



Outdoor Learning and Offsite Educational Visits

Adopted On:

March 2021

Review Date:

March 2024

Review Frequency:

Every 3 Years

Approved By:

Headteacher

Moss Lane School provides many opportunities for its children to enrich and enhance their on-site learning through use of Outdoor Learning and Off-site Educational Visits. This encompasses environmental studies, sports, physical and cultural activities, and adventurous activities. Such visits can add to the broadening of horizons, the increase of self-esteem, the experience of new cultures, independence, motivation, inclusion and a chance to share, as well as bringing the curriculum alive and being fun. All visits will be well planned, organised and worthwhile, with clear links to the National Curriculum, and will either be a stimulus, or consolidate work already covered. At all times the safety and welfare of the children will be paramount, and any arrangements made should take this into account. The headteacher bears ultimate responsibility for any visit, so all staff will liaise with the headteacher concerning the arrangements, and follow the guidelines of this policy.

The value of outdoor learning and off-site educational visits is well recognised by the Governing body and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well managed, information communicated and responsibilities recognised. This document outlines the specific policies and procedures for Moss Lane School. It supplements and follows the advice and guidance contained within the following significant publications:

- Health and Safety of Pupils on Educational Visits: (HASPEV) a Good Practice Guide 1988 (reprinted in 2001).
- Health and Safety: Responsibilities and Powers (DfES/0803/2001).
- Standards for LEAs in Overseeing Educational Visits. Part 1 of a 3 - Part Supplement to Health and Safety of Pupils on Educational Visits. (DfES/0564/2002)
- Standards for Adventure. Part 2 of a 3 - Part Supplement to Health and Safety of Pupils on Educational Visits. (DfES/0565/2002)
- A Handbook for Group Leaders. Part 3 of a 3 - Part Supplement to Health and Safety of Pupils on Educational Visits. (DfES/0566/2002)
- SCC Guidelines for Educational Visits and Outdoor Education Activities

The supplementary guidance published by the DfES

Part 1 – Standards for LEA's in overseeing educational visits

Part 2 – Standards for Adventure

Part 3 – a handbook for Group Leaders

This school is committed to safeguarding and promoting the welfare of children. We expect all staff and volunteers to share this commitment. Any concerns regarding safeguarding should be passed to the teacher in charge who will in turn pass these on to the Designated Safeguarding Lead (DSL), who is also the Headteacher.

Aims and Objectives

Outdoor learning /Trips/Visits are an important part of life at Moss Lane. They provide experiences that will help children to acquire new skills and attitudes, and a better understanding of the wider world.

Benefits of Outdoor Learning Outdoor learning

- Helps to ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- Enables children to be confident individuals and impacts positively upon young children's attitudes beliefs and self-perceptions.
- Contributes towards creating independent learners with high self-esteem and self-sufficiency.
- Can have a positive impact upon children's behaviour.
- Contributes towards the promotion and children's understanding of the importance of developing a healthy lifestyle. It can have a profoundly positive impact on children's mental health and well-being.
- Impacts positively upon children's personal and social development. It can also bring about community cohesion and allow children to develop as responsible citizens who make a positive contribution to their wider community. It can create pride in the school and wider community and promote community involvement, renewing children's pride and creating a sense of belonging and responsibility.
- Raises learner's attainment, promotes and strengthens communication skills and teamwork skills.
- Maximise every child's potential through a variety of learning experiences including first-hand experience.
- Supports and extends the curriculum.
- Foster an awareness and sensitivity about the environment.
- Develop skills of observation, research and recording.
- Show that life outdoors can be a source of continuous enjoyment.

Planning and Preparation

Every aspect of planning a visit is included in the Department for Children, Schools and Families' good practice guide for Health and Safety of Pupils on Educational Visits. It is important that each member of full time teaching staff has a copy of this book and follows its recommendations. It is also important that the trip leaders have read the "Guidelines for Visits and Outdoor Educational Activities" published by Surrey County Council. Each visit, (day or residential), needs rigorous planning, including a preliminary visit (see p12 of the DCSF book).

To summarise:

- Any visit, even a local walk, needs the approval of the headteacher.
- Any residential visit needs approval from the governing body and Local Education Authority. The headteacher will arrange for this to be completed.
- All visit planning will involve consideration of any risks and a formal assessment should be made with the aim of reducing these. Each leader will carry out a preliminary visit and prepare a risk assessment – Appendix 1 - and provide the headteacher and all accompanying staff with a copy.

