



### Introduction | Timatanga Kōrero

The purpose of this policy is to:

- To ensure effective procedures exist to provide for the safety of children on excursions from kindergarten or home-based service.

### Applies To | Ko Wai Whakahāngaitia

This policy applies to all children attending a He Whānau Manaaki o Tararua Free Kindergarten Association (Whānau Manaaki) Kindergarten or Home-Based Service.

### Definitions | Tautuhi

“Excursion” is defined in the Licensing Criteria for Early Childhood Education & Care Centres 2008 and Licensing Criteria for Home-based Education & Care Centres 2008 as “being outside the licensed premises while receiving education and care from the service but does not include an excursion for the purposes of emergency evacuations, drills or the receipt of urgent medical attention”.

“Regular excursions” is defined in the Licensing Criteria for Early Childhood Education & Care Centres 2008 and Licensing Criteria for Home-based Education & Care Centres 2008 as an “excursion that parents have agreed to at the time of their child’s enrolment, that are part of an ongoing planned and consistent routine of education and care”. Whānau Manaaki further defines this as “taking place either by public or private transport or walking that are part of the ongoing curriculum e.g. weekly visits to library, supermarket, local park, beach or bush/forest kindergartens, spontaneous walk around the block to see roadworks”.

“Special excursions” defined in the Licensing Criteria for Early Childhood Education & Care Centres 2008 and Licensing Criteria for Home-based Education & Care Centres 2008 as an “excursion that parents have agreed to prior to the excursion taking place, that is not a regular excursion”. Whānau Manaaki further defines this as an excursion that “has been planned in advance and have links to the programme. Special excursions may or may not involve the use of public or private transport. E.g., visit on bus to Museum.”.

### General Principles | Mātāpono Whānui

1. Excursions are part of the kindergarten programme and provide opportunities for experiencing curriculum outside of the kindergarten, therefore excursions are free for whānau.
2. The annual budget includes provision for excursions under “Activities and Entertainments – including Excursions”.
3. Fundraising activities may be undertaken to support excursions.
4. The Head Teacher, Senior Head Teacher, or person responsible will ensure that parental permission has been received from the parents or caregiver for all children for the two types of excursions. As follows:



Type of Excursion	Details	Relevant Form to be completed for authorisation	Additional Requirements for Kindergartens	Additional Requirements for Etu Ao (Home Based Education)
Regular Excursion	Ongoing basis in the Kindergarten or Home-based educations local area.	Enrolment Form	Parents will <i>sign</i> the Excursion Risk Analysis form for these regular excursions.	Parents will <i>sign</i> the Excursion Risk Analysis form for these regular excursions.
Special Excursion	Excursion that is not ongoing and not a regular excursion.	Special Excursion Permission Form		Parents will <i>sign</i> the Excursion Analysis form

5. The Head Teacher, Senior Head Teacher and Visiting Teacher are responsible for ensuring that all requirements for excursions have been met including the completion of the Enrolment Form or Special Excursions Permission Form and Excursion Risk Analysis form.
6. All excursions will observe the following ratios:
  - one adult to four children over 2-years of age (including children attending who are not on the kindergarten roll); and
  - one adult to two children under 2-years of age; and
  - one adult to two children for all children if near water
  - one adult to one child if the children will be in the water or in a boat or similar vessel.
7. The Head Teacher or Senior Head Teacher will ensure that if some children remain at the kindergarten, that the adult: child ratio at the kindergarten remains correct, and there must be a first aid qualified staff member at the kindergarten.
8. Whilst in the care of the kindergarten, including outside of session hours, children shall have two adults present at all times.
9. Whānau Manaaki is committed to supporting kindergartens located on school grounds to develop partnerships with the school. This support includes allowing some flexibility around adult: child ratios for regular excursions to events or activities on the grounds of the co-located school.
10. There is no place for smoking, vaping, alcohol, or other illegal drugs on any excursion.

