



**Bridgelea Primary School
 Bridgelea Road
 Withington
 Manchester
 M20 3FB**

EDUCATIONAL VISITS POLICY

Implemented	JANUARY 2020
Presented by	LISA SHAW
Ratified by Governors	MARCH 2020
Review Date	AUGUST 2022

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Appendices

1. Educational Visits Process 2. Approval Form EV1 3. Residential Visits 4. Farm Visits 5. Model Risk Assessment 6. Preparation checklist 7. I am lost label 8. Packed Lunch Order Form 9. Bus Seating Plan

Bridgelea Primary School Vision & Mission Statement

Vision “Understanding People”

“We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership.”

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

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You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

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The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Equality and Accessibility

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Manchester's Accessibility Strategy is to ensure the accessibility of the curriculum, physical environment and information for pupils with special educational needs and disabilities.

Bridgelea Primary School will:

- recognize the potential for vulnerable pupils, reduce barriers to their achievement and inclusion and develop a strong culture for success
- focus on enhancing the life chances of their most vulnerable children
- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- take an informed view of the possible literacy and mathematic interventions that will be utilized
- ensure effectively support transition of vulnerable children and young people
- evaluate a range of outcomes of their current additional provision and the value for money it provides; make informed decisions about how best to target available funding in the future
- provide professional development for staff and governors
- keep parents and carers informed in line with the school policies and the requirements of the 0 – 25 Code of Practice

The Equality Act defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her ability to undertake normal day to day activities.

Bridgelea Primary School will make reasonable adjustments for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

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Purpose

To ensure that Bridgelea Primary School has a robust approach to the management of Educational Visits. This will be achieved by:-

- The provision of suitable support and guidance to all staff to allow them to adequately assess risk, effectively plan and manage Educational Visits
- To providing a robust approval process for all Educational Visits
- To provide a process for notifying the Manchester City Council Health and Safety Service about Adventure Activity visits and Trips Abroad
- Monitoring to ensure that the arrangements within this policy and guidance are being adhered to.

Scope of Policy

This policy applies to all staff and volunteers working at Bridgelea Primary School. The policy applies to all aspects of the educational visit and off-site activities. It includes the journey, any residential element and the activities undertaken.

Terminology

The following is a list of commonly used terms within this Policy:

- Adventure Activities - includes activities such as caving, water sports, trekking, climbing and skiing etc
- Licensed Provider – when planning an activity that will involve adventurous activities the school or establishment setting must check that the provider holds a current license for the activities they offer, as required by the Adventurous Licensing Regulations.
- Caving Activities - Caving covers most activities done underground in natural caves or in mines, including variants described as pot holing, cave diving and mine exploration. It does not include visits to the parts of show caves or tourist mines which are open to the public or to the parts of mines (underground excavations made for the purpose of getting minerals) which are still being worked.

Roles and Responsibilities

The Head Teacher / Head of School will:

- Assign competent people to lead and supervise visits
- Be aware of the Department for Education advice on legal duties and powers for local authorities, Headteachers, staff and governing bodies.
- Oversee the management of Educational Visits in their school.
- Ensure that Educational Visits comply with the guidance provided by Manchester City Council and the Department for Education
- Ensure that appropriate documentation is completed and records are maintained of Educational Visits to comply with the guidance provided by Manchester City Council and the Department for Education.

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The School Governing Body will:

- Assign, determine and keep under review the school's own policy on Educational Visits that will detail the scope and range of visits normally conducted by the school and the procedures by which visits are proposed and approved
- Ensure that the Headteacher is supported in matters relating to Educational Visits and that they have the appropriate time and expertise to fulfil their responsibilities.

The Group Leader will:

- Obtain prior agreement from the Headteacher / Head of Service before any off-site visit takes place and be a member of staff, deemed as competent to undertake the specific visit.

The Educational Visit Approval Process

All Educational Visits are required to have been through an approval process (Appendix 1) within the School to ensure that the relevant people are satisfied that the visit has been adequately planned and organised.

Once this process has been completed within the School certain types of Educational Visit specifically those that present a higher risk also require the School to notify Manchester City Council's Health and Safety Service.

