



Southville Primary School

Educational Visits Policy

Policy written by:	Andy Bowman (EVC) using template from The Key	
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Signed: (Headteacher)		Date: 16.6.26
Signed: (Chair of Governors)		Date: 16.6.26

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1. Aims and scope

Offsite learning is an essential part of the school curriculum at Southville Primary School. Successful visits provide memorable learning experiences and enhance the children's education in ways that are not possible in the classroom. The headteacher and governors recognise the value and importance of learning outside the classroom and are committed to providing school visits as a positive tool to develop children's independent, investigative learning, to build their experience of the local and wider world and form an integral part of our approach to furthering our pupils' education and personal growth.

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- › Visits to places of interest in the local area
- › Day visits to places such as museums and other cultural and educational institutions
- › Sporting activities
- › Adventurous and recreational activities
- › Residential trips organised by the school
- › Trips abroad organised by the school

2. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- › [Equality Act 2010](#)
- › [SEND Code of Practice](#)
- › [Keeping Children Safe in Education 2025](#)

Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- › Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- › Making sure staff, including the educational visits co-ordinator, have received any necessary training
- › Working with the governing board to approve residential trips of more than 24 hours

3.2 The educational visits co-ordinator (EVC)

Andy Bowman is the appointed EVC at our school. Their role is to:

1. Oversee and guide other staff to arrange and organise educational visits
2. Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
3. Assess outside activity providers
4. Advise the headteacher and governing board when they're approving trips
5. Access any necessary training, advice and guidance

6. Oversee and quality control risk assessments for all trips
7. Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.3 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

1. Seek and obtain approval for all educational visits from the headteacher
2. Carry out all necessary risk assessments in conjunction with the Educational Visits Co-ordinator
3. Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
4. Assign staff and volunteer roles, as needed
5. Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
6. Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
7. Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
8. Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles, responsibilities and expected behaviour
9. Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others

3.4 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

1. Follow all risk assessments and work with the trip lead
2. Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
3. Dynamically risk assess by looking out for the health and safety of themselves and those around them
4. Help manage pupil behaviour and conduct as required whilst on the visit
5. Share any concerns or worries with the trip lead and others, as appropriate

3.5 Parents and carers

By agreeing that pupils can take part in educational visits, parents/ carers agree that they will:

1. Provide all information required, such as emergency contact details and health/medicine information if applicable
2. Sign and return consent forms and any other documentation required in a timely manner

3. Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.6 Volunteers

Volunteers attending school trips, including parent/carers volunteers, agree to:

1. Follow the directions of staff and act accordingly
2. Behave appropriately and model good behaviour for pupils
3. Report any concerns to the trip lead or other staff present as soon as possible
4. Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

3.7 Pupils

Our school Relationships and Behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

1. Follow instructions given to them while on the trip
2. Dress and behave as expected for the length of the trip
3. Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's Relationships and Behaviour policy at all times.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by the Headteacher and School Business Manager based on factors including:

1. Cost (including any potential cost to parents/carers)
2. Timing in the school year and any potential clashes
3. Educational purpose and value
4. Disruption to the normal running of the school
5. Health and safety considerations
6. Staff-to-pupil ratio
7. Inclusion and accessibility
8. Any other factors deemed appropriate and relevant

As part of the planning stage, information will be gathered by staff proposing the visit, including:

1. Location and travel distance
2. Travel plans or options
3. Full cost breakdown, including multiple options where available
4. Resources, including staffing, volunteers, and physical supplies
5. Accommodation options, where needed
6. Insurance needed, where relevant

7. Risk assessment plans and first aid provision
8. What safety measures can be put in place in order to reduce any risks

See **appendix 1** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek the approval of the governing board.

Once the risk assessment has been approved by the headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

Special educational needs (SEND)

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip in order to protect their safety and the safety of the other pupils attending.

We will consider all reasonable adjustments to enable the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis. This process will be carried out through the individual risk assessment process.

5. Risk assessment

Because the vast majority of our educational visits are embedded in our curriculum structure, most risk assessments are stored centrally and moderated by the Educational Visits Co-ordinator to ensure rigour and accuracy. All centralised risk assessments are reviewed and adjusted before every use to ensure they reflect an accurate and current assessment of present risks. In the case of visits to new venues or new experiences, we will carry out a full risk assessment at least 2 weeks before the start of all trips.