### Use of Transport for Excursions

11. Travel by public transport is preferred but where private motor vehicles are used the Head Teacher shall ensure that:
  - the requirements of Education (Early Childhood Services) Regulations 2008 and the Licensing Criteria for Early Childhood Centres & Care Services 2008 OR Licensing Criteria for Home-based Education & Care Services 2008 depending on the service
  - all vehicles have current registration and warrant of fitness;
  - each driver holds a current Driver licence for the class of vehicle used;
  - appropriate child restraints are used at all times for all children and ensure children travelling in taxis or shuttles are restrained as if they were in a private car or van.
  - two adults per car unless the parent is only taking their own child.
  - Etu Ao Transporting Children Policy is adhered to for all excursions from a Home-based service.

### Record Keeping

12. Full records of both regular and special excursions should be kept for the current year plus one additional year. A record of excursions includes:
  - a. the names of adults and children involved;
  - b. the time and date of the excursion;
  - c. the location and method of travel;
  - d. assessment and management of risk;
  - e. adult: child ratios;
  - f. evidence of parental permission and approval of adult: child ratios for regular excursions;
  - g. evidence of parental permission and approval of adult: child ratios for special excursions;  
and
  - h. the signature of the Person Responsible giving approval for the excursion to take place.
  
13. Kindergartens will send through paperwork of excursions including Risk Analysis to their Senior Teacher at least 2 weeks prior to any special excursion's planned date, and termly for all regular excursions.

### **Etu Ao Home Based Education**

14. Excursions will be arranged by the TONI Educator in consultation with the Visiting Teacher.
15. An Excursion Risk Analysis form must be completed by the TONI Educator for all outings and excursions from the licensed premises (the TONI Educators home).
16. The Visiting Teacher will support the writing of the Excursion Risk Analysis form for any excursion.
17. The Visiting Teacher is responsible for ensuring that all requirements for excursions have been met including the completion of the Enrolment Form or Special Excursions Permission Form and Whānau Manaaki Excursion Risk Analysis form.
18. TONI Educators will review the Excursion Risk Analysis form for regular excursions in conjunction with their Visiting Teacher bi-annually. However, if the Excursion Risk Analysis form needs to be changed earlier it will be updated at the time.
19. Parents or caregivers will sign an Excursion Risk Analysis form for a Special Excursion at the time of the TONI educator planning for the event if they consent to their child participating in the special excursion.
20. TONI Educators must inform the Hub Coordinator of any excursion at the time of leaving their home and when they return. The Hub Coordinator will communicate this to the appropriate Visiting Teacher. If the Visiting Teacher has any concerns, they will contact the TONI educator immediately.
21. TONI Educators must take a bag containing a first aid kit, nappies, wipes, cell phone etc. on all excursions.
22. A supervision plan is included within each Excursion Risk Analysis form, specifically referencing the following:
  - if another adult is required,
  - appropriate ratio,
  - supervision requirements for the setting,
  - transitions to and from the vehicle and location
  - frequency of head counts/roll checks.

### **Special Excursions**

Teachers will develop procedures for special excursions that include:

- How parents will be informed about special excursions. Information to include:
- The type of transport to be used



- Destination of the excursion
- Length of the excursion e.g. 3 hours
- If parent help is required and how many parents are needed to assist
- Any health or safety requirements for children and adults e.g. type of clothing, food requirements, medication
- How written approval/agreement will be obtained from parents for:
  - Their child to take part in the excursion
  - The adult/child ratios to be used
  - The risk assessment and risk management plan for the excursion
  - For children to travel in private vehicles (if these are to be used)
  - Minimum requirements for the use of private motor vehicles and how these will be checked.
  - Minimum requirements must include:
    - Full, current Driver licence for the car driver
    - Current warrant of fitness for car
    - Current registration for car
    - Correctly fitted restraints suitable for the age and weight of the children who will use them
    - Number of adults in each vehicle
  - Agreement (signature) from driver attesting that they understand the requirements and the information they have provided is valid.
- Teachers will develop procedures for regular excursions that include:
  - Sending in Excursion form and Risk Analysis termly to cover any and all regular excursions that may occur during that term.

### **Regular Excursions**

How approval from parents will be gained at enrolment for their child to take part in regular excursions. Includes details of adult/child ratios to be used These procedures will be shared at the time of admission into kindergarten.

