

Dunmow St Mary's Primary School

Educational Visits Policy



March 2019

1. Aims and Objectives

The Governors and staff of Dunmow St Mary's Primary place great value on educational visits in enhancing both the learning and social experience of pupils. The use of real experiences enables pupils to deepen and extend their learning. Visits can act as a springboard into learning, or as a hook to catch the children's interest or to reinforce skills already acquired. We promote children learning outside the classroom throughout our curriculum and expect that most topics will include a visit, either within the local environment or further afield. These visits provide a foundation for lifelong learning and healthy lifestyles, as well as complementing classroom learning and complementing the curriculum. On residential visits especially, there is opportunity to develop social skills which have a long lasting beneficial effect.

The benefits of school visits also include:

- Being able to apply a different range of skills to those used in the classroom
- Assessing and managing risks (safety)
- Developing talents, abilities and interests which can be motivational and have lifelong relevance
- Increased critical curiosity and resilience
- Enhanced opportunities for 'real world' learning in context
- Greater sense of personal responsibility
- Possibilities for genuine team working
- Improved environmental appreciation, knowledge, understanding and awareness of a variety of environments.

Our priority is to ensure that all visits are safe, educational and enjoyable.

2. Types of visit and approval

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time or outside the normal school day.

In addition to this EVOLVE is used which is the web based planning, notification, approval, monitoring and communication system for offsite activities.

There are three types of visits

- *Visits/activities within the immediate vicinity – school site or within walking distance* (these are covered by permission slips which parents sign when their child starts school)
- *Visits which require transport e.g. museums, farms etc.*
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head teacher for checking.
- *Visits that are residential or involve an adventurous activity*
These follow point 2 above but the Head teacher then submits the visit to the LA for approval.

EVC (Educational Visits Coordinator)

Under statutory guidance which came into effect from 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC) who will ensure that the planning and supervision of all visits and adventurous activities meet D of E requirements and LEA guidelines.

Our current EVC is **Mr Chris Jarvis**

3. Roles and Responsibilities

Visit Leaders are responsible for the planning of their visits and for entering these on EVOLVE prior to the visit. This must allow time for the EVC and the Head teacher to have time to check the visit. They should obtain permission for the visit from the Head teacher or EVC prior to planning and before making any commitment. Visit leaders have responsibility for ensuring that their visits comply with all guidance and requirements. All risk assessments must be seen by the EVC before the visit to check all risks are covered. The visit leader, working with other staff in the year group, is responsible for carrying out a risk assessment. The risk assessment will include ratio of adults to children and number of first aiders needed. The visit leader is responsible for ensuring the emergency card, first aid kit, a mobile phone and pupils' medication are taken on the visit. It is the leader's responsibility to inform the school when they have arrived at their location and when they leave to return to school. In case of any delays the school must be informed. For trips that do not include a whole class the visit leader must sign out at the office, including a list of pupils who are leaving the school site.

The Educational Visits coordinator (EVC) will support and challenge colleagues over visits and learning outside the classroom activities. The EVC is the first point of contact for advice and will check final visit plans on EVOLVE before submitting them to the Head teacher. The EVC sets up and manages the staff accounts on EVOLVE.

The Head teacher has responsibility for authorising all visits and for submitting those which are residential to the Local Authority (LA) to gain approval.

The Governors approve the Educational Visits Policy and will ensure it is reviewed. They also approve residential visits.

The Local Authority – We adhere to guidance issued by the LA and use EVOLVE for all visits that are residential or involve an adventurous activity.

4. Emergency procedures and incident reporting

Using the risk assessment visit leaders should try to ensure that emergency plans are in place in case of

- Injury
- Illness
- Bullying between pupils
- Pupils going missing

Visit leaders should be aware of emergency procedures and how to obtain outside assistance or emergency assistance if required. The visit leader should have the school phone number with them or contact numbers of designated people if the visit is residential.

In case of an accident the priorities are:

- FOLLOW THE **EVOLVE** CRITICAL INCIDENT ACTION PLAN. All leader & assistant leaders will have a copy of this to take with them in the visit. Visit leaders should also have a copy of the educational visits procedures and follow the steps set out there.