Educational Visits that require notification to the Health and Safety Service include: overseas visits and visits involving adventurous activities that are not run by a provider licensed under the Adventure Activities Licensing Regulations.

First Aid and Health

First Aid provision should be included within the risk assessment for any educational visit. This will enable the levels of qualified first aid staffing and first aid equipment to be determined. At least one member of staff should be a First Aider. As a minimum requirement there must be an appointed person to take charge.

Group Leaders must ensure a valid First Aid certificate is a pre-requisite for any Residential Activities. Group leaders must ensure that Residential Activity Staff who are supervising water based activities should be competent in water rescue and life saving techniques, including cardio-pulmonary resuscitation (CPR).

For all activities and associated journey an appropriate first aid kit should be available and its stock regularly replenished. All staff must be aware of the method of summoning the emergency services.

Useful Contact Telephone Numbers

Local Authority Emergency Assistance	0161 231 7316
Health and Safety advice	0161 234 1897
Legal advice	0161 234 3784
Insurance advice	0161 234 3415
Ghyll Head Outdoor Education Centre	01539 443 751
Maritime and Coastguard Agency	0870 600 65 05

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External Links

1. www.hse.gov.uk Health and Safety Executive
2. www.oeap.info Outdoor Education Advisors Panel
3. www.cleapss.org.uk Advice on Science safety
4. www.afpe.org.uk Association for PE
5. <http://www.lotcqualitybadge.org.uk> Council for Learning Outside the Classroom

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Educational Visits Process (Appendix 1)

	Description	Action By
Step 1	The Group Leader plans and completes the Educational Visit documentation in accordance with the school guidance. This documented plan is presented to the Designated Safeguarding Lead. This must be presented for approval 48 hours prior to any planned visit. Educational Visit (EV) Form (Appendix 1) and any supporting documentation.	Internal within School
Step 2	The DSL will formally approve the visit documentation after satisfying themselves that the visit has been adequately planned and organised. A signed copy of the document is provided to the Group Leader and the original documentation is held by the School Business Manager.	Internal within School
Step 3	For Trips Abroad and Adventurous Activity Visits that are not run by a provider licensed under the Adventure Activities Licensing Regulations the School notify the Corporate Health & Safety Team. EV Form (Appendix 2) & Summary of Information on Pupils (Appendix 3). Notification of Educational Visit must be submitted to the Health & Safety Service as far in advance as possible with a minimum time of 4 weeks prior to departure.	School or Service and Manchester City Council Health and Safety Service
Step 4	Manchester City Council Health & Safety Service will record all visits notified to them and may request further documentation from the School to evaluate whether a particular visit has been organised, risk assessed and managed in accordance with Manchester City Council guidance.	Health and Safety Service

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APPROVAL FORM EV1 (Appendix 2)**Establishment / Service Name:- Bridgelea Primary School****Visit Data**

Place to be visited including full postal address:			
Date of Departure:		Time of Departure:	
Date of Return:		Time of Return:	

Group Information

Group Age Range		Number of Staff		Number of other adults	
Number of Pupils		Number of Male Staff		Number of other male adults	
Number of Girls		Number of Female Staff		Number of other female adults	
Number of Boys					

Names, relevant experience, qualifications, specific responsibilities of staff with the group:

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Group Leader Name and Contact Number:

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Names, relevant experience, qualifications, specific responsibilities of other adults within the group:

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Names of pupils with special educational or medical needs:

Transport Arrangements

Mode of Transport to be used on each leg of the visit:

To be completed by DSL

Approval

The Planning and Risk Management for this Visit has been Approved in accordance with the School Educational Visits Policy and Guidance.

Print Name (Group Leader)	Signature	Date

Print Name (Headteacher)	Signature	Date

Print Name (Governor)	Signature	Date

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Residential Accommodation (Appendix 3)

For each accommodation to be used during the visit

Accommodation Name:	
Address:	
Telephone Number:	
Date resident (from-to):	

Details of the programme of activities include associated planning, organisation and staffing:	
Existing knowledge or experience of places to be visited and whether an exploratory visit is intended:	
Two Emergency contacts at School:	
Name:	Name:
Home Telephone Number:	Home Telephone Number:
Mobile Number:	Mobile Number:

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Some fundamental judgements have to be made by the Headteacher, with the approval on behalf of the Governing Body, to ensure that the proposed plans have addressed the key issues for educational visits and that the ethos and practice of the school is reflected.