- so parents can make an informed decision about giving approval for their child to take part in such excursions.
- Evidence that the excursion has been approved by the Head Teacher (Person Responsible)
- How parents will be informed that a regular excursion has taken place.eg notice on whiteboard.

### **Bush or Forest Kindergarten Excursion**

Team meets with the Senior Teacher of kindergarten to discuss the proposal for a bush/forest kindergarten and visit the site together to ensure both parties have a shared understanding of the opportunities and risks the site offers.

Team to develop a plan that specifically addresses:

- Teacher/adult/child ratios and which teacher/s will participate
- How ratios will be maintained at the kindergarten
- Clothing and other equipment – what the kindergarten will supply and what is expected of parents.
- Team to develop a Risk Analysis Form on the template as attached which includes:
  - How everyone will get to the site and back
  - How ratios will be maintained at the bush/forest site
  - How resources/equipment will be got to and from the site
  - Toileting for children
  - Food and refreshment arrangements for children and adults



- Medication and a process for recording that it has been administered and that the dosage has been checked by another adult - this means copies of the medication form will need to be taken.
- Environmental factors including sun, wind and rain
- How children will be kept away from any water
- Develop communication strategy for parents to understand the scope and purpose of Bush/Forest Kindergarten Programmes.
- Seek approval from appropriate authorities to:
  - use the area in question
  - identify their expectations of how you will use it; and
  - identify your responsibilities
- Teams have developed a plan that includes:
  - How you will get there
  - Teacher/adult/child ratios and which teacher/s will participate
  - How you ensure ratios at kindergarten are correct
- Clothing and other equipment – what the kindergarten will supply and what is expected of parents
- How you will get equipment/resources to the site
- Toileting
- Food and refreshments
- Comprehensive Risk Assessment
- Hazard Management Plan
- Evaluation process.
- As part of hazard management process each time the site is visited, regular and ongoing evaluation of the risks are to be considered, e.g. has weather effected site, are there are new roadworks on the route etc. This can be done in team hui and decisions captured in team meetings minutes and then communicated to whanau through Storypark Community Posts, e.g. we have seen that there are new roadworks on our normal walk to Beach Programme so we are now walking via this street .....etc.
- Develop communication strategy for parents to understand the scope and purpose of the Bush/Forest programmes.
- A plan for the Bush/Forest programmes and a Risk Analysis are to be submitted to the Senior Teacher for the kindergarten for approval prior to participating in this programme and then approvals will be given on an annual basis when at the beginning of each calendar year an updated plan and risk analysis will need to be provided by the head teacher.

### **Beach Kindergarten Excursion**

Team meet with the Senior Teacher of kindergarten to discuss the proposal for a beach kindergarten and visit the site together to ensure both parties have a shared understanding of the opportunities and risks the site offers.

In consultation with the Senior Teacher a decision will be made about the teacher / child ratio. There will always be 3 adults for any group of 10 or less children or for groups bigger than 10 – 1 adult to 3 children. If next to water there will be a ratio of 1 to 2 children. If the children are in the water there will be a ratio of 1 adult to 1 child.

Team to develop a plan that specifically addresses:

- Teacher/adult/child ratios and which teacher/s will participate
- How ratios will be maintained at the kindergarten
- Clothing and other equipment – what the kindergarten will supply and what is expected of parents.



- Team to develop a Risk Analysis Form on the template as attached which includes:
- How everyone will get to the site and back
- How ratios will be maintained at the beach
- How resources/equipment will be got to and from the site
- Toileting for children
- Food and refreshment arrangements for children and adults
- Medication and a process for recording that it has been administered and that the dosage has been checked by another adult - this means copies of the medication form will need to be taken.
- Environmental factors including sun, wind, rain and tides.
- How children will be kept away from the water, if a 1:1 ratio cannot be observed.
- As part of hazard management process each time the site is visited regular and ongoing evaluation of the risks are to be considered, e.g. has weather effected site, are there new roadworks on the route etc.
- Develop communication strategy for parents to understand the scope and purpose of the visits.
- A plan for the Beach programmes and a Risk Analysis are to be submitted to the Senior Teacher for the kindergarten for approval prior to participating in this programme and then approvals will be given on an annual basis when at the beginning of each calendar year an updated plan and risk analysis will need to be provided by the head teacher.