5. Food

The school will provide a packed lunch for children in YR, Y1, Y2 and those children in KS2 who are eligible for free school meals. Other children in KS2 should bring their own packed lunches. No nuts or fizzy drinks should be included in packed lunches.

6. Supervision

It is important to have a sufficient ratio of adult supervisors to pupils. National guidance does not prescribe minimum staff to participant ratios for visits (except where the law requires minimum ratios for Early Years as set out in the EY framework). Ratios should be determined as part of the risk assessments by

proper consideration of factors including age, ability of the group (including special needs, medical and behavioural characteristics), nature and location of the activity and staff competence. Our suggested ratios are: Years 1 to 3, a ratio of 1:6 (1 adult to 6 children). Under 5s/Reception classes should have a higher ratio

Years 4 to 6, a ratio of 1:10-15 (1 adult to 10-15 children)

It is desirable that at least one female adult and one male adult should accompany a mixed sex group. If this is not possible then it is important for the accompanying adult(s) to check toilets before they are used by pupils.

There must be a first aider on the trip, however this does not have to be the school's named first aider, it can be a trained member of staff.

If the activity is higher risk e.g. near water, using tools etc then the visit leader may increase the pupil/adult ratio.

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

7. Volunteers

Parent helpers are welcome on educational visits and will attend a briefing with a member of school staff before the visit. Helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times.

Volunteers must agree to and sign the school trip volunteer agreement before being allowed to accompany a visit. (Example found in Teacher Trip Pack)

8. Mobile phones and social networks

- Under no circumstance should any adults use their mobile phone to take photographs or take phone calls except in relation to the visit.
- No photos should be posted on personal social media or instant messaging services. This includes parents as per signed agreement.
- Parent volunteers should not communicate information about the visit to other parents using messaging services but should leave communication to the visit leaders. Any information about a child should only be passed to the child's parent/guardian through the class teacher or Head teacher.

8. First Aid

First aid provision should be considered when assessing the risks of the visit. For most trips, a member of staff with a good working knowledge of first aid will be adequate. Trip for Early years should have at least one qualified Paediatric First Aider. For residential visits there should be at least one trained first aider in the group. Group leaders must ensure that all medication for children is taken on the visit and that they know how and when it may need to be administered. Y5 and 6 children may carry their own inhalers. (see asthma policy). Medication must be carried at all times.

9. Parental Consent

Parents should be given information about the purpose and details of the visit in advance. Parental consent must be obtained for all visits which require transport or voluntary contributions. Enough information must be given so that consent is given on a 'fully informed' basis. A letter is sent home informing the parents about the visit and asking for parental consent and a contribution if applicable. This letter should give parents plenty of time to respond, especially if there are financial implications. The letter should tell the parents:

- Venue and travel arrangements

- Dates and times of departure and return if the visit exceeds the school day.
- The nature of the activities planned
- Financial contribution from parents (See appendix B)

A careful record needs to be kept of returned money and permission slips due to financial regulations. The school Admin Officer will provide the teacher with a class form and a plastic wallet. On the day the permission slip is sent into school the child's name needs to be ticked and the form filled in to indicate how much money has been sent and whether it is a cheque, cash or online. This must be sent down to the school office each day with the register.

If there is no parental permission slip returned every effort is made to contact the parent or carer by phone. In the unlikely event of not being able to contact the parents we are able to take the child on the visit as there is no longer a legal requirement to obtain parental permission if the visit takes place within school hours.

10. Inclusion

Dunmow St.Mary's Primary School fully supports the availability of educational visits to all pupils and recognises that children irrespective of ethnic origin, gender or religion, special educational or medical needs including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included in the visit. Documented evidence, including the risk assessment, must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occurs on a school journey/visit.

Any pupil whose behaviour may be considered to be a danger to themselves or the group may be stopped from going on the visit. If the group leader feels that such an action may be necessary, speak to the Head teacher or the EVC.

Parents should be able to make an informed decision about whether their child should go on a visit. If the parent chooses that their child will not attend a visit, then alternative arrangements should be made for the child's schooling that day. The child should not be kept at home.

11. Farm/animal visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions. Refer to EVOLVE 'preventing or controlling ill health from animal contact at visitor attractions – Advice to teachers' 'Farm Visits' in national guidance www.oeapng.info

12. Water

Next to road travel, taking pupils to coastal areas or rivers is considered the most hazardous activity.

