



Partnership Learning

James Cambell Primary School Outdoor Learning and Educational Visits Policy

Autumn Term 2025



Outdoor Learning and Educational Visits Policy

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1. Introduction

At the James Cambell Primary School, every child is given the opportunity to learn, grow and develop into respectful, resourceful and resilient citizens of the future. We actively involve all stakeholders and hold each to account, ensuring our children receive a high-quality education. With a focus on learning, we ensure the curriculum is shaped to meet the needs of our school community – we believe to achieve for a brighter tomorrow.

At the James Cambell Primary School, we have 5 values which underpin our ethos and curriculum:

Respect	Honesty	Responsibility	Equality	Resilience
<p>We teach our children to respect everyone within our school community and to celebrate individual differences.</p> <p>We want our children to treat each other as they wish to be treated.</p>	<p>We teach our children right from wrong. This value also means that our children should strive to show integrity, truthfulness, along with the absence of lying, Honesty also involves being trustworthy, loyal, fair, and sincere.</p>	<p>We teach our children the things we are supposed to do and accepting the positive or negative outcome of our actions. Being responsible means, you do the things you are expected to do and accept the consequences of your actions</p>	<p>We teach our children that people have the same rights and opportunities regardless of what they look like or where they come from.</p> <p>We ensure our pupils are equipped with the skills and knowledge they deserve to have social equity, empowering them to shape their own futures.</p>	<p>We teach our children to overcome barriers, disadvantage or difficulty. Resilience means knowing how to cope in spite of setbacks, or barriers, or limited resources. Resilience is a measure of how much you want something and how much you are willing, and able, to overcome obstacles to get it.</p>

All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.

At The James Cambell Primary School we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of LOTC, educational visits and other activities that add to and complement what they learn in school.

2. Organisation

Mr Jacob is the Educational Visits Co-ordinator.

The National Curriculum defines what we teach the children in school. This is the basis for each class’s programme of learning for each school year. In addition, teacher and governors agree the corresponding programme of visits and activities at the beginning of each academic year.

Within each class’s programme of work the teachers plan educational visits and activities that support the children’s learning and enhance their cultural capital. We give details of these visits and activities to parents at the beginning of each school year. We plan other activities as the school year progresses, and inform parents of these in due course.

Visits and activities usually take place within the school day, and the governing body approves all such visits in advance. We follow the Local Authority’s guidelines relating to health and safety, and we ask parents to give written consent for their child to take part in any activity that takes children off the school site and out of Barking & Dagenham.

If we do not receive this written permission, the child will be unable to participate. When joining the school, each parent is asked to sign a document giving permission for their child to take part in activities within Barking and Dagenham during their time at the school.

3. Charging for School Activities

A parental contribution towards the costs of any paid visits will be asked for. However, this will not exceed the cost of trip itself. Pupils who are eligible for Pupil Premium will receive a 50% discount.

4. Curriculum Links

All Learning outside the classroom, educational visits and activities support and enrich the work we do inside the school. There are also a number of people who visit the school to support our work.

Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists.

All these activities are in line with guidance published by the Local Authority and may include:

- English/Literacy – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits by speakers and theatre groups;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local area, local museums;
- Geography – use of the locality for fieldwork, village trails;
- Art and design – art gallery visits, use of the locality and visits from artists;
- PE – Cluster and other sports activities, extra-curricular activities, visits by specialist coaches;
- Music – visits to and by musicians or groups / orchestras;
- RE – visits to local centres of worship, visits by local clergy.

We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. We do this with the full agreement of the governing body.

5. Residential Activities

Children in Year 5 have the opportunity to take part in a residential visit. This activity takes place during term-time and is linked to the National Curriculum, so we do not make any charge for the education or cost of travel. We do, however, make a charge for board and lodging, insurance and specialist instruction for certain activities. The residential visit enables children to take part in outdoor activities and environmental studies linked to their science work. We undertake this visit only with the permission of the Local Authority and follow the LA Guidance in the organisation of the visit. All specialist activities are undertaken with qualified instructors.