### **Relevant Legislation and Regulations | [Whaitake Ture me Waeture](#)**

1. Education (Early Childhood Services) Regulations 2008
2. Licensing Criteria for Early Childhood Centres & Care Services 2008
3. Licensing Criteria for Home-based Education & Care Services 2008

### **Related Procedures or Processes and Documents | [Pākanga Tukanga me Pukapuka](#)**

Enrolment Form

Excursions Approval Form

Special Excursion Parent Whānau Consent Form Excursion Risk Analysis Form

Etu Ao Regular Excursions Forms (includes Excursion Form and Risk Assessment Form)

Etu Ao Special Excursion Forms (includes Permission Slip and Risk Assessment Form)

### **Policy Review Cycle | [Kaupapa Arotake Hurihanga](#)**

This policy is to be reviewed every two years. Whānau Manaaki may amend or cancel this policy or introduce a new policy, as it considers it necessary within the current cycle of the policy. Any amendments will be considered by the Policy Working Group and will need to be approved by the Senior Leadership Team. The policy will continue on the same review cycle.





## Excursion Approval and Risk Analysis Form

Prior to completing this form, we advise you to read through the Excursions Policy

### Excursion Request

(This section due to privacy is not to be shared with parents/whānau)

Applications for approval of excursion should be submitted to the Association at least two weeks before the excursion date. Please complete all sections of this form and analysis.

Kindergarten:	Senior Teacher:
---------------	-----------------

Is this request for: Special Excursion  or Regular Excursion

“Regular excursions” is defined in the Licensing Criteria for Early Childhood Education & Care Centres 2008 and Licensing Criteria for Home-based Education & Care Centres 2008 as an “excursion that parents have agreed to at the time of their child’s enrolment, that are part of an ongoing planned and consistent routine of education and care”. Whānau Manaaki further defines this as “taking place either by public or private transport or walking that are part of the ongoing curriculum e.g. weekly visits to library, supermarket, local park, beach or bush/forest kindergartens, spontaneous walk around the block to see roadworks”.

“Special excursions” defined in the Licensing Criteria for Early Childhood Education & Care Centres 2008 and Licensing Criteria for Home-based Education & Care Centres 2008 as an “excursion that parents have agreed to prior to the excursion taking place, that is not a regular excursion”. Whānau Manaaki further defines this as an excursion that “has been planned in advance and have links to the programme. Special excursions may or may not involve the use of public or private transport. E.g., visit on bus to Museum.”.

Date		Destination	
Planned date:		Place we are visiting:	
Alternative date:		Location/Address:	
Duration of Excursion			
Time Leaving Kindergarten:	Time Returning to Kindergarten:	Length of Excursion:	
Purpose of Excursion			
Educational value (how does this relate to the programme):			

<b>Ratios</b>	
<b>Number of Children participating:</b>	<b>Number of Children remaining at kindergarten:</b>
<b>Adult/Child ratio on Excursion:</b>	<b>Teacher/Child ratio left at kindergarten:</b>

**All excursions will observe the following ratios:**

- one adult to four children over 2-years of age (including children attending who are not on the kindergarten roll); and
- one adult to two children under 2-years of age; and
- one adult to two children for all children if near water
- one adult to one child if the children will be in the water or in a boat or similar vessel

<b>Whose Supervising</b>	<b>Contact details in case of an emergency</b>
<b>Name of Teachers on Excursion:</b>	<b>Contact phone number on Excursion (so Association can contact you):</b>
<b>Health and Safety-Medical</b>	
<b>Name of children requiring medication (take medication and copy of authorisation and dosage given forms):</b>	<b>Consider any kaiako who may need medication:</b>
<b>Parent Communications</b>	
<b>How will you let parents know how to contact you? (For whole Kindergarten excursions, sign for door to include: Excursion location, time of return, contact number):</b>	
<b>Type of Transport</b>	
<input type="checkbox"/> <b>Walking</b>	<input type="checkbox"/> <b>Bus</b> <input type="checkbox"/> <b>Van</b> <input type="checkbox"/> <b>Car</b>
<b>Contact name of transportation (e.g. bus company):</b>	<b>Contact number of transportation:</b>