- Increase the pupil/adult ratio
- Check if any pupils cannot swim and increase the number of head counts
- Check weather conditions and changes in conditions throughout the duration of the trip
- Make sure that adults are aware of the specific precautions needed

13. Transport

We hire **coaches** from companies that have been approved and checked by Essex County council.

For the safe supervision of pupils group leaders are required to

- ENSURE THAT TRIP RISK ASSESSMENT FOR COACH TRAVEL IS INCLUDED
- Sit in various locations spread throughout the coach
- Sit near emergency exits
- Carry a first aid kit/ Sick bucket/ Torch
- Group leader & assistant leaders must carry a mobile phone

Cars For visits that require the use of staff or parent cars, drivers must have

- Shown their car documents to the school office
- Been assessed as competent and suitable by the Head teacher
- Be DBS checked

14. Charging

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum. There are some circumstances when the school can make a charge for certain activities. The governing body has a Charging and remissions Policy that details the full range of activities where a charge can be made. A copy of this is available on request from the school office.

15. Risk Assessments

A risk assessment must be carried out as a legal requirement. Risk assessments enable us to:

- Identify dangers and hazards
- Decide who might be harmed and how
- Evaluate the risks and decide whether existing precautions are enough or whether more should be done
- Record findings

Risk assessments are uploaded onto the EVOLVE website using the proforma found on the school server/resources/risk assessment. This is sent electronically to Chris Jarvis (EVC) to approve BEFORE the visit takes place.

Risk assessments will be shared with all stake holders including children and volunteers.

If help is required help filling out a form, see the Headteacher or the EVC.

We list the things we may have control over e.g.

- Slips and trips embarking and disembarking from a coach – controlled by adults at top and bottom of steps.
- Injury whilst travelling – controlled by all children wearing seatbelts and making sure they are sitting properly in their seat.
- Visiting toilet – children always to be accompanied by an adult – counted in and out
- Getting lost – children to remain with their group leader at all times.

The risk assessment also asks for special needs of young people to be listed. On the form is listed the children with asthma who have inhalers, any children who have allergies and what they are allergic to (e.g. nuts, eggs, pollen, plasters). Other medical conditions are also listed e.g. epilepsy, diabetes and how to deal with the child should they become ill.

It is helpful to list any other conditions e.g. aspergers and severe behavioural issues and measures in place to deal with the child if they become distressed or refuse to comply with instructions.

Ensure risk assessments include times of the day where the group may be stopping for a break e.g. lunch time. Consider where the children will be, how they will be supervised and what they will do once they have finished their lunch. Include this on the risk assessment form.

Pre-Visits

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit. The following variables should be taken into account:

- The number of pupils involved
- The age of the pupils, their ability and general behaviour
- The time of day and time of year
- The travel arrangements
- The hazards at the environment
- The numbers, experience and quality of staff and volunteers
- The nature of the activities
- The special educational needs or medical needs of the pupils

- The quality and suitability of available equipment
- Emergency procedures
- How to cope when a pupil becomes unwilling or unable to carry on
- The need to monitor risks throughout the visit
- If any member of staff has previously visited
- IF YOU CAN NOT VISIT: check the venue's risk assessment online/ contact for information.

Residential Visits

Staff ratio should be at least 1 member of staff for every 8 pupils.

- There must be at least one adult from each sex for mixed groups
- There should be a member of staff on standby to join the visit if necessary
- A telephone tree of contact numbers should be established prior to the visit in case of emergency
- Teachers' rooms should adjoin pupils' rooms
- There must be separate sleeping/bathroom facilities for males and females
- The whole group should be aware of fire exits
- There should be drying facilities
- Windows should be secure
- The fire alarm must be heard through the whole building
- As soon as possible after arrival a fire drill should take place

Plan B

Occasionally things can go wrong on the day (museum have lost booking, parent helper is ill, coach fails to arrive). To avoid making decisions under pressure it is important that some thinking is done in advance. This comprises Plan B.