6. Trip consent

As part of our admissions procedure, parents/carers complete a generic trip consent form.

Therefore, we do not need to seek consent for trips except:

- If the trip takes place outside of school hours
- If the trip involves something adventurous e.g. when the Year 6 pupils take part in Go Ape
- If the trip is for Nursery pupils

This is in line with the latest government guidance on educational visits. Parents will continue to always be notified of trips through a letter sent out via ParentMail.

It is important that every teacher has the generic consent list for their class.

7. Place of worship trips

Parents have a right to withdraw their child from any trip that is part of the RE curriculum. However, we do not need to provide a consent form as the expectation is that parents raise their concerns with the class teacher (to actively 'opt-out' rather than an opt-in system).

If a parent raises a concern, teachers should meet with the parent to:

- Explain what will happen on the trip, and how it links to the pupil's learning
- Invite the parent to attend the trip
- Explain the adverse effects on the pupil of not attending the trip, such as not participating in learning
- Teachers could also explain their responsibility to foster good relations between individuals from different cultures and backgrounds, and show how this fits into the curriculum scheme of work. This is in keeping with the Equality Act 2010.

The Nativity and Carol concert trips are different as these are not part of our RE curriculum. Therefore, we will continue to seek consent for visiting the church in our admissions procedures.

8. Risk Assessment

The school follows the guidelines on Risk Management in the LA Guidance and in line with Partnership Learning. The risk assessment should identify significant risks and take measures to control these, through proper planning by staff leading the visit.

A risk assessment must be undertaken prior to all educational visits and off-site activities. The Headteacher delegates this responsibility to the members of staff organising the visit or activity but must approve and sign the risk assessment before the visit/activity is allowed to go ahead.

The risk assessment must include the SEN/medical needs of the specific group of children participating.

The school has a standard format for risk assessment. Risk assessments should be completed on the staffroom computer and saved on the hard-drive in the appropriate folder. These can then be amended when further visits are organised.

The risk assessment should then be uploaded onto EVOLVE following the trip protocol outlined below.

All adults accompanying the visit should be given a copy of the risk assessment and made fully aware of their responsibilities.

9. Pre-visits

In order to undertake a full and comprehensive assessment of risks, a pre-visit is compulsory. Even where the visit is made regularly, risks should be re-assessed in light of current plans. It is the responsibility of all teachers to carry out a pre-visit.

10. Ratio of adults

We follow LA Guidance on minimum staff/pupil ratios for visits; in all cases one adult included in the above ratios must be a teacher.

It must be stressed that these are minimum ratios and that visit organizers must consider the following factors when deciding on the final adult/child ratio:

- SEN and medical needs;
- Type of activities to be undertaken;

- Experience and competence of all adults accompanying the visit;
- Duration of the visit;
- Competence and behavioural history of the group of children.

Very local visits, that do not require transportation and are less than 2 hours of the school day, will require different ratios as these could form part of outdoor lessons such as a visit around the local area as part of a Geography lesson. In these cases, a risk assessment would need to be completed on the trip portal (EVOLVE) and discussed with the trip coordinator.

11. Voluntary help

We are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors.

Volunteers will be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility.

The school will appoint volunteer helpers as far in advance of the visit as practical and will provide opportunities for those volunteers to meet the pupils, for whom they will have responsibility, learning their names and getting to know them.

The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable or competent.

The visit organiser is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role.

Where children are organised in small groups, a child will not generally be placed in a group for which his/her parent is responsible.

All volunteers accompanying a residential visit will be required to obtain a Disclosure Barring Service Check.

12. Transport

Parents will always be informed as to the type of transport being provided for an educational visit.

Coaches - seat belts must be provided on all seats and it is school policy that each child will wear a seatbelt whilst travelling on a coach.

The visit organiser is responsible for the conduct and behaviour of the children whilst they are travelling.

The school must ensure that there is sufficient supervisory staff to ensure the health, safety and welfare of the children whilst travelling.

Public transport can also be used including buses for local journeys, either as private hire or public use. An increased adult/pupil ratio must be considered and close supervision of the children must be ensured.