<b>Health and Safety Briefing</b>	
(See Supporting Volunteers/Parent Helpers section in RAM's below for suggestions)	
<b>What particular issues need to be covered in our briefing to supervising parents/whānau?</b>	
<b>Any other hazard management or risk management issues to be considered?</b>	

<b>Person's Responsible for Excursion</b>		
<b>Head Teacher/Senior Head Teacher/Acting Head Teacher Name and Signature:</b>	<b>Date:</b>	
<input type="checkbox"/> <b>Risk Analysis completed below:</b>		
<i>Please complete and inform your Senior Teacher and Tania Jack for approval, including the Risk Analysis Form below.</i>		
<b>Approval of Excursion</b>		
<b>Approved</b> <input type="checkbox"/>	<b>Declined</b> <input type="checkbox"/>	<b>Date:</b>
<b>Senior Teacher/ Association Representative Name and Signature:</b>		

## To share with parents/whānau

<b>Date:</b>	<b>Destination:</b>	<b>Time leaving:</b>	<b>Ratio:</b>
<b>Mode of Transport:</b>		<b>Time returning:</b>	

### Risk Analysis Management

<b>Consider</b>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
-----------------	--	---	---

<b>SUPERVISION/RATIOS</b>  <i>Lack of supervision-kaiako not scanning, engaging with tamariki could lead to the following hazards</i>	<b>In event of ratios not being meet, the excursion will be postponed or cancelled</b>		
	<b>Head count/roll call to be taken when:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> leaving kindergarten</li> <li><input type="checkbox"/> during the excursion (amount will be dependent on length of excursion)</li> <li><input type="checkbox"/> in event of an emergency</li> <li><input type="checkbox"/> leaving venue</li> <li><input type="checkbox"/> returning to kindergarten</li> </ul>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Familiar with the route being taken to location:</b> <i>(What streets/roads will be taken to get to venue)</i></li> <li><input type="checkbox"/> <b>Venue has been visited and viewed for potential hazards (any specific hazards for venue not mentioned below please add to the section at bottom of form- Identified Hazards Specific to our excursion to:</b></li> </ul>		
	Hurt tamaiti/adults from falling over, or being injured on way to venue or at venue or on return to kindergarten 1. Vehicles coming out of driveways 2. Traffic- crossing roads 3. Getting on and off the bus 4. Uneven footpath/trip or slip hazards 5. Approached/Attacked by dog/s 6. Stand on broken glass or other sharp objects 7. Aggressive persons in community 8. Other footpath users (cyclists/people running or walking)	Injured and needing treatment	<i>Please share your supervision/monitoring/scanning strategies:</i>
Missing tamariki	Tamariki may be hurt, leave group or removed from venue	Regular head counts arriving at venue, a point in time during excursion, leaving venue and returning to kindergarten.	



			Monitoring/scanning environment/venue
	Tamariki moving into spaces that are not safe for them- roads	Injured, hit by vehicle	
	Road works on route to venue	Road is blocked/holes in ground	
	Poisonous plants	Ingest plant	
	Water access 1. Stream running near walking route 2. Sea/beach access	Falling in and/or drowning	
<b>TRANSPORT</b> <i>What team members would do if the following happening</i>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
	Bus or other mode of transport being involved in an accident	Hurt, injured or fatality	
<b>HEALTH &amp; SAFETY</b>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
<b>Allergies</b> <i>What would team members do if there was an allergic reaction</i>	Insect bite Allergens Medication	Reaction to insect or substance Have a reaction if medication not taken at correct time	
<b>Medication</b>	Medication left behind	Reaction to not having medication	
<b>Food and Drink</b>	Thirsty or Hungry Tamariki	Get dehydration/have behaviour changes	
<b>Toileting</b>	Tamariki needing to go to the toilet Or have a nappy changed Toileting accident	Toileting accident Feeling uncomfortable in different place	
<b>Limited footwear and clothing</b>	Inadequate footwear Inadequate clothing	Contribute to falls/trips/ability to walk required distance overheat/get sunburnt or be too cold	
<b>Venue Equipment</b> <i>When visiting venues with play equipment consider tamariki capabilities</i>	Venue equipment unsuitable for 0-5-year-olds capabilities	Hurt or injured	
<b>WELLBEING</b>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
<b>Supporting social/emotional neurodiverse learning</b>	1. Large group/big venue 2. Too many Tamariki on excursion for venue 3. Capability	1. A Tamaiti might get lost 2. Venue might be overcrowded or unsafe	



