Educational Visits Policy
West Green Primary School

Reviewed on:	July 2025
Next Review:	July 2026
Staff Responsibility	SLT
Governor responsibility	FGB
Signed by Chair	*Amelia Griffiths*

Safeguarding Statement

At West Green Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at West Green Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Educational Visits Policy

West Green Primary School

Introduction
Well-planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

Purposes
Educational visits enhances children's learning, supporting the programmes of study found in the school's 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.

Guidelines
The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils. The following guidelines support the planning and implementation of educational visits organised at West Green Primary School.

Educational Visits Co-ordinator:
Will endeavour to ensure that:

- they have appointed a suitable group leader;
- all necessary actions have been completed before the visit begins (see appendix 1&2).
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents/carers have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents/carers and the staff's and volunteers' next of kin.

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Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit. The Group Leader should:

- appoint a deputy;
- be able to control and lead pupils of the relevant age range;
- be suitable qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and volunteers;
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below).

Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent/carer would;
- follow the instructions of the leader and help with control and discipline. Non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

Responsibilities of pupils

The group leader should make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be dangerous.

An individual risk assessment would be conducted for any pupil whose behaviour may be considered to be a danger to themselves or to the group. Adaptations such as providing a 1:1 assistant (if possible) or asking a family member to support them may need to be made. However, if the risk is deemed as being too great to ensure the safety of the child and others, they may not be able to attend the trip. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents/Carers

The group leader should ensure that parents/carers are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits. The group leader should also tell parents/carers how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Special arrangements may be necessary for parents/carers for whom English is a second language;

Parents/carers must:

- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Head Teacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the EVC and the group leader, but the Head Teacher must be satisfied that the people planning and organising the visit is qualified to do so and has the necessary experience.

The EVC/group leader must agree all plans with the Head Teacher.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the agreed school Risk Assessment Form (see appendix 3). The risk assessment will decide the adult:child ratio for each visit. (See Guidance under 'Supervision'). The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The group leader and other supervisors should continually and dynamically reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;

- the group members' age, competence, fitness and temperament;
- pupils with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

Exploratory visit

Wherever possible the group leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to research the venue online and contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services and designated first aiders at the venue being visited.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned. Individual children who need bespoke medications should be risk assessed individually as part of the risk assessment procedures for the trip. The group leader must be confident in their understanding of how and when to administer this medication. All accompanying adults and the child must know where the child's medication will be kept during the visit.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in offsite supervision;

- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following ratio of adults to children should be used:

- Nursery and Early Years visits off-site may be as low as: 1:5
- Key Stage One visits off-site on foot: 1:8
- Key Stage One visits off-site involving public transport: 1:6
- Key Stage Two, visits off-site on foot: 1:15
- Key Stage Two, visits off-site involving public transport: 1:12

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits.

Where there is more than one adult supervisor, a group leader who has authority over the whole party, should be appointed.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents/family members with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. The volunteer must be proficient enough in English to be able to understand and follow instructions given by the group leader. Volunteers will need to understand, and sign, the volunteer code of conduct before accompanying the pupils on a trip (see appendix 4).

All adult supervisors, including school staff and volunteers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties or medical needs. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

If the school is leading an adventure activity, such as canoeing, the LA or Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place.

Qualifications can be checked with the National Governing Body of each sporting activity.

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

All volunteers must be accompanied by a staff member at all times.

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.

Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear. Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group
- emergency procedures
- rendezvous procedures.

Transport and pupils

TfL bookings must be made a minimum of 3 weeks prior to the trip.

Username - west87n15 Password - westgreen

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

Pupils with special educational and medical needs

The Head Teacher will endeavour to not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate SEND pupils whilst maintaining the safety of everyone on the visit where possible. Adaptations can be made, such as using 'social stories' before going on the trip to support children in navigating the experience successfully. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. Teachers should look at accessibility when they plan their trips and guarantee that all pupils can access venues and activities. Similarly, those children who require bespoke risk assessments due to their medical needs should be considered at the planning stage and be clearly identified in the trip risk assessment. However, if the risk to the pupil, or others on the trip, cannot be medicated via adaptation (such as asking a family member to accompany the child), a pupil may not be able to attend.

Communicating with Parents/Carers

Parents/carers 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/carer would. The following information on matters that might affect pupils' health and safety is useful to parents/carers, and will in included in letter to parents/carer prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;
- visit's objectives;
- details of the activities planned and of how the assessed risks will be managed;
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents/carers, if appropriate, will be requested;
- clothing and equipment to be taken;
- money to be taken;

Parental consent

West Green Primary School will seek consent for local trips at the beginning of every academic year. We will seek consent for other trips prior to the trip and if the trip includes:

- adventure activities;
- taking children out of Borough;
- visits abroad;
- other residential visits.

If parents/carers withhold consent, the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible.