- Frequent visits to the swimming pool or playing fields etc. also need a risk assessment. A generic one would cover a series of visits and a separate assessment is not required for each visit.
- There will be a leaders' meeting for staff and volunteer helpers, and a copy of the "Guidelines for Volunteers on Trips" – See Appendix 4 – will be given to each volunteer to read and sign.

What do we mean by Outdoor Learning?

Outdoor Learning is a broad term that includes: outdoor play, school grounds projects, environmental education, recreational and adventure activities, and personal and social development. Outdoor Learning does not have a clearly defined boundary but it does have a common core. Outdoor learning can provide a dramatic contrast to the indoor classroom. There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It leads to a deeper understanding of concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone. Direct experience outdoors is powerful, motivating and has impact and credibility. The results from outdoor learning can be instantaneous as well as active and therefore impact on behaviour as well as tapping into the learning styles of the more kinaesthetic learner. Through skilled teaching, outdoor experiences readily become a stimulating source of fascination, personal growth and can lead to breakthroughs in learning. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits. Outdoor Learning can help to bring learning alive. For that reason, the outdoors can have an impact on areas of the curriculum as diverse as imaginative writing and personal and social development. Outdoor learning also provides experiential opportunities allowing pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change.

Opportunities for Outdoor Learning

EYFS Provision

There are no boundaries to outdoor learning within the EYFS. Outdoor learning is integral part of their day – the range of activities can be endless. Children have free access throughout the sessions, with range of free flow and planned activities. When required, the children wear wellies and appropriate protective clothing. Children can choose from a wide range of resources and activities, including a mud kitchen, playground sand pit, secret garden, allotment and woodland school.

KS1 Provision

In KS1, staff take every opportunity when planning learning to use the outside environment to bring learning to life and enhance the curriculum offer. Some examples of the children's many outdoor learning endeavours include: performing plays and stories, allotment and woodland school.

Health and Safety

It is essential that the health and safety of all children is of paramount importance during all visit/outdoor learning. When in *loco parentis* all teachers

must take the same care that a reasonably prudent and careful parent would take in the same circumstances.

We will support children in taking risks within a safe and secure environment. Pupils will be taught to manage risks. Staff members will ensure that the outdoor environment offers challenges and teaches the children how to be safe and aware of others. Outdoor learning opportunities will be grasped when available and teachers will assess risk. In the first instance, teachers will refer to and apply the school's policies relating to health and safety, and conduct a risk assessment prior to any outdoor learning activity that may require additional support beyond the reasonable activities one would normally apply within the classroom. It is also important that the school applies robust safety measures to effectively manage and minimise risks. It is equally important, however, that all involved, including parents acknowledge that a degree of residual risk remains. We therefore discuss with parents their views regarding outdoor learning – and the degrees of risk that apply to the varying activities. Our children are taught to manage risks in regard to outdoor learning. All pupils are regularly reminded about the importance of staying safe.

Any staff taking part must have the confidence of the headteacher and governing body. The lead member of staff will appoint a deputy. All staff and parent volunteers will need an up to date Disclosure and Barring Service check (DBS), and be as well informed about the proposed visit as possible.

We aim to follow Surrey County Council and the DCSF guidelines for levels of supervision. This will also be dependent on the risk assessment undertaken in the planning process.

Pre-school children

Children under the age of five participating in a visit or journey require very close supervision. There should be at least 1 adult for every 2 children, so that every child can have their hand held. Where there are no significant dangers a ratio of 1:4 **might** be acceptable.

Years R to 3

There should be 1 adult for every 6 young people, with a minimum of 2 adults. A female member of staff must always be present.

There should be enough adults to cope effectively with an emergency, i.e. there is still adequate supervision if one adult is dealing with a sick/injured child. Parent helpers should not lead a group which includes their own child.

Supervision levels should be set according to the risk involved but also following the stated ratios. A mobile phone will be taken on all visits. Any delay in return times should be communicated to the headteacher and/or school office, and parents will be informed by a notice or via the emergency/contact tree in the case of residential visits. Each leader should be aware of the procedures regarding emergencies, as detailed in Surrey County Council's guidelines. An emergency procedures card is to be made available for each member of staff.

