





*To inspire, enrich and nurture so each individual reaches their full potential*

Hatfield Community Free School, Briars Lane, Hatfield, Herts, AL10 8ES  
Website: [www.hcfs.org.uk](http://www.hcfs.org.uk) Telephone: 01707 276018 Email: [office@hcfs.org.uk](mailto:office@hcfs.org.uk)

 @hatfieldcfs1  @hatfieldcfs

Principal: Mrs Victoria Hobson

The HCFS is a company limited by Guarantee Registration number 07648654

# Educational Visits Policy

March 2025

To be reviewed biennially in the Spring Term

Next Review: March 2027

## History of Document

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1 – May 22, Issue 2 – Apr 23				
Issue 3	March 2025	Victoria Hobson	Full Trust Board	<b>12.</b> Visit leader having access to an Emergency Pocket Guide added <b>Appendix Two:</b> Requirement for visit leader to complete visit evaluation form added to the flowchart

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## 1. Context

The staff and trustees of Hatfield Community Free School (HCFS) believe educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improvement attainment, and so form a key part of what makes HCFS a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change;
- Increased critical curiosity and resilience;
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness;
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other);
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish;
- Enhance opportunities for 'real world learning in context' and the development of the social and emotional aspects of intelligence;
- Increased risk management skills through opportunities for involvement in practical risk benefit decisions in a range of contexts i.e. encouraging pupils to become more risk aware as opposed to risk averse;
- Greater sense of personal responsibility;
- Possibilities for genuine team working including enhanced communication skills;
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments;
- Improved awareness of knowledge of the importance and practices of sustainability;
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## 2. Application

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

In addition to this Educational Visits Policy, HCFS:

1. Adopts the Local Authority's (LA) document: '[Policy for the Management of Learning Outside the Classroom \(LOtC\) and Offsite Visits](#)'
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA)

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

## 3. Types of Visit and Approval

There are three 'type' of visit:

1. **Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
These follow the 'Local Learning Area' Operating Procedure (Appendix One)
2. **Other visits within the UK that do not involve an adventurous activity led by a member of HCFS staff, e.g. visits to museums, farms, theme parks, theatres, residential led by an approved company etc.**  
Preparation for the visit is completed by the visit leader and submitted to the Educational Visits Co-ordinator (EVC) for checking at least six weeks prior to the visit. The EVC then submits to the Principal or Chair of Trustees for approval.
3. **Visits that are overseas or residential in the UK that involve an adventurous activity led by a member of HCFS staff.**  
These follow point 2 but approval must be sought from both the Principal and Chair of Trustees before the Principal submits to the visit to the LA for approval via EVOLVE.

#### **4. Roles and Responsibilities**

**Visit Leaders** are responsible for the planning of their visits, for completing the preparation documents and for collating/creating the risk assessments. They should obtain outline permission for a visit from the Principal/EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

**The Educational Visits Coordinators (EVC)** are Victoria Hobson and Maliha Syeda, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit preparation documents before submitting them to the Principal or Chair of Trustees.

**The Principal or Chair of Trustees** has responsibility for:

- authorising all visits;
- submitting trips that are overseas to the Local Authority (LA) for approval;
- residentials in the UK that involve an adventurous activity (led by a member of HCFS staff) to the LA for approval.

**The Trust Board's** role is that of a 'critical friend'. They have a vital role in setting a compelling vision for how outdoor learning and off-site visits will contribute to the work of the school.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas or residentials in the UK and that involve an adventurous activity led by a member of HCFS staff.

#### **5. Staff Competence**

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

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

In deciding whether a member of staff is competent to be a visit leader, the Principal will take into account the following factors:

- Relevant experience;
- Previous relevant training;
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency;
- Knowledge of the pupils, the venue, and the activities to be undertaken.

#### **6. Requirement to Ensure Effective Supervision**

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective".

Hertfordshire requires establishments to ensure there is an appropriate level of supervision at all times for all visits and that such supervision is effective. This must have been approved by the EVC and Principal and, where applicable, in accordance with Trust Board's policy.

Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues;
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions);
- staff competence.

HCFS request visit leaders consider the following ratios during the planning and preparation phase of a visit:

EYFS	Y1	Y2-Y4	Y5-Y6
1:5	1:6	1:8	1:10

When planning, visit leaders also need to consider:

- Additional 1:1 supervision is to be considered for any children with additional needs. Staff assigned to support the additional needs of particular individuals cannot be included in the overall staffing ratio, their responsibility should not include the wider group.
- The implications of one member of staff effectively being removed from the intended supervision arrangements for a period of time e.g. to accompany a pupil to hospital.
- Any additional implications that may arise if staff/pupils are to be accompanied by family members (or partners) on visits. Any such arrangement must be made with specific agreement by the EVC beforehand, together with a risk assessment where appropriate.