Specific Visit Types

Residential visits

West Green Primary School will use Pendarren Educational Activity centre (this centre is owned and run by Haringey Children & Young People's Service) and the YHA Hostel Truleigh Hill.

Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At West Green, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- tides and sandbanks are potential hazards so timings and exit routes should be checked;
- ensure group members are aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit, will **not** be allowed for West Green children. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance. Where paddling is to be allowed on a visit, a ratio of 1 adult: 4 children is a minimum.

Farm visits

West Green recognises that farms can be dangerous, even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

During a farm visit pupils will not be allowed to

- place their faces against the animals or their hands in their mouths after feeding them;
- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- ride on tractors or other machines;

- play in the farm area.

Appendix 1
Educational Visits

Educational visits can be used to enrich any part of the curriculum and are strongly encouraged as they provide students with valuable experiences, which enhance their learning at school. The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich and safe learning experience for the pupils. You should always refer to the Educational Visits Policy or your EVC (Educational Visits Coordinator – Jenny) should you need any guidance for planning or executing an educational visit. Please read the necessary steps and requirements below.

Trip booking to do list:

Identify venue for trip.

Check date in school diary (only 1 class should be out at a time – check for clashes).

Speak to / email EVC for provisional go ahead and pencil in diary.

Book the trip & transportation (Username: West87N15 Password: WestGreen2051).

Add to the school diary.

Fill out **PART 1** on Educational visit organisation form & give to EVC (Jenny).

Once permission is given:

Send out letter to families – request volunteers if needed. The class teacher must collect slips, record and chase up permissions but send any money to the office.

Complete a risk assessment. Save on the drive and email/give to EVC.

Inform the office of any packed lunches needed.

Make a pre visit to the venue if needed (amend risk assessment as required).

Arrange and verify additional adults (family volunteers) – arrange to pre-meet volunteers to share risk assessment/trip details and volunteer code of conduct.

Allocate groups if needed.

Trip Day:

Collect packed lunches
Print tickets
Collect first aid bags (inhalers and medication if necessary)
Check groupings and additional adults
Issue instructions to children re: trip safety and responsibilities
Issue instructions to all additional adults and share risk assessment
Check in and out with staff upon leaving and returning to school

Appendix 2
Organisation form

Education trips organisation form

PART 1 (Before filling out, speak to EVC for provisional go ahead)	
Year group:	5
Name and address of visit:	Science Museum
Date and Timings:	20.1.25 (Monday) All day (within school hours)
Cost of Trip: (How is the cost being covered? Have you discussed with Prem?)	Free
Educational objective(s)of visit/activities to be undertaken:	Feel the Force science unit.
Number of adults needed:	3
SEND provision (if any)	None
Travel arrangements: (Username- west87n15 Password- WestGreen2051)	TBA
Letter to families	TBA
Authorised by EVC:	Signed:

PART 2 (EVC to give to the office to complete)	
Children with medical needs:	
Packed lunches ordered?	
Risk assessment received?	

Appendix 3

Risk Assessments

WEST GREEN PRIMARY SCHOOL

RISK ASSESSMENT

Venue: The Bank of England	**Date: Tuesday 7th February 2023**	**Times to and From 11:45 - 3:30**
Class **100% club. Children from Year 3-6** **(see attached list)**	**Teacher in Charge:** **NAME**	**Other staff:**