First Aid

All staff involved in visits should be aware of any medical issues regarding the children.

The leader in charge will have overall responsibility for prescribed medicines for the children in their group.

Medicines relating to particular children and information regarding their administration should be given to the designated member of staff. A medicine record sheet must be completed every time medication is given to a child, noting details such as the time, dosage etc. – See Appendix 6. First aid kit will always be taken on trips. The school office will ensure these are complete.

Any accident must be recorded in the School Accident Book on return to school, and any other health issues reported to the parents. Parents will be contacted by phone in the case of serious accident or illness.

Liaison with Parents

It is imperative that parents are given full and complete written details regarding the organisation of any visit off the school site. But for local school outings, not involving transport e.g. to church or town, and within 0.25 miles of the school, the parents sign a local visits form in the admissions booklet. This booklet is then kept on file. For other visits, the letter will be pertinent to that visit. Copies of such letters should be given to the Headteacher / the school office. Teachers should complete a School Trip Information sheet – see Appendix 3.

A Parental Consent Form should be completed for each child – See Appendix 10

Financial and Charging Arrangements

The school administrative assistant (Mrs Ballard) keeps official and separate accounts for all costs and payments. Payments can be staggered but paid in advance. All monies are paid into Moss Lane Fund Account.

Parents are invited to contribute to the cost of school visits and visits which enhance the curriculum and educational experience of the children. All contributions are voluntary, but if we do not receive sufficient contributions, we may have to cancel the trip (see School Charging and Remissions Policy).

If a parent wishes their child to take part in a school trip, but is unwilling or unable to make a voluntary contribution, the child is still allowed to participate fully in the trip as long as parental consent is given.

The governors will make every effort to provide financial support for a child's participation in a visit, where parents are undergoing financial difficulty. Parents can discuss any difficulties in confidence with the headteacher. Although board and lodging will normally be requested, the governors will observe the statutory requirements to remit any charges for board and lodging in the case of pupils whose parents are in receipt of income support or family credit, where the activity is deemed to take place in school hours.

Transport

The school office will arrange for an appropriate coach company for visits. All children will wear seatbelts and staff must ensure these are secure at the start of each journey and during the journey at reasonable intervals. Children should be made aware of basic safety rules for travel. Children should not sit in the front seat of the coach or mini-bus. Adults should be seated throughout the coach. The use of cars for shorter visits and sporting activities can be considered if the driver's insurance covers such activities. A note referring to this point should be included on each letter where transport is needed – See Appendix 11.

Insurance

The county council arranges insurance for off site activities. A copy of this is available in the school office.

Equal Opportunities

Moving beyond the classroom has been found to have a range of advantages for children of all abilities and backgrounds. A particular benefit for those children and young people with learning difficulties or SEND can be the new, and sometimes therapeutic, visual and sensory stimulation they experience when learning in an outdoor environment. This can be liberating for those who struggle in a structured school atmosphere and is often demonstrated through improvements in children's social skills and behaviour. Risk assessments are undertaken if appropriate to ensure children with SEND can access outdoor learning opportunities alongside their peers. Outdoor learning/visits offers opportunities to deepen and enrich subject learning, for example through conducting research and developing enquiry and thinking skills, and a personal understanding of their place in the natural world. The above issues allow opportunities to access discussion on a moral code, ethics, humanity, sustainability, science in its widest sense, problems pertaining to globalisation and philosophical enquiry, for example. Outdoor Learning/visits acts as a bridge to higher order learning and opportunities to challenge misconceptions and ways of thinking.

Disability Discrimination, Equality and fairness

The school has guidance in-line with the Disability Discrimination Act 2005 and takes measures to include the views of parents and children who have a disability. These will be used to make any necessary changes to our school policies, promoting positive behaviour/discipline procedures and other aspects of the life and work of our school. At Moss Lane School we work hard to:

- Eliminate unlawful discrimination
- Promote equal opportunities
- Eliminate disability related harassment
- Promote positive attitudes towards all, regardless of special needs or disability
- Encourage participation by all

Pupils with Special Educational and Medical Needs

Wherever it is feasible, pupils with special needs should be included, whilst maintaining the safety of everyone in the group. Any problems/limitations should

be considered at the planning stage and when carrying out the risk assessment. Special attention should be made to supervision ratios.