The proposed activities, duration and venues match the age, number and maturity of the group	
The group leader has appropriate training, experience, qualification, organisational, skills, personal qualities, fitness, knowledge of the group and environment, prior experience of leading or assisting in leading the activity	
There will be sufficient staff with moderate experience and aptitude for the proposed group size	
The target pupil group and size have been agreed, together with the criteria for Inclusion of individual pupils	
Accommodation requirements, including fire and security, have been specified as a condition of booking	
Elements of travel have been agreed as a condition of booking	
Insurance details are agreed and summarised for parents	
Outline details have been checked and allow for contingencies	
Paying-in and accounting procedures are in place and understood	
First hand knowledge of venues and activities will be available	
A decision has been made whether or not to undertake a pre-visit	
Format of letters to parents has been checked with the school proforma	
A decision has been made to hold a parents briefing or to send out further information by letter only	

Group Leader

Name	Signature	Date

Approval

The Planning and Risk Management for this Visit has been Approved in accordance with the School Educational Visits Policy and Guidance.

Print Name (Group Leader)	Signature	Date

Print Name (Headteacher)	Signature	Date

Print Name (Governor)	Signature	Date

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Farm Visits (Appendix 4)

Visits to farms can be educationally very valuable but should be carefully planned. Risks to be assessed include dangers of farm machinery and chemicals, contact with animals and animal faeces including *E coli 0157* food poisoning and other infections. Schools/Services should follow the LA generic risk assessment, and pre-visit the farm to check that the site is suitable and has adequate washing facilities. High supervision ratios should be arranged.

Group Leaders should check the provision at the farm to ensure that:

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take.
- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other machines;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

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Model Risk Assessment (Appendix 5)

All Educational Visits

Hazard	Persons at Risk	Control Measures	Comments Action	Tick if in Place
Exposure to weather – cold, heat, strong wind, over exposure to sun, ice, snow	Children Staff	<ul style="list-style-type: none"> ● Consider possible weather conditions and plan appropriate programme, clothing and equipment ● Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares ● Daily weather forecast obtained and plans adjusted accordingly 	Provide clear information re suitable clothing and equipment to Children and parents	
Pupil lost or separated from group, inadequate supervision	Children	<ul style="list-style-type: none"> ● Ensure supervising staff are competent and understand their roles ● Supervisory ratios are based on the needs of the pupils within the class ● Plan and use suitable group control measures (e.g.buddy system, large groups split into small groups each with named leader, coloured caps etc.) ● Discuss itinerary and arrangements with pupils ● Briefing to all on what to do if separated from group ● Head counts by leaders particularly at arrival/departure points and when separating/reforming groups 	Plan supervision before visit and brief staff and Children	
Illness or injury	Children Staff	<ul style="list-style-type: none"> ● At least one leader with each group first aid trained ● Leaders know how to call the emergency services ● Children and parents receive a reminder to bring individual medication which is securely kept ● First aid and travel sickness equipment carried ● School mobile phones carried ● Emergency contacts arranged with headteacher/head of school and parents 	Check first aid certificates are current Check medication brought by Children	
Special needs of specific pupils – medical, behavioural, educational	Children Staff	<ul style="list-style-type: none"> ● Obtain information from parents ● Take advice from SENCO if appropriate. Make necessary arrangements for individual children including individual risk assessment and additional staffing as necessary 	Use recommended parental consent form	