This will be completed by a staff member with suitable skills, status and competence, and using the school's risk assessment template in collaboration with the Educational Visits Co-ordinator (appendix 2), and approved by the headteacher. Existing risk assessments or those provided by the destination itself might also be used to support this process.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third-party vendors.

Every risk assessment will be approved by the headteacher. A full printed copy will be taken by the trip leader and accompanying staff, whilst any adult volunteer on the trip will be given a printed copy of the 'blue' section, which does not include pupil details.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

1. At least 1 supervising adult able to administer first aid is present on all trips
2. At least 1 qualified paediatric first aider (with a current certificate) is present on all EYFS trips
3. Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
4. All supervising adults will be made aware of any medical issues or allergies at the start of the trip (detailed in full risk assessment)
5. Adults without a DBS check will not be left alone with pupils at any time
6. The trip lead will take regular headcounts and/or rollcalls
7. Wherever possible, at least 1 male and 1 female supervising adult is present (for mixed pupil groups). If this is not possible, the Educational Visits Co-ordinator should be consulted with to ensure this does not compromise equality or require further risk assessment in relation to toileting.

5.2 Transport

Transportation for trips will be organised by the school, in line with our booking procedure. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, while taking into consideration:

1. The needs of the pupils going on the trip
2. The setting and circumstances of the trip
3. Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities and expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip. For Forest School Volunteers, this includes a written guide.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with pupils without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of any pupil.

7. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Communication will be via email and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

1. Times and details of travel, including drop-off and pick-up times and location
2. Pupil-to-staff ratios and staff qualifications, where relevant
3. Clothing and equipment required, and whether this is provided by the school
4. Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide consent for educational visits via Arbor, our online MIS.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

We will always get written consent before taking nursery-age children off-site.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

1. Serious and unexpected risk
2. Serious and life-threatening injury
3. Individuals going missing
4. A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations. If required, the school Critical Incident Response Plan may be activated.

1 member of staff will always accompany a pupil seeking medical treatment.

In the case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded, from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow our school's charging and remissions policy at all times, available on our website.

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours **if** it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The headteacher, together with the governing board, will approve all residential trips longer than 24 hours. The Local Authority will be informed of the intention to run the trip using the Educational Visits Notification Form. This will be four weeks prior to departure for trips in the UK and six weeks for all other trips.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

1. Staff have received any necessary training
2. All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
3. All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents/carers will include:

1. The dates and time of departure and return to school
2. The full address and contact details of the destination
3. Planned activities and options
4. Meal provision
5. Costs and optional charges, including deposits and the date by which these must be received, in line with our charging and remissions policy (this will include information about exemptions)
6. Clothing and equipment provided, and what pupils must bring themselves
7. Public health requirements, including any required vaccinations
8. Accommodation options and arrangements
9. The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality Badge or similar local accreditation. We will follow the [Foreign, Commonwealth and Development Office's overseas travel guidance](#) and the government's [foreign travel advice](#) when organising these visits.

11. Review

This policy will be reviewed every three years by the Educational Visits Co-ordinator and Headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

1. Health and safety policy
2. Charging and remissions policy
3. Relationships and Behaviour policy
4. Child protection policy
5. First aid policy
6. Supporting pupils with medical conditions policy
7. Special educational needs (SEN) policy
8. Equality information and objectives
9. Accessibility plan
10. Early Years Foundation Stage (EYFS) policy

Appendix 1: proposed visit planning information

Trips and Visitors Booking

1. Booking Request [to be completed by the Lead Teacher]

Destination:		Would you like any specific workshops?	
Which week(s) would work best?		Are there any days of the week to avoid (eg because of PPA):	
How many children will be going?	How many staff?	First Aider (if known)?	How many extra (parent) helpers will you need?
Arrival Time (please be specific)	Departure Time (please be specific)	Will you need an area for lunch?	
Is a coach needed? Yes ☐ No ☐		Has an approved risk assessment been completed*? Yes ☐ No ☐	
(*if 'no' speak to Educational Visits Coordinator)			
Are any taxis needed (eg for high needs chn)?		How many taxis are needed?	
Yes ☐ No ☐			
Will packed lunches be needed for FSM children?		Yes	No
Completed by (Lead Teacher)		Date of Completion	

When complete, email or print and hand to Admin Manager.

