



Knowle Church of England Primary Academy

Policy for the Management of Educational Visits & Learning Outside the Classroom

(Including Visits and Visitors to School)

JANUARY 2022



Our Academy Aims

Preparing Children for the Future

Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.

Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

Learning for Life

INTRODUCTION

Policy Statement

Every year, pupils from Knowle CE Primary Academy participate in educational visits, off-site activities, adventurous activities and Learning Outside the Classroom (LOtC). We recognise the important role these activities play in providing a rich and rewarding educational experience that supports the personal development of our pupils whatever their age, ability or circumstances.

This policy applies to the activities outlined above, taking place within or outside of normal school hours which are undertaken by pupils under the supervision or control of direct Knowle CE Primary employees.

Educational visits and LOtC provide opportunities which are integral to a rounded educational experience, which excites, challenges, motivates and stimulates learners, enabling our pupils to discover the world. We recognise that this may involve exposing participants to challenges and risks with which they may not be familiar.

This policy ensures that arrangements and procedures are in place, including health and safety requirements, to identify and manage these risks, reducing them to an acceptable or tolerable level, ensuring a balancing of the risks against the benefits of the activity.

1. Provision of Employer Guidance

Knowle CE Primary Academy has formally adopted the **Outdoor Education Advisors Panel National Guidance OEAP (NG)**, as "Knowle CE Primary Academy Guidance". This educational visits guidance can be found on the following web site: www.oeapng.info

It is a legal expectation that employees **must** work within the requirements of their employer's guidance; therefore, Knowle CE Primary Academy employees must follow the requirements of the NG, as well as the requirements of the Policy Statement.

Knowle CE Primary Academy employees should also follow NG recommendations.

Where a Knowle CE Primary Academy employee commissions activity, they must ensure that such commissioned agent has:

1. Systems and procedures in place where the standards are not less than those required by National Guidance.

2. Scope and Remit

The NG document **Basic Essentials Folder – "Status, Remit and Rationale (1c)"** clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;

- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and LOtC (Learning Outside of the Classroom);
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- Deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base.

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: "***Underpinning Legal Framework (3.2a)***"

3. Ensuring Understanding of Basic Requirements

As an employer, Knowle CE Primary Academy is required to ensure that its employees are provided with:

- appropriate guidance relating to visits and LOtC activity;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from an appointed Adviser (Southalls Health and Safety Consultants & SMBC) that has proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

The appropriate guidance for the management of outdoor learning and LOtC in Knowle CE Primary Academy is the National Guidance web site: www.oeapng.info

The relevant training courses for Knowle CE Primary Academy **are**:

1. Educational Visit Coordinator (EVC) Training
2. Educational Visit Coordinator (EVC) Refresher Training

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should contact their Educational Visits Coordinator (EVC)

4. Approval and Notification of Activities and Visits

The notification of all proposed activities and visits and approval of said activities and visits has been delegated to the Principal.

Approval Route

The Visit/Activity Leader who is proposing the activity/visit must complete the Planning a School Visit/Activity Form/Risk Assessment at least 4 weeks prior to the date on which the activity/visit is due to take place and send this to the Principal for approval.

5. Risk Management

As an employer, Knowle CE Primary Academy has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring Knowle CE Primary Academy to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. Knowle CE Primary Academy strongly recommends a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". HSE endorse this approach through their "*Principles of Sensible Risk Management*" and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. Knowle CE Primary Academy has adopted the format recommended by SMBC and the template for this can be found at the end of this policy.

Refer to NG document: "*Risk Management*"

6. Emergency Planning and Critical Incident Support

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

- either suffered a life threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

As an employer, Knowle CE Primary Academy is committed to providing emergency procedures to support staff in the event of a critical incident.

Refer to NG document: "*Critical Incident Management for Visits*"

To activate support from Knowle CE Primary Academy, the following telephone numbers should be used:

Normal office hours: 01564 776209

Outside normal office hours: 07976 437681

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

7. Monitoring

As an employer, Knowle CE Primary Academy ensures that there is sample monitoring of the visits and LOTC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of the NG. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the EVC. [See 19. Monitoring & Evaluation]

Refer to NG document: **"Monitoring"**

8. Assessment of Leader Competence

NG provides clear advice regarding the assessment of leader competence. It is an expectation of Knowle CE Primary Academy that all leaders and assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the NG guidance.