13. Emergency Planning/Critical Incident Support & Reporting

Planning for all school visits must include a robust emergency contact system. This should provide direct contact between visit leaders and named school leaders who remain in school. Such chains of contact will ensure that there is always a responsible adult available in the school community who can then contact parents and where necessary, verify that the emergency services have been contacted.

Visit leaders and school leaders must ensure a robust process which can be tested, ensuring a guaranteed system is available 24 hrs a day for the duration of the journey.

All teachers should be aware of the Main school number in the event of an emergency. Should an incident occur the Headteacher must be notified immediately.

A school mobile phone is available for trips, and is the responsibility of the trip leader.

CRITICAL INCIDENT REPORTING

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

- suffered a life threatening injury or fatality
- is at serious risk
- gone missing for a significant and unacceptable period
- the whole group is involved in a major incident

LBB&D is committed to providing emergency planning procedures to support schools and other establishments in the event of a critical incident.

All health and safety related incidents, including any “near-misses”, arising from activities covered by this policy must be reported to the Council. Unless such incidents invoke Civil Protection processes during a visit, such near misses may be reported once the visit is over.

CIVIL PROTECTION SERVICE AND PROCEDURES

The Civil Protection Service is responsible for ensuring that the Council is able to respond effectively to emergencies. As a result, it maintains a ‘Duty Emergency Planning Officer’ (aka ‘Duty EPO’) rota so that the Council can be notified of an emergency at any time, 24 hours a day, 365 days per year. Notification of the Civil Protection team is not as routinely important as the robust procedure set in place by the school and should not be confused with calling the emergency services at the time of an incident.

However, all staff leading off site activities must be aware of the critical incident reporting procedures for activities out of hours.

IN THE EVENT OF AN OUT OF HOURS CRITICAL INCIDENT

If a school group becomes involved in a critical incident and requires additional resources and support beyond the school’s established emergency process, notifying the Civil Protection Service will ensure that appropriate Council officers and services can be called to ensure that the group is supported effectively. The Council Contact Centre is available to receive emergency notifications 24 hours a day, 365 days per year.

TO NOTIFY THE COUNCIL VIA THE DUTY ‘EPO’

If the Civil Protection team is to be involved, the nominated school leadership contact, or the group leader, can call the number below to ask to be put through to the DUTY EPO (EMERGENCY PLANNING OFFICER)

020 8227 3792

14. Monitoring

It is the responsibility of the Headteacher to monitor the effectiveness of this policy. This policy will be reviewed every 3 years.

Appendices

Appendix 1 - Trip protocol and flow chart check list

1. Year Group Leader identify trips at the start of the year and complete "Loving Learning" sheet
2. **Up to 3** classes can attend a trip on a **single** day if required.
3. The main support for trips should be **parent** volunteers.

"Love Learning" sheet sent to Clara Breakwell

Protocol of organisation and paperwork to start at least 6 weeks (half term) in advance to each trip (see below)



1. Trip identified : _____
2. Cost identified (if applicable): _____
3. **Trip Organiser** identified: _____
4. **Deputy organiser** identified: _____
5. **School Business Manager to set up payment options on PARENT PAY**
6. If approved enter **into school diary immediately, with which class is attending, number of children, number of adults, leaving time and returning time.**
7. Then **book** venue
8. **Book** transport.

At least 6 weeks before trip.



1. **Clara to approve standard letter** (with parent help required on the letter)
2. Letter sent **to admin@jamescambellprimary.org.uk** to send out on **parentmail** to inform and gain permission for trip where required
3. Accompanying parent helpers chosen as main accompanying support, with a CRB completed (if parents will be left alone with groups).
4. Complete a tick sheet to ensure all permission is given as letters are returned for your knowledge.
5. If trip is pay on door, **SBM** to be informed, so arrangements can be made.