2. Booking Confirmation [to be completed by the Admin Manager]

Venue	Venue Booked	Workshops Booked (if applicable)	
	Confirmed date(s) of Visit:	Arrival Time	Departure Time
Transport	Coach Booked (if applicable)	Coach Company (include contact number)	
	Taxi(s) Booked (if applicable)	Taxi Contact Number	
Lunches	Kitchen Informed (if applicable)		
Trip Cost	Venue Cost £	Transport Cost £	Venue Cancellation Deadline
Completed by (Admin Leader)	Date of Completion		

3. Cost Confirmation [to be completed by the School Business Manager]

Final Cost	Venue Cost	£	Transport Cost	£
	Total Income Required	£	Cost per child	£
Completed by (SBM)			Approved by (Headteacher)	

4. **Set-Up** [to be completed by the Admin Manager and Finance Manager]

Dates	On School Calendar		On Parents' Calendar	
Arbor	Visit Created		Payment Schedule Added	
	Deadline for Payment set		Parent visibility checked	
Comms	Confirm details with Lead Teacher		Send Initial Letter to parents	
Tracking	Add Total Income Required to tracking bar		Add Venue Cancellation Deadline to tracking bar	
Payment	Deadline for venue final payment	Date:	Final Payment Completed	

5. **Tracking Bar** [to be completed by the Admin Manager and Finance Manager]

Date:	Date:	Date:	Date:	Venue Cancellation Deadline Date:	Total Income Required £
Income: £	Income: £	Income: £	Income: £	Total Income Received: £	
Reminder sent? Y N	Reminder sent? Y N	Reminder sent? Y N	Reminder sent? Y N	Propose Cancellation: Y N	

6. **Viability** [to be completed by the School Business Manager and Headteacher]

Proceed		Cancel		Other (see notes)	
Notes:					

Evaluation and Review [to be completed by Admin Manager post-visit]

Appendix 2: risk assessment template

Southville Primary School Educational Visit Risk Assessment <INSERT LOCATION NAME HERE>						
Visit 1: 00/00/00 Year 1		Visit 2: 00/00/00 Year 1		Visit 3: 00/00/00 Year 1		Visit 4: 00/00/00 Year 1
Distance from School: ** miles		Approx Travel Time:		Facilities Available:		
Address:				Staff Toilets		
				Children's Toilets		
				Accessible Toilets		
				Wheelchair Access		
				Shelter		
				Lunch Area		
STAFFING (update for each visit):				MEDICAL (update for each visit):		
Number of Children:	Number of Staff:	Number of Volunteers:	Child's initials	Allergy/ Condition	Medication Required	
Ratio of adults to children:						
Additional Adults working 1:1*:						
*If any children require an individual risk assessment, add this in the 'Group' section below.						
Notes and Evaluation (add to existing notes):						
GROUP (Individual RA)	Identified Potential Hazards		Mitigating Risk <i>What measures are in place to reduce the level of risk?</i>	Risk Assessment		
	Who may be <i>affected or exposed</i> to hazards?	What is the identified hazard?		Likelihood of Harm	Degree of injury	Risk Rating

TRAVEL	Identified Potential Hazards		Mitigating Risk <i>What measures are in place to reduce the level of risk?</i>	Risk Assessment		
				Likelihood of Harm	Degree of injury	Risk Rating
ENVIRON	Identified Potential Hazards		Mitigating Risk <i>What measures are in place to reduce the level of risk?</i>	Risk Assessment		
				Likelihood of Harm	Degree of injury	Risk Rating
ACTIVITY	Identified Potential Hazards		Mitigating Risk <i>What measures are in place to reduce the level of risk?</i>	Risk Assessment		
				Likelihood of Harm	Degree of injury	Risk Rating

RISK RATING MATRIX

(Notes to aid completion of the risk assessment format)

Table 1			
Potential Severity of Harm	Meaning	Likelihood of Harm	Meaning
Fatal/Major Injury	Death, major injuries or ill health causing long-term disability/absence from work.	High (Frequent)	Occurs repeatedly / event only to be expected
Serious Injury	Injuries or ill health causing short-term disability/absence from work (over three days absence)	Medium (Possible)	Moderate chance/could occur sometimes
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work	Low (Improbable)	Not likely to occur.