Each leader, for information, should hold summary sheets containing details of the child/children's special needs. The group leader should discuss the visit with parents of those children with special needs to ensure sufficient support is in place.

Leadership and Development

The Educational Visits Co-ordinator (EVC) has the responsibility for:

- Updating, communicating and discussing school policy in relation to trips/visits
- Providing support for staff planning and organising trips
- Advising and liaising on current DCSF guidelines, especially Health and Safety issues
- Monitoring the work carried out during and as a result of the visits
- Overseeing the balance of visits within a year group, and in a child's time at Moss Lane.

The guidance provided in this document, and Surrey County Council and DCSF guidelines, ensures that due care is taken over the health and safety of all young people, teachers, youth workers and other adults taking part.

Roles and Responsibilities

The Governing Body

Satisfies itself that the appropriate procedures, risk assessments, and control measures are in place and that the documented guidance notes are being followed.

The Headteacher

Is delegated by the Governing Body to approve all off-site educational visits of a perceived low risk, local, daily or regular nature, with a designated governor countersigning such approvals.

The Educational Visits Co-ordinator (EVC)

Ensures that all off-site activities follow the correct procedures. The person with these responsibilities, at present the Head Teacher, will approve the group leader for every visit and monitor the written risk assessments to ensure good practice. In addition, the following responsibilities and duties are undertaken:

Support the group leader in identifying the purpose for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers.

Ensure that Criminal Records Bureau disclosures are in place where necessary
Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event

Keep records and make reports of accidents and "near accidents"

Review and regularly monitor procedures

Liaise with the LEA Outdoor Education Adviser to ensure the proposed visit complies with the LEA regulations.

The Group Leader

Is responsible for identifying the purpose of the visit and following the checklist published in the LEA guidance. A risk assessment is necessary for all off-site visits. Significant risks and their control measures will need to be recorded and filed with the EVC.

This will take account of:

Generic risks as published in this document and the LEA Regulations and Notes of Guidance for Off-site Activities.

Event Specific Risks as identified from a pre-visit or thorough knowledge or experience of the environment, accommodation, the leader's competence, the group and other factors such as transport.

On-going risks identified by the professional staff responding to changing circumstances and the success of planned activity and procedures. The participants and staff will be fully briefed on the purpose and the risk assessment control measures.

Participants are encouraged to consider risks involved in an off-site educational activity and to assist in the design of appropriate risk management strategies that support their learning.

Guidance Notes for Off-Site Educational Visits

To ensure proper good practice and compliance with the necessary regulations it is expected that:

All group leaders will familiarise themselves with the published advice and guidance. Further information is available from www.teachernet.gov.uk/visits. Training for group leaders will be arranged to include all aspects of supervision, on-going risk assessments (including being prepared to stop an activity that has become too hazardous) and how to deal with an emergency.

In order to plan an off-site activity the EVC should be involved in discussing plans at an early stage. Routine or local visits such as games matches need to be planned ahead also. It may be possible to approve a series of events on a termly basis. No financial commitment should be agreed until all relevant approvals have been achieved.

Evaluation Report: On return the Group Leader must report to the EVC and, where necessary, an evaluation report should be completed in order to achieve any learning about a 'near miss' or where an incident took place but fortunately did not require the completion of an Accident/Incident report form. Perhaps such a form was completed at the venue; however, this does not remove the need to place such an occurrence on the record at the 'home' establishment. A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken.

Any appropriate letters of thanks should be written and sent. Accounts should be checked, finalised and closed.

Risk Assessment forms

These should be completed and lodged with the EVC when risks are perceived as significant. External providers will have their own risk assessment documents that can be used to help in this process. For certain activities an Adventurous Activity Licence is legally required. (See the LEA guidance or www.aala.org.uk) If this is the case their licence number need only be quoted instead of actually requiring their documents.

SEE TRIP FILE LOCATED ON STAFF SHARE FOR ALL RELEVANT DOCUMENTS RELATING TO VISITS

APPENDIX

1. Moss Lane School risk assessment form
2. Activities risk assessment
3. Planning and cost sheet
4. Guidelines for Volunteers
5. Letter about the trip
6. Record of medication administered on trip
7. School trip information

The purpose of this policy is to clarify the roles, responsibilities and procedures for all concerned in organising and leading visits.