Areas for Consideration	Control Measures
Transport: Outward/return journey: Walk to Turnpike Lane Piccadilly Line: Turnpike lane – Kings Cross. (get on at the back of the train). Change onto the Northern Line to Bank. Exit Bank station using Exit 5 (following signs for the BOE). Cross over the road outside the underground exit and walk around the corner to the BOE museum.	• Children to remain with their designated adult at all times • Cross roads at traffic lights and zebra crossings • When using escalators chn should be reminded to use the handrails. They must also ensure they move away from the escalator when they have arrived at the top or bottom so as to not block people. • Children to be seated on the bus/tube. If no seat is available children must hold on to a pole/rail for the duration of the journey. • Adult to be the last person on/off the bus/tube to ensure that all children are on/off. • Whilst waiting for the bus/tube children to be kept away from the road/track's edge. • Group Leader to do a head count of all the children once off the bus/tube. • All parent helpers to be provided with an outline of the journey • Whilst walking children & parent helpers to be in pairs in a line with a member of school staff at the front and at the back. • When crossing roads wait for whole group to be together before beginning to cross. Teachers to check roads are clear before standing in the road to stop traffic & supervise crossing. • Return same as outward journey in reverse.
Weather	• Send reminder the day before the trip for all children to have a warm coat and sensible shoes. • Take a set of spare clothes on the trip in case a child gets wet.
Health/medication/ allergies	• Name of TA to carry the first aid kit for the group. • PUPIL NAME – asthma pump/epi pen/piriton etc…
Behaviour	• Children to remain with their designated adult at all times • Children to be briefed before the trip about expected behaviour on the trip: • We always stay with the adult we're with • We walk, we do not run • We hold hands when we are walking We listen to the adults and follow their instructions
	• One of the class adults will lead the group when walking and one will stay at the back at all times to ensure that we all remain together as a group.
Personal care	• All children to use the toilet before leaving school and on arrival– group leader should supervise • All children to be given the opportunity of using the toilet after the activity before returning home.
Lost/separated child	• Children to remain with their designated adult at all times • Head count to be done by the trip leader after disembarking from any form of transport or moving from one place to another. • All parent helpers to be provided with an outline of the trip including number to call (school office) in emergency • Pupils reminded to speak to a member of staff on the underground/library if they get separated.
Emergencies	• Teachers to carry their phones for emergencies. • Support staff to carry the first aid kit for the trip. • In case of an increase in the level of the terror threat, viability of the trip to be reviewed. • In the case of an emergency at the venue/on transport adults to follow the directions of the staff/police, ensuring that the group remains together.
SEND	• PUPIL NAME (S&L EHCP/autism etc…) to walk with an adult ensuring that they are following instructions. • PUPIL NAME limited English. Ensure they understand safety instructions.
Staffing	• Staff members to read risk assessment the day before the trip. • Parent helpers to be provided with an outline of the trip at the beginning of the trip.
Safeguarding	• Children to remain with their designated adult at all times • Parent helpers reminded at the beginning of the trip that they are not to use their phones on the trip. • Remind parent helpers that no photographs of the trip should be uploaded onto social media. • Remind parent helpers that they are responsible for the children in their group on the trip. • Staff members to oversee and supervise parent helpers at all times – children and parent helpers must always be within view of a member of staff. • If a staff member is concerned about the conduct of any parent helper they must remind that parent helper of the expectations for the trip. If the staff member is still concerned about the conduct of a parent helper the children from that group must be reallocated to a staff member/other parent helper. • Any safeguarding concerns should be reported to the teacher in charge who will contact Lou Archer, the school's safeguarding lead as soon as possible.

HAZARDS AND CONSIDERATIONS FOR THE SPECIFIC VENUE

Risk	Control Measures
Children becoming lost/separated	• Point out the information desk to the children on entry – this is where they will find a safe stranger if they get lost/separated. • Head counts made each time the children change location.
Museum Gallery	• If children are required to explore the gallery independently, inform children of behaviour expectations and make them aware of where they can, and cannot, go. • If members of the public are in the gallery, ensure children behave respectfully and do not speak to adults that they do not know.
Fire alarm	• Lead teacher to enquire about fire exits on entrance to the building and into the exhibition gallery. • Lead teacher will make other staff members and parent helpers know.
Personal care	• Members of the public will use the toilet facilities at the venue – ensure that children are accompanied into the bathrooms and that they know not to speak to adults that they do not know.

ssessment approved by _____ Date _____

oy of this risk assessment should be given to all adults accompanying the trip prior to departure so that they are completely familiar wi
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Volunteer code of conduct

West Green Primary School

Guidance for Volunteers for School Trips

Thank you so much for volunteering your time to join us on a class trip! We really appreciate your help– it would be difficult to organise visits outside school without parent volunteers.

During the school trip your role is to help things run smoothly and be an extra pair of hands for the class teacher. You will be required to take charge of a small group of children and participate in any planned activities.

Roles and Responsibilities of the Volunteer:

- Follow the instructions of the group leader and school staff and help with control and discipline. The group leader sets and leads the rules, routines and expectations for the day.
- Do your best to ensure the health and safety of everyone in the group. Speak to the group leader or teachers if you are concerned about the health and safety of the pupils at any time.
- Ensure your group follows all instructions e.g. they must stay with their group and the group adult at all times.
- Let the class teacher know immediately if there is a medical or other emergency. The class teacher is responsible for first aid and for contacting the school and associated parents in emergency situations.
- Do not use your mobile phone to take personal calls or take photos of the children.
- Unless otherwise arranged it is expected that you will accompany your group back to the classroom at the end of the visit. Inform a member of school staff if you need to leave your group for any reason.
- Be a role model for the children. Your conduct and actions should model those expected in school. Should your conduct be deemed inappropriate by staff members or members of the public while on the visit you will not be welcome to volunteer on future visits.

Additional Information:

- Volunteers may not always have their own child in their group.
- Mobile phones and cameras are **not** permitted to be used.
- All children need to be treated equally. Eg your own child cannot be given food/sweets or spending money.
- Volunteers are asked to keep the same degree of confidentiality as in school. If you have any queries or problems concerning the trip, please direct these in the first instance to the class teacher, or if you would rather, a member of SLT on return from the trip.
- It is vital that you do not share anything about specific children with friends or family or a child's parent if you know them. The teachers have the responsibility of informing parents of any concerns about a child.
- The level of support required from volunteers may change depending on the visit activities. In some cases adults who are supporting may be required to have a good level of spoken English.

Volunteer Name:_____ **Signed:** _____ **Date:** _____

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