Refer to NG document: **"Assessment of Competence"**

9. Role-specific Requirements and Recommendations

National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within Knowle CE Primary Academy management structures. These are:

- **Governing Body (Employers)**
- **Principal - (Jenny Godsall)**
- **EVC - (Elaine Lynch)**

Refer to individual NG documents headed as above.

National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found in the establishment. These are:

1. Member of Board of Governors or Management Board
2. Principal
3. EVC

4. Visit or Activity Leader
5. Assistant Visit leader
6. Volunteer Adult Helper
7. Parents

Refer to individual NG documents headed as above.

10. Charges for Off-site Activities and Visits

Knowle CE Primary Academy Principal/Managers, Curriculum Leaders, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Refer to NG document: *Charges for Off-site Activities and Visits in an Educational Establishment*

11. Vetting and DBS Checks

Knowle CE Primary Academy employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Refer to NG document: *"Vetting and DBS Checks"*

12. Requirement to Ensure Effective Supervision

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

Effective supervision should be determined by proper consideration of:

- Staff Competence
- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)

- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- Environment - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- Distance away from the base

Ratios during outings should be determined by risk assessment which should be reviewed before each outing. At Knowle CE Primary Academy we use the following ratios:

- NURSERY - 1:3
- RECEPTION - 1:5
- Yrs 1 to 3 - 1:6
- Year 4 - 1:10
- Yrs 5 & 6 - 1:15 Max
- SEND - ratio for a child with SEND will be determined on an individual basis

Refer to NG document: *"Ratios and Effective Supervision"*

Refer to NG document: *"Group management and Supervision"*

First Aid

With the exception of EYFS visits and activities, there is no mandatory requirement for a First Aider to attend all educational visits or activities. The decision whether a First Aider is required will form part of the Risk Assessment and will be informed by the nature of the activity and whether the venue has its own provision etc.

Residential Visits

When on a residential educational visit e.g. PGL, the duty of care to the pupils remains at all times with Knowle CE Primary Academy staff, irrespective of how the on-site provider organises and manages specific activities. Therefore, during the evenings and overnight, the academy staff will only consume alcohol in moderation and on a rotational basis to ensure that a minimum of two members of staff are always free from the influence of any alcohol should they be required to support pupils during this part of the evening or overnight.

Swimming Lessons

When pupils attend swimming lessons as part of the NC requirements during the school day, the duty of care remains at all times with Knowle CE Primary Academy staff, irrespective of how the swimming teachers organise and manage lessons. Should Knowle staff have any concerns about any aspect of the provision they should act in the best interest of the child and seek further support from the EVC/Principal if required.

13. Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. This policy clarifies the circumstances where a preliminary visit is a requirement.

1. Pre-visits are required for visits where there is a high complexity factor and/or current supervising staff have not previously visited.
2. Additionally, required when the visit is solely led by academy staff i.e. no staff provided by the venue:

Residentials, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity.

If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

It is good practice for Visit/Activity Leader to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark
- The Association of Heads of Outdoor Education Centres (Gold Badge)

Knowle CE Primary Academy takes the view that where a provider holds one of the above accreditations, there should be no need to seek further assurances.

Refer to: NG document "*Preliminary Visits and provider Assurances*"

14. Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement however, schools are exempt by virtue of the fact that the Secretary of State for Education has certified that any claim against a school from an employee of the school will be satisfied out of moneys provided to parliament. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. Knowle CE Primary Academy is a member of the Department for Education Risk Protection Agency (RPA) and this includes Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by staff for which the employer is responsible.

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

Knowle CE Primary Academy contacts the RPA to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They also ensure

they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

Refer to NG document: "**Insurance**"

15. Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Knowle CE Primary Academy takes all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and LOtC thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

The employers, the Principal/Managers, Curriculum Leaders, EVCs and Visit/Activity Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, (previously the Disability Discrimination Act 1995), it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Refer to NG document: "**Inclusion as a Legal Issue**"

16. Good Practice Requirements

To be deemed competent, a Knowle CE Primary Academy Visit /Activity Leader, or Assistant Leader must be able to demonstrate the ability to operate to the current standards of recognised good practice for that role.