14. Pre-visit carried out where appropriate and risk assessment completed
15. Log trip on EVOLVE system
16. For local area visits (no transport required): enter visit name, date, departure and return time, number of students and staff member in charge
17. For all other visits: identify purpose, intended outcomes, date, venue, travel arrangements, staffing, attendees. Upload risk assessment, itinerary and letter to parents.
18. Check pupil to adult ratio
19. **SBM and AHT** be consulted on payment collection and any issues identified.

At least 4 weeks before trip.



6. **All staff** attending trip to read and be aware of the risk assessment hazards and preventative measures.
7. **Kitchen staff** informed of packed lunches needed
8. ? to be informed of trip for first aid
9. If trip is pay on door, **SBM** to be informed, so arrangements can be made.

At least 2 weeks before trip.



10. **Parents** have a briefing about helping on the trip – expectations and plan for the day explained.
11. Check **all permissions slips bare received**
12. Final checks of all arrangements are in place
13. Check all staff available

At least 1 week before trip.

The Planning Process

It is recommended that each school should have a designated “educational visit coordinator”. This person is responsible for ensuring that all trips are organised and carried out properly. The school E.V.C is Mr Jacob.

The year group leader responsible for organising and proposing the trip as well as journey should ensure that the school co-ordinator is fully informed of the proposed arrangements during the planning process. The proposals for the journey, including all of the matters set out below, should be presented to the co-ordinator for agreement. All colleagues who will be involved in or otherwise affected by the journey should also be fully informed of arrangements.

Teachers attending the trip should make preliminary visits so as to become familiar with the places and activities to be encountered. Visits should be followed by reviews to identify problems; consider matters arising which may be relevant on future visits; and such details should be included on the risk assessment

Teachers involved in organising a school trip, or who will be participating in such a trip, should spend time beforehand, checking that the co-ordinator/group leader has fully considered and approved the arrangements and that the teacher himself/herself understands all the arrangement and their role. It is also important for teachers to familiarise themselves with the school’s policy on educational visits and to understand the contents. The standard steps to be taken before a school trip include the completion of a risk assessment.

Staffing and Supervision

Adequate levels of supervision and staffing ratios must be established for the journey based on such factors as the sex, age and ability of the children, the presence of pupils with special educational needs, the nature/length of the journey, the nature of activities to be undertaken and the experience and competence of the staff involved.

The following staffing ratios as a general guide for visits to local historical sites and museums or for local walks:

- 1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio);
- 1 adult for every 10-15 pupils in school years 4 to 6;

Higher ratios may be appropriate in particular cases, such as for higher risk activities, for particular groups of pupils or for all trips abroad. Higher ratios are also recommended for swimming activities.

- These ratios should be regarded as the minimum appropriate staffing ratios for school journeys.
- These ratios should preferably be interpreted as referring to the number of staff needed to supervise the party. Voluntary helpers may be involved in assisting teachers with the organisation

and supervision of visits but teachers will retain primary responsibility for supervising the party at all times.

- A minimum of two members of staff should be involved in every school journey, regardless of how many other adults are helping. Given the possibility of members of the group needing to be taken home or back to school or to hospital, at least two teachers are needed in order that one teacher may remain in charge where another is called away.
- With a mixed party it is desirable that there should be teachers or other responsible adults of each sex accompanying the group.
- Supervision arrangements for swimming activities should include provision for supervision by qualified lifesavers.
- At least one member of staff should be a qualified first aider and aware of the special medical needs of any member of the party.
- Newly qualified teachers should not normally lead school parties in their first year of teaching.

Where adult helpers are involved, they will need to complete the educational visits volunteer and training form. All helpers should be briefed as necessary to ensure they are able to assist effectively.

> Parents

It is important that parents should understand what the visit may involve, the activities which will be undertaken and the authority which the supervising teachers will have to deal with problems and emergencies.

> Safety and Emergencies

Pupils should be given appropriate information and guidance prior to the visit taking place so that they understand the standard of behaviour that is expected of them and why rules must be followed. Lack of control and discipline can be a major cause of accidents.

A clearly defined safety code for the journey, including rules of conduct and behaviour standards and routine and emergency safety procedures, should therefore be laid down in advance and made known to all pupils, staff, helpers and parents.