A visit must not go ahead where either the Visit Leader, EVC or Principal is not satisfied that an appropriate level of supervision exists.

Additional guidance from the Outdoor Education Advisors Panel relating to supervision can be found here:

[Ratio and Effective Supervision](#)

[Group Management and Supervision](#)

## 6.1 Use of Voluntary Helpers

Parents and other adults, with an established relationship with HCFS, can be valuable helpers on offsite visits and LOTC activities. This is also a good means of encouraging links with the local community and accessing wider sets of skills and experience.

As volunteers do not have a contract with the school, they cannot act as Visit Leaders. They also need to understand that they are answerable to the Visit Leader.

It is best practice for adult helpers and volunteers to have been DBS checked. Sometimes this may not be critical when there is no possibility of unsupervised contact of the children. When a new check is required, this should be complete prior to the visit.

## 7. Planning

The extent of planning required is related to the complexity of the visit, based on:

Staff	Trained? Experienced? Competent? Ratios?
Timing	When? For how long?
Activity	Specialist? Insurance issues? Licensable?
Group	Prior experience? Ability? Behaviour? Special and medical needs?
Environment	Like last time? Impact of weather? Water levels?
Distance	Transport? Residential?

Flow charts to support the planning and preparation for all visits can be found in appendix two.

### 7.1 Risk Assessment and Preparation Forms

Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all

aspects of visit planning and management into account. This can be achieved effectively through completion of the HCFS Risk Assessment and Preparation Form, and where appropriate, any event specific notes or attachments. Internally, documents can be found here: RMStaff:\EDUCATIONAL VISIT FOLDER\KEY DOCUMENTATION

Visit planning includes consideration of the question: *What are the really important things that we need to do to keep us safe?* It should focus on those issues that are specific to the individual event, taking into account the needs of the group (including special and medical needs), the experience and competence of the staff team, and the leader in the context of the event. Significant issues must be recorded, either notes or as an attachment, and shared with all parties.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. Although it is not the responsibility of HCFS, it is strongly recommended that the provider's risk assessment is requested and attached to the risk assessment for the visit.

## **7.2 Use of Generic Risk Assessments**

A selection of generic risk assessments are available in Word format on the [Offsite visits: risk assessments](#) page of the Hertfordshire Grid.

Whilst not exhaustive, the control measures contained within this selection are probably sufficient to cover most eventualities likely to be encountered in the course of most offsite visits and LOtC activities.

Staff are encouraged to compile their own event-specific risk assessments which can then be reviewed and re-used as required.

Note: whilst it is not possible to 'clone' visits, it is possible to re-use risk assessments and other documents that have been attached to previous visits. Staff should liaise with their EVC about this.

## **7.3 Plan B**

Alternative arrangements should be included within the planning process, where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option. All alternative activities should be fully considered and risk assessed beforehand.

We recognise that there may be occasions where unforeseen circumstances arise that require last minute changes to plans. If this occurs, the visit leader holds authority for making a decision that may deviate from the completed risk assessments. The visit leader is expected to discuss possible options with other supervising staff on the trip so an informed decision can be made. It is not imperative, but is advised, that the visit leader makes telephone contact with the Principal or an EVC, to support with the decision making, if one of these persons is not present on the trip.

## **7.4 Preliminary Visits**

Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.

Within the UK, highest priority for preliminary visits will be where no serving member of staff from the establishment has visited before, then when the Visit Leader has no experiences of the venue/activity.

For overseas visits, advantage should be taken of any offers by tour operators for 'leaders orientations' type visits.

## **8. Consent**

HCFS takes account of the legalities regarding a requirement for formal consent for pupils to partake in some visits. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then formal consent is not necessary. However, in the interests of good relations between HCFS and home, it is good practice to ensure that those in a position of parental responsibility are fully informed.

## 9. First Aid

It is not always necessary that a qualified First Aider accompanies an offsite visit or LOtC activity.

First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is 'appropriate' will be determined by:

- The nature of the activity;
- The nature of the group;
- The likely injuries associated with the activity;
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

A very basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Know how to access first aid support;
- Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid qualification. A qualification is defined as the successful completion of a first aid course including a formalised assessment process. In practical terms, the course will be a minimum of 16 hours.

It is a legal requirement that all minibuses must carry a first aid kit.

**At HCFS, all staff have First Aid Training as part of their induction process. There are also higher level first aiders: Lorraine Hake and Victoria Hobson.**

## 10. Behaviour

HCFS encourages the use of our Behaviour Policy as a means of establishing appropriate expectations for pupil's behaviour whilst partaking in an offsite visit. The policy must be explained to pupils, and those in a position of support, before the visit so as to reduce the opportunity for misunderstanding both expectations and sanctions that may be invoked where the policy is breached.

**All pupils at HCFS are expected to follow the HCFS Behaviour Policy at all times.**

## 11. Swimming

HCFS has a responsibility to ensure that it takes action to manage the health and safety of both staff and pupils taking part in swimming.