All staff and helpers must be competent to carry out their defined roles and responsibilities.

NG sets a clear standard to which Knowle CE Primary Academy Visit/Activity Leaders must work. The guidance states:

A competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- *Knowledge and understanding of the academy's guidance supported by establishment-led training.*
- *Knowledge and understanding of establishment procedures*

- *Knowledge and understanding of the staff, the activity, the group and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. The EVC should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit/Activity Leader should directly address this issue as part of the Risk-Benefit assessment.

Refer to NG document: ***"Good Practice Basics"***

17. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey. The Visit/Activity Leader should liaise with the Admin Team to ensure that coaches and buses are hired from a reputable company.

Refer to NG document: ***"Transport: General Considerations"***

Refer to NG document: ***"Transport in Minibuses"***

Refer to NG document: ***"Transport in Private Cars"***

18. Planning

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and national guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team liaise effectively in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a "Risk Benefit Analysis". Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

To reduce bureaucracy and encourage activity, the need for formal consent must be considered. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the academy and the home, it is good practice to ensure that those in a position of parental responsibility need to be fully informed.

The degree of complexity of a particular plan will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as "**SAGED**" as explained below.

- **S**taffing requirements - trained? experienced? competent? ratios?
- **A**ctivity characteristics - specialist? insurance issues? licensable?
- **G**roup characteristics - prior experience? ability? behaviour? special and medical needs?
- **E**nvironmental conditions - like last time? impact of weather? water levels?
- **D**istance from support mechanisms in place at the home base - transport? residential?

Refer to NG document: "*Planning Basics*"

19. Visits and Visitors to School

When arranging for a visitor/expert to come into school to support or supplement the curriculum, class teachers should ensure that the appropriate forms and processes are completed. [See Appendix i]

20. Monitoring and Evaluation

Visit Leaders will routinely evaluate each visit as part of the agreed procedures. The EVC will also monitor a specific aspect of the programme annually and report to the Governing Body at the Curriculum and Collaborative Partnership Committee. For example:

- A sample of the evaluations completed by Visit Leaders
- Evaluation of a new visit
- Adherence to the policy and procedures
- Onsite attendance at a chosen visit

21. Record Keeping/Retention

All hard copies of the documentation relating to specific visits will be retained for the academic year and then disposed of unless an incident or accident occurred in which case they will be retained as part of the record.

Electronic copies of documentation will be retained in: *(W:) Educational Visits Forms and Risk Assessments*. These will be disposed of after 6 years unless an incident or accident occurred in which case they will be retained as part of the record.

PROCEDURES

PLANNING/ORGANISING A SCHOOL TRIP/ACTIVITY FORM

All records for visits/activities are retained on the 'W' drive in Educational Visits Forms and Risk Assessments on the academy's network. This enables us to plan/track and evaluate visits and activities effectively and supports forward planning for subsequent years. All forms need to be completed well in advance of the visit/activity taking place and **at least four weeks in advance**.

Planning a school visit or activity

Visit/Activity Leader to complete this form and send it to the Principal no less than four weeks before the planned visit/activity.

This is a new trip YES/NO		If yes - please obtain authorisation from the HT BEFORE IT IS BOOKED	
I have undertaken a preliminary visit, or am already familiar with the venue/provider	YES/NO	Details:	
Purpose of the visit: (intent of the visit should be clear, integral to the curriculum and focussed on learning and development of pupils) <i>The programme of activities should be designed to achieve the visit's intent, and be appropriate for the participants</i>			
Visit to:			
Address:			
Visit/Activity Leader:			
Class:			
Date/Times:	Departure time: Return time:	No. of nights if residential:	
Important:	(Please put details in the school diary asap and check there are no clashes!)		
Transport needed? If Yes - No. of Pupils: No. of staff/volunteers:	YES/NO	If Yes please speak to either Penny/Laraine or Emma	