Insurance matters, medical insurance as well as liability cover for out-of-school activities, should be appropriately covered.

> When Things go Wrong

Even the best-planned visit can be disrupted by unforeseen events such as illness of staff or pupils. Careful emergency planning can, however, mitigate the trauma of being caught up in an emergency. Staff on school visits must be given school telephone numbers that they can use at any time of day or night in the event of an emergency.

The school visits co-ordinator, head teacher or other appropriate contact point within the school should be provided with the programme for the trip, contact telephone numbers while on the journey, the planned emergency safety procedures and a full list of all participants and their home addresses and telephone numbers. A chain of contact should be arranged in advance from that person for swift communication in case of emergency.

For residential visits it is recommended that paperwork, including parental authorisation for emergency medical treatment and insurance documentation, be carried at all times by staff, instead of being left behind in accommodation. This will prevent any delays in accessing treatment.

It is important to reassess risks as the visit proceeds. Changes in the weather need to be monitored. Changes to the itinerary may introduce new hazards not covered in the original risk assessment. Regular head counting of pupils should take place, particularly before leaving a venue. Pupils should be readily identifiable by their uniform.

Staffing Levels for Visits including Pupils with Special Needs

The general guidance on staffing levels for school visits for SEN pupils, set out in the main body of this document is, of course, valid for visits involving pupils with special educational needs. There are, however, additional points which need to be considered. Higher staff/pupil ratios than those recommended may be required.

The results of the risk assessment will indicate the staffing needs of a particular visit. It would not be appropriate to recommend rigid staffing levels for children with special needs, as their needs will differ too greatly. The following factors, however, have been identified as likely to impact upon the decision on staffing levels:

- the need to administer medication;
- the need for a member of staff of the same sex to accompany a child to the toilet;
- the likelihood of a pupil seeking to abscond – most venues will be less secure than the average special school;
- the likelihood of a medical emergency arising;
- the way in which being away from the normal setting will affect behaviour – for example some pupils have unpredictable fears and phobias which will be more difficult to cope with out of the normal school environment;
- the need for staffing levels to allow staff working on a 1:1 basis a break from watching a child continuously throughout the day;
- recognition of the fact that if a member of staff is driving a minibus, s/he will not be able to deal with emergencies which arise on route and that at least one other member of staff will be required to fulfil that role;

- the need to plan for contingencies such as lack of disabled access or parking spaces;
- the risk of violence/assault;
- the need for manual handling of pupils; and
- the need for restraint and deployment of trained staff.

Even though all these issues need to be considered in the context of a classroom setting, being away from the normal environment will introduce extra hazards which mean that staffing levels may need to be higher. For example, a child's behavioural problems may be effectively contained within a school setting. Leaving that setting may mean that those behavioural issues become more of a safety issue. For example some children may have aversions to particular sounds or animals and their intense fear may cause them to behave violently. In many cases, parents will be able to offer helpful advice on how a child is likely to behave out of school.

A further issue to consider is the impact of the experience of the staff upon the safety of the visit. It is important, not only that the group leader and accompanying staff are experienced in special education, but also that they are experienced in, and familiar with, the particular needs and behaviour patterns of the pupils who will be taken on the visit.

Decisions on whether a particular child may be taken on a visit should not rest solely with the teacher. Where a teacher is concerned about the risks involved, it is recommended that you discuss any issues with Valerie Kinsella, class teacher, and parent. This should help identify a way in which the child can be safely taken on the trip. The final decision about whether a child can or cannot attend is decided by the Headteacher.

It is important to note that it is standard accepted practice for mainstream pupils to have better staff/pupil ratios out of school than those, which operate in the classroom. The same principles should apply to special needs pupils. Even one-to-one staff/pupil ratios may need to be improved upon.

Appendix 3 - Draft letter templates

Template 1 – Local trip (notification)



The James Cambell Primary School
Langley Crescent
Dagenham
RM9 6TD
Telephone: 020 8270 4684
020 8270 4602
Email: office@JamesCambellPrimary.org.uk

[Insert date here]

Dear Parents/Carers,

Year [no] trip to [trip location]

On [date], Year [no] children will be going to [trip location].