HCFS need to be aware of:

- the Risk Assessment for the pool and session used;
- the pool safety operating procedures- PSOP (also known as Normal Operating Procedure (NOP) and the Emergency Action Plan (EAP);
- conditions of hire - if relevant;
- pool rules.

The Principal acts on behalf of the school and must ensure that the swimming pool safety policy and procedures are applied.

A nominated member of staff may be delegated the duties of swimming coordinator (i.e., in charge of School swimming). This will include the proper operation of the school's own swimming facility or use of a third-party pool. They must ensure that the procedures contained in this document are being applied, namely:

- appropriate risk assessments are completed;

- pool safety operation procedures (NOP & EAP) have been read by staff accompanying school swimming. (Schools using pools other than their own should request these from the pool operator be that a leisure or another school pool);
- Relevant qualifications and training of staff are maintained;
- That staff are confident and competent to carry out their role in School swimming;
- Conditions of hire and appropriate liability insurance is in place.

Every pool operator is responsible for the safety of those using their pool. All schools with their own pools should have a copy of the HSE document HSG 179 'Managing Health and Safety in Swimming Pools' 4th Edition, 2018.

Additional information about Safe Practice in School Swimming can be viewed here:

[Hertfordshire Grid for Learning: School Swimming](#)

[OEAP: Swimming Pools Guidance](#)

### **11.1 Accompanying School Staff**

School staff have a duty of care that applies for any activity in which children are involved and cannot transfer that duty of care to anyone else. This non-transferable duty of care applies to all activities within the school curriculum and to extra-curricular activities organised by the school during and outside school hours, whether on or off the school site. In relation to swimming this means that school staff should:

- have a clear role and understand the limits of their role;
- be confident on poolside;
- communicate effectively with other adults on safety issues;
- be suitably dressed for the role they are to play in the lesson;
- ensure pupils are appropriately supervised when changing;
- ensure pupils are always under control;
- take a head count before, during and after sessions;
- be aware of and enforce the NOP and EAP, all staff on poolside to be aware of emergency procedures and that pupils know what to do in the event of an evacuation;
- ensure they are aware of any additional or medical needs of pupils and that these are communicated to specialist swimming teachers.

For all school swimming at least 2 members of school appointed staff, who know the children, should accompany the class to the pool (this applies to both school pools and leisure provider pools). At least one of these should be the class teacher. Teachers should accompany their own class to swimming, whenever possible, because of their knowledge of their pupils.

There should always be someone on poolside who knows the specific medical or additional needs of the pupils.

Accompanying school staff need to work in partnership with specialist swimming teachers/ lifeguards and highlight any concerns during the school swimming session.

Higher Level Teaching Assistants who have the required specific competencies may replace a teacher who does not, so long as there is always another teacher present on poolside teaching with the group. The pool environment is more isolated than a classroom where they can more easily call upon qualified teacher support if required.

Where public (leisure provider) pools are used for school swimming, the school retains the duty of care and so it is essential school staff remain on poolside.

Staff should have the opportunity to express a lack of confidence or ability before being deployed in a poolside role. Staff should not be deployed in a poolside role however if they:

- Lack confidence in the role;
- Cannot swim;
- Are reticent about being on poolside.

## 11.2 Lifeguard Provision

The pool operator has a responsibility for the safety of all those using their pool. In both public (leisure provider) and school pools there must be someone present with appropriate lifeguarding/lifesaving, rescue and first aid skills.

*It is the responsibility of the pool operator to ensure that there are enough Lifeguards and that they are competent, effectively organised, and diligent in their duties. This should be addressed in the risk assessment and also includes assessing whether hirers of pools have made effective and safe arrangements for supervision. (HSG179, Health & Safety in Swimming Pools 2018).*

Most public swimming pools provide lifeguards, in the case of programmed and managed activities such as school swimming lessons, a pool lifeguard whilst it may not be necessary may remain part of the pool operator's hire agreement.

There must always be at least 2 people on poolside whilst there are swimmers in the water. One of these must always have the responsibility for lifeguarding/lifesaving, rescue, and resuscitation. They need to have a suitable lifeguarding qualification in accordance with the pool size, depth, NOP, and Risk Assessment.

## 11.3 Supervision of Changing Rooms

Care should be taken in changing rooms to ensure that the appropriate ratios and gender of staff are present to supervise children and that children are safeguarded from members of the public.

Supervision considerations:

- If children are using a mixed sex changing area with cubicles, then a member of staff of either gender may supervise;
- If using open-plan single-sex changing areas then only staff of the appropriate gender should enter the changing room, unless in an emergency;
- If children under the age of seven are swimming, a mixed gender group may use an open-plan single-sex changing room, if schools do not have the staff of the appropriate number or gender to supervise children in their own-sex changing room. In a public (leisure provider) pool this will need to be notified to, and approved by, the pool management.