Appendix 1

<u>Moss Lane School - Risk Assessment</u>	
Date:	
Location purposes:	
Group leader:	
No of children:	
Ratio of adult/chn:	
Other adults:	
Purpose: xxx	

Process/Activity *	Hazards Identified*	Persons at Significant Risk	Existing Controls *	Are existing controls adequate ? Y/N	What additional controls are required?
Site and its environment					
Group					

Medical					
Leader and activity arrangements/ Workshops					
Transport					
Variables					

Generic/mandatory risk assessment, used and acknowledged

1. Council – risk assessments/guidance used

Green Off-Sites activities and educational visits folder has been checked and procedures followed? Yes ☐

2. Establishment – risk assessments/guidance used

Staff handbook procedures followed. Yes/No

EVC consulted (EVC must sign this form) Yes/No

Alternative plans (Plan 'B'/Plan 'C') (e.g. if weather turns very hot/ cold/ wet: if surface underfoot changes or flooding etc. occurs)

- **Go ahead regardless of inclement weather. If serious weather conditions seem likely, contact the parents on the morning of the trip and cancel the event**

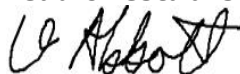
Emergency contacts – take the emergency action cards with you!

Group details – ensure you have full details close to hand.

Date:

Signed party Leader:

Head of establishment or EVC:





Appendix 2

ACTIVITIES RISK ASSESSMENT –MOSS LANE SCHOOL

ACTIVITY	NATURE OF RISK	RISK LEVEL	PRECAUTIONS OR ACTION	ADDITIONAL MEASURES REQUIRED



Appendix 3

Moss Lane School Educational Visit Planning and Costing Sheet.

Activity:

Proposed date of activity:

Class taking part:

Number of children taking part:

Number of Adults:

Costs

Method of Travel (what travel arrangements)	
Cost of travel	
Children's entrance	
Adults paid entrance/ No. of FREE Adult places	
Other costs	
Total costs	
Cost per child	
Voluntary contribution request	

Arrangements for poor weather Wet weather clothes
Risk assessment not yet / provide own /done/not done
Lunch Arrangements
Toileting Arrangements
Equipment/ clothing required

Receipts

Parental Contributions	
Donation from School fund	

Payments

Invoiced by:	Amount	Date paid

Visit confirmed/deposit		Contribution requested	
Coach confirmed/ deposit		Week before coach confirmation	
Risk assessment		Week before visit confirmation	

AUTHORISED BY HEADTEACHER _____

DATE_____

Appendix 4 - Guidelines for Volunteers on Trips

Thank you to all those who are prepared to go on and be involved in school visits in order to support members of staff and provide adult supervision. Your participation is very much appreciated and we have drawn up these guidelines to ensure that everyone involved has an enjoyable experience as this is often one of the highlights of the year for the children.

It is important that roles and responsibilities are clearly defined and that all involved know what is expected of them. As well as the information below, all volunteers should read the school's policies for **Safeguarding and Child Protection, Behaviour and Discipline, Outdoor and Educational Visits, Physical Intervention, and Health and Safety**. These can be found on the school's website or in the school office, and are updated regularly.

This school is committed to safeguarding and promoting the welfare of children. We expect all staff and volunteers to share this commitment. Any concerns regarding safeguarding should be passed to the teacher in charge, who will in turn pass these on to the Designated Safeguarding Lead (DSL), who is also the headteacher.

Disclosure and Barring Service (DBS) check

As specified within the school's Safeguarding and Child Protection policy, all those attending a residential trip must have obtained an enhanced DBS check for Moss Lane School within the last 3 years. This check takes about 3 weeks and **must** be completed prior to the date of any residential trip. If you require any further information, please ask as soon as you are able.

Welfare and Safety of Children and Volunteers

It is our responsibility to ensure the safety of all involved on school trips, both children and adults. Activities will be properly planned and supervised, and the necessary equipment and information will be provided, either by the school or by staff employed for that purpose. Full details of the programme and what you will be expected to do - and not do - will be given to you prior to the trip to ensure that you are fully informed and that you are completely happy and comfortable with what is anticipated. If there are activities you would prefer not to be involved in please tell us at the earliest opportunity.