Educational visits policy - Approved by Governors

Date:

Signature of chair of curriculum committee:

Date of review: **March 2019**

Appendix A Educational Visits procedures

Dunmow St Mary's Primary School

EDUCATIONAL VISITS - PROCEDURES

Planning and Preparation

Aims and Objectives of the Visit

The Educational aims and objectives of the visit or trip should be clearly identified at an early stage. These should be relevant to the needs of participants and the curriculum, taking account of age, ability, previous experience and resources available.

Some objectives entail working in an environment which presents potential hazards. Such environments should only be visited if pupils are of sufficient maturity and experience to understand the nature of the hazard involved. In general, they should not be exposed to potential hazards if the same objectives can be achieved at a safer location.

The Party Leader

A suitably experienced teacher/youth worker will be appointed, empowered to act on the Headteacher's behalf as Party Leader for the duration of the visit.

Where the staff team comprises of more than two members of staff, a deputy leader should also be appointed. The deputy leader must be kept properly briefed so that he or she can assume responsibility if required.

Staffing (inc night time cover)

All visits need to be adequately staffed. Regard must be paid to the nature of the visit, and the age and particular needs of the young people.

In circumstances where supervision is being provided by a third party, ie an activity provider, a clear agreement should be sought over who has responsibility at certain times. This agreement should be in writing and all leaders and helpers should be informed. Young people with poor conduct records may respond positively to the different experience of a visit. This should not, however, be relied upon. This may need to be reflected in the overall staffing level.

Subject to there being the minimum number of staff required by the current Code of Practice, adults other than teachers and school staff will frequently be included in the staff team to enhance the level of supervision. These adults must be acceptable to the Head teacher and the Party Leader. There can be possible conflicts of interest where parents of participating pupils are included in the staff team, though generally parents are welcome as supervisors.

The recommended ratios of staff to pupils are set out in the Essex County Council Educational Visits Coordinator Resource Pack, and vary according to the duration and type of visit, and the age of the pupils involved.

Staffing ratios for sports activities are dealt with in the Code of Practice for Safety Precautions in Physical Education.

Preliminary visit to location

A preliminary visit by the party leader will assist in the planning process and contribute to the safe conduct and educational value of the visit. A preliminary visit is strongly recommended (and may be essential) particularly when:

- all or most of the staff team are unfamiliar with the area;
- primary school aged children are to be involved;
- people with special needs are to be included;
- the environment presents particular potential hazards.

A preliminary visit should seek to:

- check for potential hazards;
- check timings (local services, lengths of walks, tides etc)
- establish local contacts;
- check accommodation, especially for fire risk and evacuation, security measures and control of access to pupils' sleeping areas, but also for domestic arrangements or any variations associated with medical conditions;
- agree in advance, between party leaders and centre staff, the division of supervisory responsibility;
- obtain information on local services (police, doctor, dentist, hospital);
- inform the site specific risk assessment.

Whether or not a visit is made all means of researching the area should be explored.

Risk Assessment

A risk assessment must be undertaken for every visit however short its duration or distance from the school.

Approval

Any proposed visit must be notified to the Educational Visits Coordinator and the governing body. However, where visits include:

- an overnight stay;
- adventurous activities (as defined in the Code of Practice);
- foreign travel;
- other activities that are perceived to be of increased risk,

they must be put to the County Educational Visits Coordinator before approval is sought within the school.

Costing and Finance

The financial implications of the visit require detailed consideration at an early stage. Component costs could include: travel, access and entry charges, refreshments en route, excursions, accommodations, food, site fees, insurance, equipment, specialist resources, additional spending money for pupils.

The nature of the visit will determine what proportion, if any, of the cost of the visit may be charged to participants according to the school's Charging and Remissions Policy.

Even the simplest of ventures requires the keeping of precise records of income and expenditure.

Special Needs

Pupils with special needs require additional consideration when taking part in visits and trips; their inclusion may have staffing and programme implications. Some or all of the following considerations may apply:

- environmental factors may increase the “risk” level above that applying to other members in the group;
- a higher level of staffing will normally be needed and it may be necessary to include specialist staff to facilitate supervision, communication and encouragement;
- whilst travelling, there should be more frequent stops, extra supervision and particular vigilance over travel sickness;
- medication and dietary requirements should be known and monitored;
- buildings and terrain should be checked for suitability for those with physical disabilities;
- ensure that activities offered are appropriate to the pupil; mental and physical disabilities may require additional or alternative activities.