Teachers will sometimes have to operate remote supervision when gender balance is not appropriate. This can only happen where the children are responsible enough and mature enough to take on significant personal responsibility whilst changing.

There should never be a situation where a member of staff is alone with a child. In order to protect themselves, two members of staff should operate together when controlling by voice through doorways or entering changing areas in an emergency.

## 11.4 Risk Assessment

Each pool and each session, the children and the staff participating will all have unique features that make particular demands upon safety. Each pool and each session must therefore be dealt with individually.

School staff will be expected to undertake a dynamic risk assessment, each time they attend the pool, of the situation at that time and to take action to control any identified risks.

These will consider:

- The age and ability of the children in each class;
- The activities they will be undertaking;
- The qualifications of the people leading and supporting the session;
- Any specific risks will be covered in Individual Education Plans (IEPs) or contained within the teacher's lesson plans.

## 12. Emergency Procedures

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality;
- is at serious risk;

- or has gone missing for a significant and unacceptable period.

HCFS follows guidance from the Outdoor Education Advisors Panel in the event of a critical incident: [Emergencies and Critical Incidents – An Overview](#)

HCFS maintains a mobile phone specifically for use during offsite visits which has all relevant contact details pre-programmed into them. It is each Visit Leader's responsibility to ensure the HCFS mobile phone:

- has the correct details programmed into them beforehand;
- is fully charged (taking a charger on the visit if necessary);
- has sufficient credit available for the duration of the visit.

All visit leaders will have access to an Emergency Pocket Guide which outlines steps to take and details a selection of emergency telephone numbers.

The Visit Leader must also ensure they have their Arbor log in details to enable them to log onto HCFS's MIS system to access medical and next of kin information for all pupils and staff in attendance on any visit.

To activate emergency support from the Hertfordshire team during a visit, the following telephone numbers should be used:

Monday – Friday 08.30-17.30, Saturday 09.00-16.00: 01438 737261

All other times: 0800 547547

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. Under no circumstances should these numbers be given to young people or to their parents or guardians.

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

### **13. Insurance**

Employer's Liability Insurance is a statutory requirement and Hertfordshire holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. Hertfordshire also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

Some level of Personal Accident Insurance is provided for all Hertfordshire employees in the course of their employment, providing predetermined benefits in the event of an accident. However, Visit / Activity Leaders are advised that they should consider taking out less limited personal accident cover privately or obtain cover through a professional association.

Hertfordshire Visit and Activity leaders should contact the local authority's Insurance Department to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer (01992 555480 or [insurance@hertfordshire.gov.uk](mailto:insurance@hertfordshire.gov.uk)). They should also ensure they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

HCFS follows guidance from the Outdoor Education Advisors Panel in relation to insurance: [Insurance](#)

### **14. Monitoring**

This policy will be reviewed every 2 years by the Principal. At every review, the policy will be shared with the Full Trust Board.

## Appendix One – Local Learning Area

### General

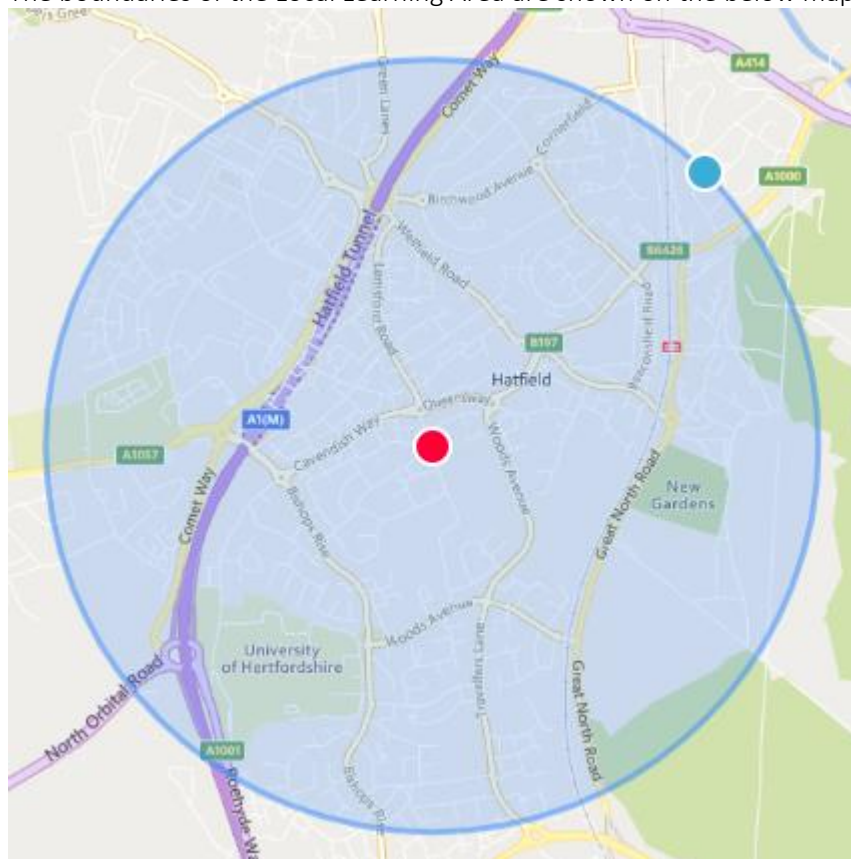
Visits and activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits and activities:

- do not require parental consent however do require parents to be informed in advance (at least 24hrs notice needs to be given);
- do not normally need additional risk assessments or notes (other than following the Operating Procedure below);
- must be recorded on a "Signing Out" sheet stored in the school office.

### Boundaries

The boundaries of the Local Learning Area are shown on the below map:



### Operating Procedure for visits and activities within the Local Learning Area

The following are potentially significant issues and hazards within our Local Learning Area:

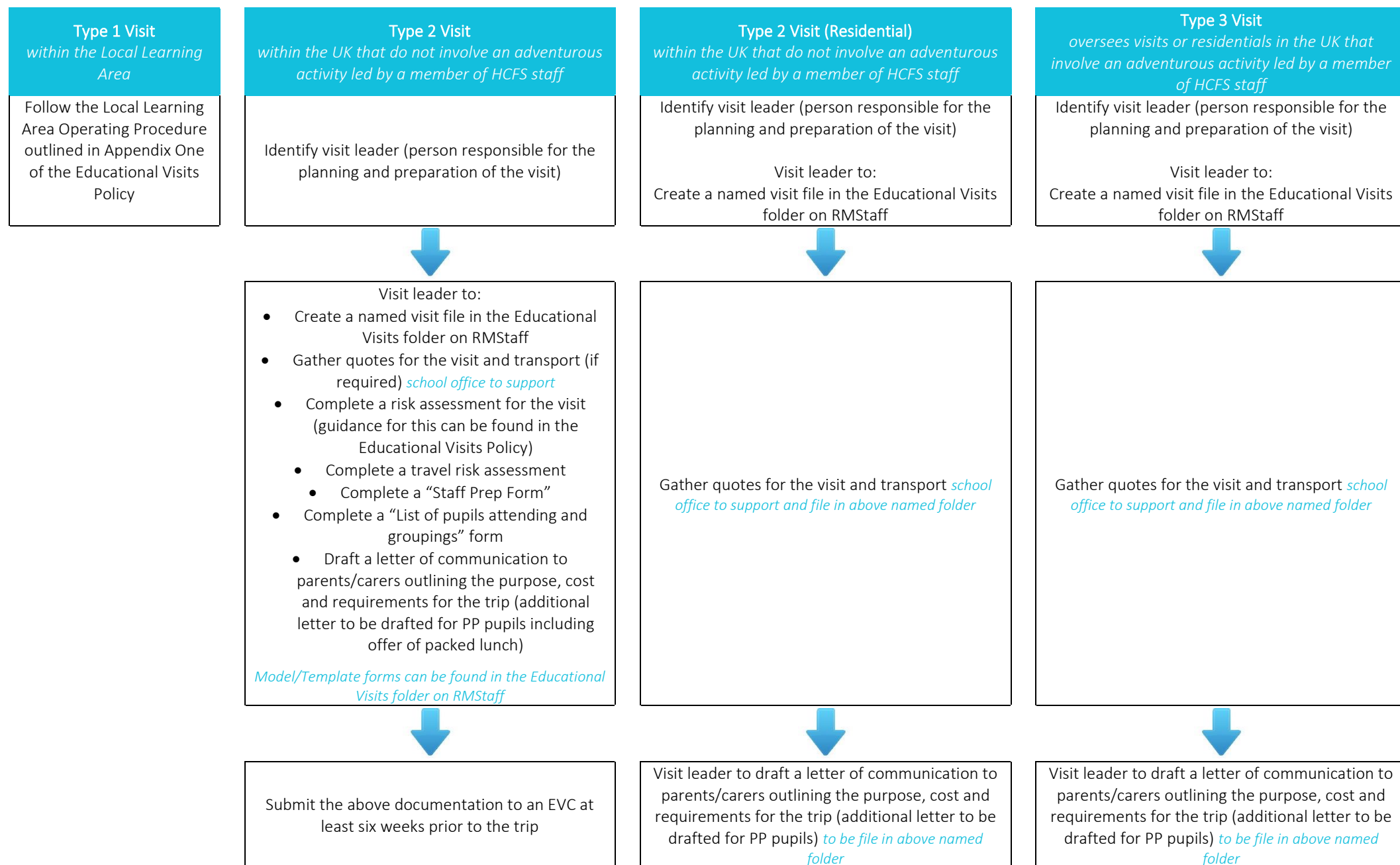
- Road traffic
- Other people
  - members of the public
  - animals
- Losing a pupil
- Uneven surfaces and slips, trips and falls
- Weather conditions
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish etc)