There will always be a member of staff who bears ultimate responsibility for any issue arising on the trip so it is important that you raise any queries you may have with that person at the earliest opportunity and make use of the support they can offer.

Photographs/Video

Please do not take photographs of the children unless you have been asked to do so by a member of staff. Parents have the right to refuse permission for photographs to be taken of their child and any photographs taken should be solely for school use. Children are occasionally allowed to take their own cameras on residential visits but these are for their own use only.

Conduct

As a parent helper on a school trip you are reminded that you are acting as a representative of the school and as such we expect you to adhere to the behaviour we and you would expect of your child's teachers. We would particularly draw your attention to the following:

You **must**:

- Refer to the member of staff in charge if you are unsure of your authority or what is an appropriate response in a given situation, particularly in matters of discipline.
- Behave in a mature, respectful, safe, fair and considered manner.

- Provide a good example and be a positive role model to pupils.
- Treat all children equally.
- Safeguard the dignity of all children, and do not do anything which might embarrass or humiliate anyone.
- Respect and preserve any confidential information that you are given about a child, or in relation to events that occur on this trip.
- Abide by the school's Child Protection Policy and ensure that your behaviour towards children would always be considered appropriate and that any concerns you have are dealt with in the correct manner.

You **must not**:

- Put yourself in a position of possible misinterpretation or misunderstanding eg by being alone with a child. Wherever possible make sure you can be seen by others or are chaperoned.
- Show aggression or irritation towards a child, either verbally or physically, or deliver any kind of slap, smack or blow, or threaten to do so.
- Be sarcastic or derogatory, make remarks or jokes to children of a personal, racist, discriminatory or offensive nature and do not use language that is inappropriate eg swearing.
- Give or receive gifts unless notified to the member of staff in charge.
- Allow, encourage or condone children to act in an illegal or unsafe manner eg smoking.
- Behave in an illegal or unsafe manner or undertake any work with children when not in a fit and proper state.

In addition, you have an obligation to report to the teacher in charge any situation which causes you concern or which may give rise to complaint, misunderstanding or misinterpretation, including where another adult is involved.



Appendix 5

Moss Lane School
Moss Lane
Godalming
Surrey
GU7 1EF
(01483) 417214
info@moss-lane.surrey.sch.uk
www.moss-lane.surrey.sch.uk

Headteacher
Mrs Victoria Abbott, B Ed Hons

Date

Dear Parents/Carers

If insufficient voluntary contributions are received, we will not be able to continue with this trip. Please make **cheques payable to Moss Lane School Fund** and return your payment and the permission slip to your child's teacher as soon as possible. If you wish to pay by installments, please enclose a first payment of £ and indicate that you wish to pay in this way.

If you have any questions about the visit, please do not hesitate to ask us.

Yours sincerely

The suggested contributions are carefully calculated and reflect the exact cost per pupil. The school makes no profit on our outings, nor do the contributions cover parents who opt out of supporting the event financially.

Child's Name _____ Class _____

I give permission for my child to attend the Educational visit to.

- ☐ I enclose a contribution of £ _____
- ☐ I will to pay in installments of £ _____

Signature of Parent /guardian _____

Appendix 6**RECORD OF MEDICATION ADMINISTERED ON TRIP****[TRIP TITLE]**

CHILD'S NAME	MEDICATION	DATE	TIME	DOSAGE	NAME OF PERSON ADMINISTERING

Appendix 7**School Trip Information**

(To be completed by teacher in charge, and given to the office with any appropriate copy documents)

TEACHER IN CHARGE	
YEAR GROUP/CLASS	
DATE OF TRIP	
VENUE	
COST TO CHILD	
CHILD PAYMENT DETAILS (ie one off/instalments)	
TIME OF DEPARTURE	
TIME OF RETURN	
METHOD OF TRAVEL	
COACH COMPANY	
DATE COACH CONFIRMED	
DATE LETTER TO PARENTS 1	
DATE LETTER TO PARENTS 2	
DATE LETTER TO PARENTS 3	
DATE PERMISSION LETTER SENT	
DINNERS REQUIRED ON DAY	
DATE KITCHEN INFORMED	
ANY OTHER INFORMATION	