency response team, which may need to include the following:
  - Incident controller
  - Coordinator/contact with the group
  - Communications
  - Logistics – arranging transport, accommodation etc. for group and any travelling team
  - Resources – office space, reception for any visitors (families, media), refreshment
  - Expert advice
  - Log/record keeper
- Inform BDMAT contact if you need their support, if the media may be involved or if the incident is serious:
  - They may need to implement the Critical Incident Plan, if so, agree whether Incident Controller lies with you or them
  - Agree protocol for keeping communications open
- Inform the LAB
- Maintain a log of all actions, communication and decisions, including people and time
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications
- Liaise with emergency services, media, tour operators, insurance companies
- Carry out any actions necessary to support the visit leadership team
- If necessary organise a Travelling Team to support at the scene
- Ensure security of school site and access gates are staffed to manage access
- Make arrangements for families to be catered for at CCSA while they wait for news
- Arrange the return or onwards travel for the party and/or arrange transport for families to the scene/hospital
- Control the flow of information to the affected group, families and other school pupils and staff (be aware of people inadvertently starting rumours circulating)
- Control information to the media – direct all media enquiries to the Headteacher
- Make arrangements for meeting the group back from the visit and reuniting children with families
- Consider the possible need for immediate and/or future practical and emotional support for anyone involved

### Emergency numbers

	<b>Office</b>	<b>Home</b>	<b>Mobile</b>
<b>CCSA Emergency Contact -</b>			
<b>Headteacher -</b>			
<b>Deputy Headteacher -</b>			
<b>DSL -</b>			
<b>EVC -</b>			
<b>PA to Headteacher -</b>			
<b>Site team lead -</b>			
<b>Chair of LAB -</b>			
<b>BDMAT contact -</b>			
<b>Insurance emergency contact -</b>			