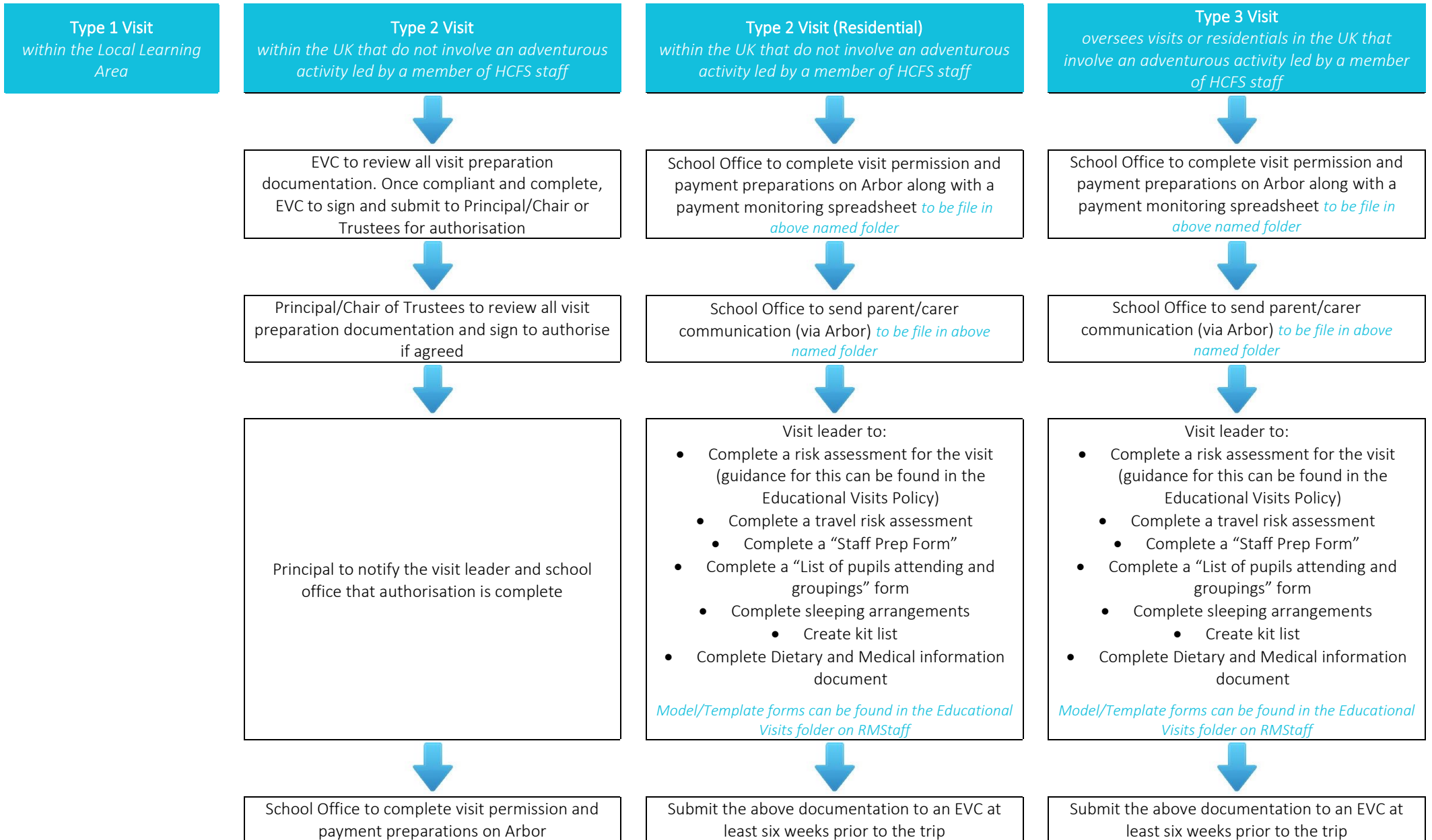
These are managed by a combination of the following:

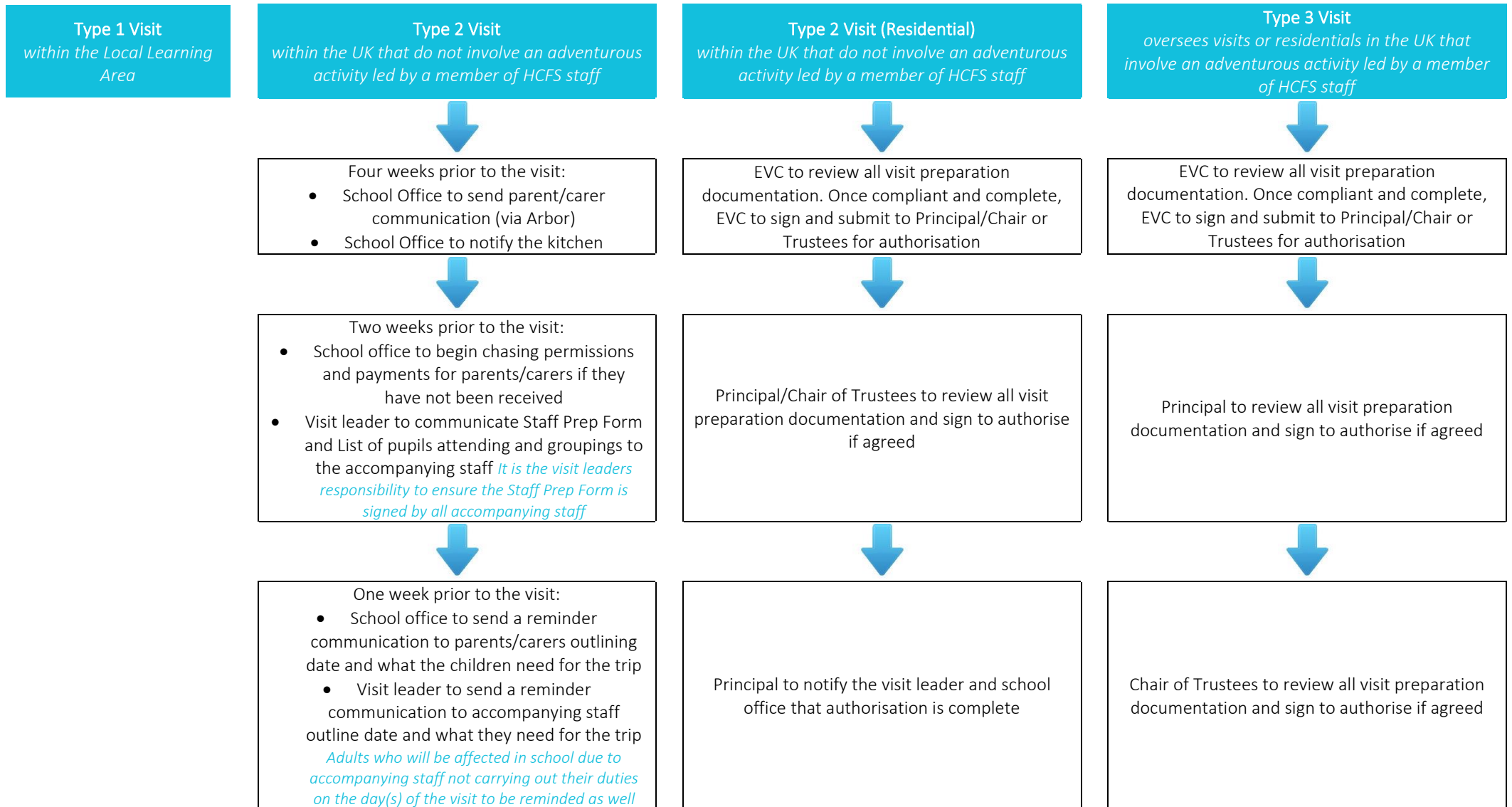
- The Principal or EVC must give verbal approval before a group leaves
- Only staff judged competent to supervise groups in this environment are approved
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school