Number of Pupils:

Male	Female	Year Group

Supervision Arrangements (Teachers/Adults)				
Name	Leader, Supervisor?	First Aid Qualified?	List 99 Checked	Notes

First Aid Provision:

Details of First Aid Provision	
---------------------------------------	--

Financial Arrangements:

Expenditure		Income	
Transport			
Admission Fees			
Insurance - RPA	-		
Staff Cover			
Accommodation			
Total expenditure		Total Income	
Comments (if any)			

Emergency Contacts:

For visits within normal school hours it will be assumed that the school will be the nominated Emergency Contact. If there is a possibility that a visit may overrun the school day, Emergency Contact must be arranged. The level and duration of the visit or activity will dictate whether all or some of the following is required.

Name		Name	
Tel No. Day		Tel No. Day	
Tel No. Evening		Tel No. Evening	
Mobile		Mobile	

Name		Name	
Tel No. Day		Tel No. Day	
Tel No. Evening		Tel No. Evening	
Mobile		Mobile	

Emergency contacts must be fully aware of their obligations and be available with the necessary paperwork at all or stated times. Residential visits over 36 hours in duration should have at least 4 Emergency Contacts.

Authorised by:

EVC:

Principal:

Evaluation:



Comments:

For office use:	Date	
Date form received:		
Visit/activity authorised by HT:		
Letter sent out to parents:		
ParentPay set up:		
Coach booked:		Name of provider:
Does visit/activity interfere with music lessons?		If so - email SMS (KS2 only)
Does visit/activity affect Extended Services?		If so, email Lisa
Kitchen informed: (Cancel Tuck - KS2 only)		
Labels for lunch:		
Volunteer handbooks given out:		
List 99 checks complete for all volunteers:		



Knowle CE Primary Academy

KNOWLE CE PRIMARY ACADEMY VISITING SPEAKER/EVENT AGREEMENT EDUCATION PROVISION



We understand the importance of visitors and external agencies to enrich the experiences of our pupils.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils.
- Visitors will also be accompanied by a member of staff at all times.

Name:

Signature.....

Date:



**EDUCATION PROVISION RISK ASSESSMENT FOR VISITING
SPEAKER/EVENT**



Name of the Event: Date:			
Speaker:.....			
Nature of Event (eg: assembly, talk, interactive learning etc)			
Do you require the hall? If yes - please see overleaf	Infant hall	Junior hall	Hall not required
Outline of the Content of the Event			
Member of staff organising the event			
Point of contact for the speaker			
Confirm that research has been carried out on the Speaker/event and the organisation they are affiliated to - record detail			
The Speaker has signed the Visiting Speakers Agreement	YES	NO	
The Office has been informed of the Speaker in order that they can be added to the School diary, and any relevant vetting procedures undertaken	YES	NO	
Confirm that you agree to ensure that the Speaker is accompanied at all times, whilst on the premises	YES	NO	
Requested by (member of staff), (sign and date) Agreed by the Principal (sign and date)			
Post Event Evaluation			

Booking the Hall

Will it impact Extended Services Please check the timetable of use by Extended Services - (in the diary)	Yes - see Lisa	No
Will you need the stage? (consider how long the stage needs to be in place)	Yes - 1.put start date and end date in school diary 2. speak to Mike 3. speak to Lisa	No
Will it impact lettings?	Yes - see Della	No
Will it impact space available for lunch tables in Juniors?	Yes - see Shear	No
Will it impact space available for after school clubs eg., dance/onside?	Yes - contact office	No



BOOKING THE HALLS



Date of Event		
Name of Event		
Member of staff organising the event		
Time of Event		
Which hall?		
Will it impact Extended Services Please check the timetable of use by Extended Services - (in the diary)	Yes - see Lisa	No
Will you need the stage? (consider how long the stage needs to be in place)	Yes - 1.put start date and end date in school diary 2. speak to Mike 3. speak to Lisa	No
Will it impact lettings?	Yes - see Della	No
Will it impact space available for lunch tables in Juniors?	Yes - see Shear	No
Will it impact space available for after school clubs eg., dance/onside?	Yes - contact office	No