Local Visit on Foot

Hazard	Persons at Risk	Control Measures	Comments Action	Tick if in Place
Traffic	Children Staff	<ul style="list-style-type: none"> ● Avoid busy roads if possible ● Supervision on pavements, roads and especially crossing of any fast roads at pre planned points ● Children briefed re hazards and behaviour required ● Group to walk on pavements 	Planning of visit and pre-inspection of route	
Slips trips and falls	Children Staff	<ul style="list-style-type: none"> ● Pre-inspection of route ● Consideration of wet or icy conditions ● Appropriate footwear worn 		
Abuse by public	Children Staff	<ul style="list-style-type: none"> ● Children to remain in small groups at all times ● Competent supervision 		
Children lost or separated from	Children	<ul style="list-style-type: none"> ● Pupils to remain in small groups at all times ● Supervision planned especially at key points 		

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group		<ul style="list-style-type: none"> ● Frequent head counts ● Emergency procedures for emergency e.g. lost pupil ● Pupils to be briefed to stay where they are and wait for an adult to find them or go to a pre-determined place 		
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School visits to Farms

Hazard	Persons at Risk	Control Measures	Comments Action	Tick if in Place
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences	Children Staff	<ul style="list-style-type: none"> ● Group leader to pre-visit and risk assess site ● If farm is regularly open for school /service visits, request risk assessments for group visits ● Plan visit and supervision to minimise risks ● Avoid moving machinery and do not ride on tractors ● Do not play in farm area ● Do not allow children to climb on bales, walls or fences ● Keep away from slurry tanks ● Do not touch barbed wire or electric fences ● Do not touch or feed animals unless the farm personnel give permission and supervise ● Do not sample animal foodstuffs or drink from farm taps 	<p>Pre visit, site risk assessment, planning of visit, briefing of staff and Children</p> <p>Ongoing assessment by leader at start and during activity</p>	
Infection and illness (including Ecoli)	Children Staff	<ul style="list-style-type: none"> ● Follow good hygiene standards ● Avoid transmission of infection from hand to mouth ● Check hand washing facilities on pre visit ● Wash hands thoroughly before eating or drinking ● Change of clean footwear before leaving site, wash hands ● Ratio of under fives – 1 adult to 2 children ● Pregnant women should avoid contact with lambing ewes 	Briefing of staff and Children	
Group Control	Children Staff	<ul style="list-style-type: none"> ● Close supervision, large groups split into small groups each with leader known to children. ● Leader of each group understands hazards and control measures ● Overall leader remains in touch with all groups 	Pre planning of activities and supervision	

When all of the above conditions are in place the activity is considered low risk. If not in place then a further assessment **must** be carried out to determine the level of risk

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Preparation Checklist (Appendix 6)**7 Days before**

Staff Involved	Control Measures	Tick when completed
Group Leader	Ask for any on-site risk assessment to be e-mailed	
Group Leader	Book mini-buses by admin including checks that drivers have appropriate licence held for at least 3 years and business insurance	
Group Leader	Inform Kitchen Staff that you will be requiring packed lunches	
Group Leader	Send out letter to parents including all requirements for clothing and expectations. Check pupils have permission to travel in a car with 1 adult if necessary	

The day before

Staff Involved	Control Measures	Tick when completed
Group Leader / Class Teacher	Place order for packed lunch	
Group Leader	Ask Facilities Staff to check petrol in mini-bus and arrange for re-fuelling if required	
Group Leader	Ask Facilities Staff to check the vehicle is in good working condition and seatbelts are working	
Group Leader	Speak with on-call SLT to check that staff are still available	
Class Teacher	Pupils given safety briefing pertinent to the activity, e.g., water safety, green cross code etc, and remind all pupils of stranger danger	
Class Teacher	Update absconding risk assessment for any pupil who has absconded on a previous trip or is a frequent absconder from school and discuss with SLT on-call whether risk can be managed on the trip	
Teaching Assistants	Copy and have available the school address and phone number labels	
Teaching Assistants	Ensure the school phone is charged and has appropriate contact numbers in for pupils, school and SLT	
Teaching Assistants	Check the first aid bags are fully equipped and re-stock where necessary	