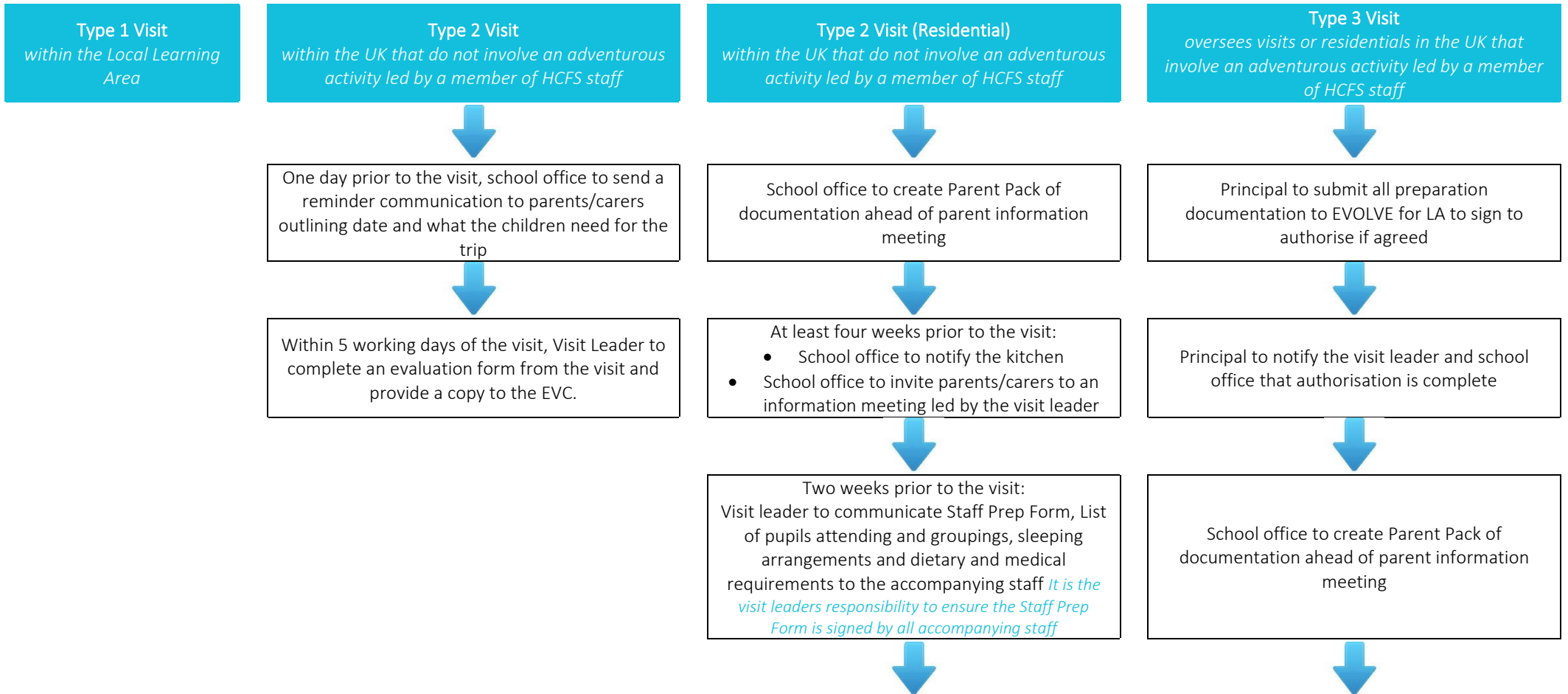
- There will normally be a minimum of two adults. Decisions will be based on the areas and the age/maturity of the pupils – the key determinant will always be ‘what would the pupils do if the only adult collapsed?’
- Staff are familiar with the area, including any ‘no-go’ areas, and have practiced appropriate group management techniques
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group (the visit leader will decide if this is return to school, wait where they are or go to xx and ask for help)
- Pupils’ clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will sign the group out of school on the “Signing Out” sheet stored in the school office
- The HCFS mobile is taken with the group. The school phone number is programmed in and the school office have a copy of the HCFS mobile number to facilitate making contact if required
- Appropriate personal protective equipment is taken when needed (e.g. gloves)

## Appendix Two – Visit Planning and Preparation Flowcharts









**Type 1 Visit**  
*within the Local Learning Area*

**Type 2 Visit**  
*within the UK that do not involve an adventurous activity led by a member of HCFS staff*

**Type 2 Visit (Residential)**  
*within the UK that do not involve an adventurous activity led by a member of HCFS staff*

**Type 3 Visit**  
*oversees visits or residentials in the UK that involve an adventurous activity led by a member of HCFS staff*

One week prior to the visit:

- School office to send a reminder communication to parents/carers outlining date and what the children need for the trip
- Visit leader to send a reminder communication to accompanying staff outline date and what they need for the trip

*Adults who will be affected in school due to accompanying staff not carrying out their duties on the day(s) of the visit to be reminded as well*

At least four weeks prior to the visit:

- School office to notify the kitchen
- School office to invite parents/carers to an information meeting led by the visit leader

One day prior to the visit, school office to send a reminder communication to parents/carers outlining date and what the children need for the trip

Two weeks prior to the visit:  
Visit leader to communicate Staff Prep Form, List of pupils attending and groupings, sleeping arrangements and dietary and medical requirements to the accompanying staff *It is the visit leaders responsibility to ensure the Staff Prep Form is signed by all accompanying staff*

Within 5 working days of the visit, Visit Leader to complete an evaluation form from the visit and provide a copy to the EVC.

One week prior to the visit:

- School office to send a reminder communication to parents/carers outlining date and what the children need for the trip
- Visit leader to send a reminder communication to accompanying staff outline date and what they need for the trip

*Adults who will be affect in school due to accompanying staff not carrying out their duties on the day(s) of the visit to be reminded as well*

**Type 1 Visit**  
*within the Local Learning Area*

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*within the UK that do not involve an adventurous activity led by a member of HCFS staff*

**Type 3 Visit**  
*oversees visits or residentials in the UK that involve an adventurous activity led by a member of HCFS staff*



One day prior to the visit, school office to send a reminder communication to parents/carers outlining date and what the children need for the trip



Within 5 working days of the visit, Visit Leader to complete an evaluation form from the visit and provide a copy to the EVC.