Programme

A detailed programme should be established with adequate and effective supervision.

Free time

“Free time” is potentially hazardous and should be limited or structured according to the age or maturity of the pupils and to the location of the visit. “Free time” should also be risk assessed.

Pupils are never allowed to go off alone.

Medical Arrangements

Special medical requirements of individuals should be known and catered for.

First aid knowledge in the group should be appropriate to the nature of the visit. The identity of First Aiders and the location of professional medical help should be known to all staff and group members.

Safety Issues

A thorough understanding of matters affecting safety is essential for all accompanying staff. General issues for consideration are:

- areas, times and activities of potential risk;
- standards of behaviour and conduct;
- organisation (communication, meeting times, group movement skills);
- supervision arrangements;
- duty rotas;
- emergency procedures and first aid arrangements;
- implications of weather change.

Clothing and Equipment

Clothing, footwear and equipment appropriate to the visit should be considered at the early planning stages. A detailed kit list should be sent to parents/guardians well before departure.

Unsuitable clothing can markedly detract from the educational value of the visit and may prove hazardous in exposed situations.

Briefing Staff

At least one formal briefing meeting must be arranged for the whole staff team, including additional adults, prior to the visit. At this meeting the party leader should ensure that everyone is:

- familiar with, and supports the visit’s objectives;
- aware of and recognises the nature of the responsibilities that they will be asked to assume;
- advised as to their position with regard to personal liability.

Briefing Parents and Guardians

Parents/guardians must be fully informed, in writing of the nature of the visit before their consent, and/or financial commitment is requested.

Included in this information should be details of:

- all activities to be undertaken;
- the staffing ratio and people who will be supervising (e.g. 2 teachers, 1 teacher + 1 parent) and their level of competence for the activity (if appropriate);
- the insurance arrangements for the visit, the limitations of the LEA third party cover should be explained, copies of policy documents for other cover should be available.

The detail provided must be sufficient so that a reasonable parent/guardian could not claim afterwards to have been misled as to the nature of the visit or the arrangements for supervision or insurance.

For residential visits in particular, it is advisable for the Headteacher to call a meeting of parents prior to the visits. This may be an appropriate time to inform parents, in the presence of the pupils, of the standard of conduct which will be expected during the visit.

Parental Information and Consent

Activities which come within the school's regular programme, e.g. visits to places in the immediate locality, after school clubs or sports activities, do not require specific parental consent. It is good practice to have general written consent to any regular activity and for registers of attendance to be kept.

Written agreement is required for day visits involving, for example, adventurous activities, a full day away, special lunch arrangements, special clothing requirements, travel and possible costs, journeys abroad or residential stays in Britain, Full and detailed written information should be sent to parents/guardians as far in advance of the journey as is practicable, and should include the following information as appropriate:

- dates and times of departure and return
- destination
- passport arrangements
- activities planned
- name of travel company and method of travel
- cost and what it does and does not cover
- methods of payment and cancellation arrangements/penalties
- details of insurance cover
- advice on pocket money and allocation/ care on journey and during the trip
- accompanying staff
- emergency contact arrangement
- items prohibited on the journey or during the trip

Behaviour management

The standards of behaviour expected and required on a school trip must be clearly established and conveyed to pupils.

Parents/guardians and pupils must understand that if behaviour is not of the standard expected, either before or during a visit, the pupil may be unable to participate in the visit/ may be sent home from the visit.

Briefing Pupils

Pupils should be made aware of the purpose of the visit and of the demands that will be made upon them, the code of behaviour which is expected of them during the visit, and of the importance for their own and other's safety of carefully following instructions.

Communication and Information

It is essential that a nominal roll with full addresses, copies of all travel, insurance, parental/guardian consent forms and telephone numbers of all party members (including supervisory adults) be left at the school with a named member of staff to act as an emergency contact. In the unlikely event of a major emergency the leader should initiate the Emergency Procedures, detailed below. Leaders may find it helpful to carry a copy of these procedures at all times. The carrying of a mobile phone would be useful.