Table 2			
Risk Rating - Degree of Injury by Likelihood/Probability			
	High (Frequent)	Medium (Possible)	Low (Improbable)
Fatal/Major Injury	Very High Risk	High Risk	Medium Risk
Serious Injury	High Risk	Medium Risk	Low Risk
Minor Injury	Medium Risk	Low Risk	No Significant Risk

Table 3	
Action Required: Key To Ranking	
High or Very High Risk	STOP ACTIVITY! Action MUST be taken as soon as possible to reduce the risks before activity is allowed to continue.
Medium Risk	Implement all additional precautions that are not unreasonably costly or troublesome.
Low Risk	Implement any additional precautions that are not unreasonably costly or troublesome.
No Significant Risk	No further action required. The risk is no more than is to be encountered in normal every day life & is, therefore, regarded as being acceptable.

Appendix 3: information for volunteers at Forest School



Information for volunteers at Forest School sessions

Thank you for volunteering to join us for our Forest School session this week, your support is greatly appreciated!

The key principles of our Forest School sessions are:

1. Inspire children about nature and the woodland environment
2. Develop a healthier lifestyle and body.
3. Develop confidence and self-esteem.
4. Develop resilience and risk-taking in a safe environment
5. Create independent, curious learners
6. Develop team-working and communication skills

The children will participate in a variety of child-initiated activities during the sessions. The children can choose from activities that have been introduced by a Forest School Leader or they may choose to climb a tree, dig a hole or role play – the choice is theirs!

The Forest School rules are:

1. Stay in the boundary (red/yellow ribbons/stop signs tied onto trees)
2. No pick, no lick
3. Be careful with sticks
4. Take care of the woodland and wildlife
5. Return to the log circle when you hear the signal (1,2,3, Return to me)
6. Leave no trace

These rules are introduced and recapped every session.

How you can help

The role of the adult during Forest School sessions is to support, encourage and extend the children's play and exploration. Ask the children questions to draw out their knowledge and opinions.

A key role is also to ensure the safety of the children while also allowing them to persevere and take risks e.g. observing a child climbing a tree. You may also be asked to lead an activity or carry equipment to and from the site.

Toileting – if a child tells you they need the toilet, please inform or direct the child to a member of staff who will assist. Please do not take any children to the toilet yourself. There are no toilets at the Forest School site for use by adults or children.

Food – in some of our sessions, the children may eat lunch in the forest. Please speak to a member of staff if a child asks for more food or seems to be missing part of their lunch. The Forest School Leader will have information about allergies and will be able to provide the correct food to each child.

High-visibility jackets – all children should wear a high-vis jacket throughout the session. If you see a child without one, please let a member of staff know.

Photos - please kindly refrain from taking any photographs of the children on your personal devices. Thank you.

First Aid - when we take children off site there will be at least one first aid trained member of staff that goes with them. Please do not administer any first aid yourself. Please keep calm and send another person to get the first aid trained member of staff.

Safeguarding Children - if you have any concerns regarding the safeguarding of children please do speak with the Forest School Leader. They will promptly communicate your concerns to the relevant people.

Thank you for taking the time to read our information sheet. We hope you enjoy your time with us.

EQIA Process Summary

Policy:		Educational Visits					
EQIA completed by:		<i>Andy Bowman and FGB</i>					
Following EQIA, have any potential impacts been identified?							
Yes		✓		No			
Which protected characteristic could be affected?							
Age		Sexual orientation		Gender reassignment		Married/ civil partnership	
Disability	✓	Race (colour, nationality, ethnic or national origin)				Pregnancy/ maternity	
Sex		Experience of care system				Religion or belief	
What evidence has been used to inform the assessment?							
Data	✓	Statistics		Consultation		Survey	
Knowledge of community		✓		Other	✓	[Detail]	
What amendments have been made?							
- Addition of the Accessibility Plan into the 'Links with other Policies' section - Specific action related to the implications of single sex staffing inserted into 5.1							
What further actions/ mitigations are required?							
Monitoring							
Date		No additions required		✓	Additions outlined above		
Date		No additions required		✓	Additions outlined above		
Date		No additions required		✓	Additions outlined above		