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On the day

Staff Involved	Control Measures	Tick when completed
Teaching Assistants	Place any inhalers or other medicines in the first aid bag	
Teaching Assistants	Collect packed lunches from kitchen and put on mini-bus	
Teaching Assistants	Pack school phone	
Drivers	Collect mini-bus keys from admin. The keys need to be signed in and out	
Class Teacher	Take a photo of each pupil on the school mobile so an up to date picture is available *ensure that pictures are deleted on return to school	
Class Teacher	Ensure all pupils have visited the bathroom before boarding the mini-bus	
Teaching Assistant	Check pupils for appropriate clothing, sun screen etc	
Non driver	Sign all staff and pupils out on the Inventory system for their bus and complete head count when boarded	
Driver	Complete appropriate safety checks before setting off, i.e., all doors are shut, all pupils and staff are wearing seatbelts	
All staff	Appropriate level of supervision within bus, i.e., 3 adults in bus – front, middle and back sitting between pupils	
Class Teacher	<p>Throughout the trip, head counts are used and staff are to ensure they are in close proximity to all pupils. Pupils are to be reminded they need to stay where an adult can see them.</p> <p>First aid kits to be carried by a member of staff throughout the trip including inhalers and medication</p> <p>School mobile to be available with a designated member of staff who will be responsible for contacting parents, SLT and emergency services in the event of an emergency</p>	

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I am lost labels for pupils (Appendix 7)

Help please - I am lost Please ring 0161 272 8716 Bridgelea Primary School	Help please - I am lost Please ring 0161 272 8716 Bridgelea Primary School	Help please - I am lost Please ring 0161 272 8716 Bridgelea Primary School
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Packed Lunch Order Form (Appendix 8)

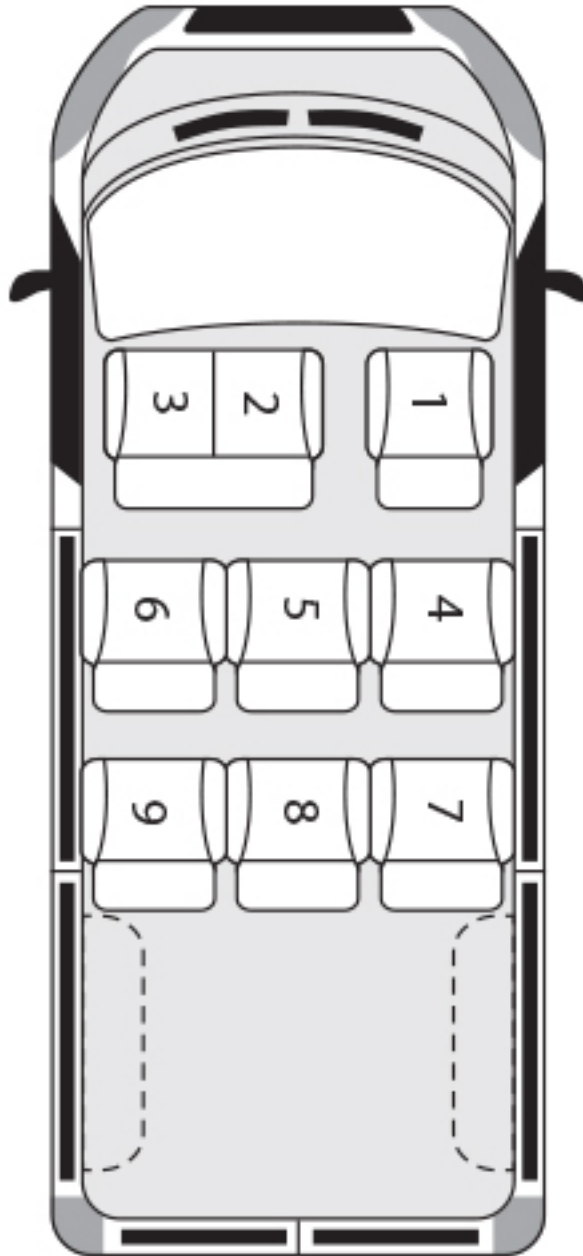
Date of Visit:	
Class:	
Time leaving:	

Name	Ham	Cheese	Tuna	Turkey	Chicken	Egg	Bread	Baguette	Biscuit

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Bus Seating Plan (Appendix 9)



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