Emergency Procedures

Emergency plans must include advice based on the following:

Control and Supervision of the Group

Immediately inform all group staff of the problem; share it; clarify actions to be taken.

Account for all group members and ensure their well-being.

Establish the names of people involved in the accident and, if injured, the nature and extent of their injuries.

Ensure that the injured are accompanied to hospital wherever possible by an adult known to them.

Clarify with the group what has happened and your consequent course of action.

Information and Communication

Restrict access to telephones until your emergency contact at school has been alerted, with precise details.

Do not release names of injured participants.

Leaders should avoid any direct dealings with the media. If the incident is serious the emergency contact should alert the Headteacher (or designated deputy) who may then contact the LEA as appropriate. If out of normal working hours, County Hall press office can be alerted on 07774 279420 or 07796 937574. Contact with relatives should be as early as possible and consistent in content. It is vital to ensure parental/guardian contact before the news spreads through the media. This would normally be done through the Headteacher, deputy or other designated person at the school. Close liaison is required between all parties, police and the media.

The Visit

Responsibility of Supervisors

Teachers or other adults supervising children on visits have a duty of care to them. The actions of the responsible adult should correspond to those expected of a careful and prudent parent.

In addition, the following should be taken into account:

- children in a group will frequently behave less responsibly than the same young person would with his or her parents;
- that in respect of what is "careful and prudent" many parents have greater expectation of staff than they would have of themselves.

Delegating Responsibility

The party leader may wish/need to delegate responsibility for the supervision of some or all of the pupils at various times to other members of the staff team.

The member of staff must be:

- competent to take charge of this particular group of pupils, doing this activity, in this location;
- properly briefed as to his or her responsibility;
- aware of the next meeting time and place, and understands the procedure to adopt in the event of an accident or emergency.

Supervision – General

The party leader should ensure that at all times during the visit:

- each member of staff know exactly for which pupil, if any, he or she is responsible;
- each child knows which member of staff is in charge of his or her group.

When no such instruction has been given, it should be assumed that the party leader is responsible for the whole group. It is not satisfactory to assume an undefined, shared responsibility for a group between several members of staff.

Children must be given clear instructions that they are to stay in their group or within a defined area of the member of staff in charge.

Assembly, Departure and the Journey

Meet in good time and allow for packing of the vehicle. Don't forget the all-important head count! A check list of important items/issues is useful.

Guidelines/rules should be established, relevant to the nature of the journey, about eating, drinking, litter, other people and general behaviour.

Be prepared for travel sickness! Parents of children who suffer from travel sickness should be reminded in advance to administer travel sickness medication as appropriate, and supply the party leader with the child's medication for the return journey.

Arrange appropriate refreshment stops and ensure adequate supervision.

On Arrival

Depending on the type of visit this may require considerable patience, adaptability and organisation. Where problems are perceived with arrangements, an objective discussion and co-operative approach with the management will normally be the most effective. Talk through issues, rather than complain.

Fire

Rules with regard to smoking, matches etc, should be established.

Rules relating to the locking of rooms overnight will need consideration. It may generally be wiser to insist that rooms remain unlocked.

On arrival, the party leader must ensure that fire precautions and evacuation procedures are clearly explained to all.

Group Control

Group control should be maintained at all times, it is better to be over-directive initially. Control is facilitated by:

- clear, unambiguous instructions with regard to where, how and when;
- a regular roll-call or head-count;
- some means of group identification (eg uniform);
- a clear understanding of the standards of behaviour expected;

- keeping activity groups manageable in size, appropriate to the conditions.

Appendix B

Statement to be included in letter to parents regarding visits

In order for this visit/activity to take place, we ask you to make a contribution of £---
Although such a contribution is voluntary, in reality we have no alternative source of funding.

One week before the date of the visit/activity the Governors will assess whether sufficient contributions have been received to make the visit/activity financially viable. If it is not considered viable, it will be cancelled and all contributions will be refunded.

In cases of financial hardship, any requests for the contribution to be waived will be treated sympathetically, do come and talk to us in confidence if this is the case. As this educational visit/activity is taking place in school hours, we are not permitted by law (Education Act 1996) to exclude from such a visit/activity children of parents choosing not to contribute to the cost.

March 2019

Review date February 2020