State purpose of trip, curriculum link and what the intended outcome is.

We will be departing from school at [time] and returning by [time]. Please ensure your child arrives promptly to school, in full uniform and with sensible footwear. Please also provide your child with a packed lunch (no glass bottles permitted). As a Healthy School, we would like to encourage parents to pack a healthy packed lunch.

Your child is allowed to bring in no more than [£x] to spend at the [trip location] shop.

[If there is a trip cost -]

The cost of this visit is £X (with a 50% discount if your child is eligible for Pupil Premium) which needs to be made via the school Parent Pay system. All payments need to be received by [date] in order for the school to confirm and book the trip. If you have not yet activated your Parent Pay account, please contact the Administration office for your login details. We will be unable to go ahead with the visit if we do not receive sufficient contributions.

As this trip is within school hours and part of our curriculum, there is no need to submit consent.

We **do require additional adults** to support on the day – please speak to your child’s teacher if you are available and willing to help. Your help is greatly appreciated.

Yours sincerely,

[Name]

[Position]

The James Cambell Primary School
Langley Crescent
Dagenham
RM9 6TD
Telephone: 020 8270 4684
020 8270 4602

Email: office@JamesCambellPrimary.org.uk

[Insert date here]

Dear Parents/Carers,

Year [no] trip to [trip location]

On [date], Year [no] children will be going to [trip location].

State purpose of trip, curriculum link and what the intended outcome is.

We will be departing from school at [time] and returning by [time]. Please ensure your child arrives promptly to school, in full uniform and with sensible footwear. Please also provide your child with a packed lunch (no glass bottles permitted). As a Healthy School, we would like to encourage parents to pack a healthy packed lunch.

Your child is allowed to bring in no more than [£x] to spend at the [trip location] shop.

[If there is a trip cost -]

The cost of this visit is £X (with a 50% discount if your child is eligible for Pupil Premium) which needs to be made via the school Parent Pay system. All payments need to be received by [date] in order for the school to confirm and book the trip. If you have not yet activated your Parent Pay account, please contact the Administration office for your login details. We will be unable to go ahead with the visit if we do not receive sufficient contributions.

As this trip is [taking place outside of school hours/more adventurous/] we do require consent for pupils to participate. Please complete the consent form below to indicate your agreement for your child to attend.

We **do require additional adults** to support on the day – please speak to your child’s teacher if you are available and willing to help. Your help is greatly appreciated.

Yours sincerely,

[Name]

[Position]

Template 3 – RE trip (e.g. Place of Worship)



The James Cambell Primary School
Langley Crescent
Dagenham
RM9 6TD
Telephone: 020 8270 4684
020 8270 4602

Email: office@JamesCambellPrimary.org.uk

[Insert date here]

Dear Parents/Carers,

Year [no] trip to [trip location]

On [date], Year [no] children will be going to [trip location].

State purpose of trip, curriculum link and what the intended outcome is.

We will be departing from school at [time] and returning by [time]. Please ensure your child arrives promptly to school, in full uniform and with sensible footwear. Please also provide your child with a packed lunch (no glass bottles permitted). As a Healthy School, we would like to encourage parents to pack a healthy packed lunch.

Your child is allowed to bring in no more than [£x] to spend at the [trip location] shop.

[If there is a trip cost -]

The cost of this visit is £x (with a 50% discount if your child is eligible for Pupil Premium) which needs to be made via the school Parent Pay system. All payments need to be received by [date] in order for the school to confirm and book the trip. If you have not yet activated your Parent Pay account, please contact the Administration office for your login details. We will be unable to go ahead with the visit if we do not receive sufficient contributions.

As this trip is within school hours and part of our curriculum, there is no need to submit consent. If you have any concerns about your child's participation in this trip, please speak to your child's class teacher.

We **do require additional adults** to support on the day – please speak to your child's teacher if you are available and willing to help. Your help is greatly appreciated.

Yours sincerely,

[Name]

[Position]