	<ul style="list-style-type: none"> <li>4. Needs of tamariki</li> <li>5. Tired Tamariki</li> <li>6. Unfamiliar environment</li> <li>7. Tamaiti might become overwhelmed or dysregulated</li> </ul>	<ul style="list-style-type: none"> <li>3. Venue/location of excursion is not suitable for all Tamariki to participate.</li> <li>4. Tamaiti need sleep or bottles</li> <li>5. Distance is too far for some tamariki to walk</li> <li>6. Tamaiti might be anxious or frightened</li> <li>7. Tamaiti might hurt themselves or others</li> </ul>	
<b>ENVIRONMENTAL</b>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
<i>Weather</i>	Change in weather	Tamaiti/adults get cold and wet (Hypothermia) or Dehydrated/heat stroke in high temperatures Tamaiti or adults injured, upset, Disruption to transport	
<i>Civil Emergency</i>	Venue becomes unsafe	Hurt, injured, fatality Lost tamariki/adults Not knowing where emergency assembly point is	<b>Please name venue emergency assembly point:</b>
<b>COMMUNICATIONS</b>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
<i>Cellphone not working</i>	Cell phone not adequately charged	Urgent phone calls can't be made or received	
<i>Roll head count/call not completed</i>	Not knowing who is present	Lost tamariki	
<i>Signed consent forms (where are names recorded and documented)</i>	Change in circumstance for parent Not having written permission from parent/caregiver	Parents don't want tamariki to attend	
<i>Emergency contact list left behind</i>	Need to contact parent/caregiver	Might not have phone numbers Not having contact details	
<i>Sign for door (location, time of return, contact number) not displayed</i>	Parents need to contact kindergarten	Don't know how to contact kgtn	
<b>Parent Help</b> <i>See support list below for parents/volunteers</i>	<b>Hazard</b> What could cause a problem?	<b>Risks</b> What might happen to tamariki and adults?	<b>Strategy</b> What will you do to minimize the risk?
	Parent help unsure/unaware of expectations or stressed	Parent help doesn't know how to respond to tamariki/feels overwhelmed	



## Supporting Volunteers/Parent Helpers

*Consider these things to share at Health and Safety briefing*

*As parent helpers are a key part of adult: child ratio they are critical to the success of the supervision and health and safety on an excursion. Take some time to think through what they need to know about expectations of them, and how to communicate this to them. Consider the following:*

- Let Parent helpers know that their role is to actively supervise the children in their care. This means being close enough to keep them safe at all times. They should encourage children to stay with their group and talk with a teacher if a child is finding this difficult.
- Ask parents to make sure they let a teacher know before they leave their group of children for any reason eg to go to the toilet or to look after their own needs. – eg leaving the group for a coffee, popping into a shop etc.
- If a parent has a health condition which might compromise their ability to supervise throughout the excursion, ask them to let you know.
- Make sure each parent knows which children they are responsible for. Give them a list of names.
- Make sure they are aware of the itinerary, timetable and general logistics of the excursion and what to do if they have any concerns at any time
- Parents are asked to stay with the main centre group at all times – unless some part of the activity is on a rotating basis. If they need to leave the group for some reason, ask them to notify a staff member first.
- Parents are made aware that there is no place for smoking, alcohol, or other illegal drugs on any excursion.
- Share with parents how to positively support children’s engagement in the group and encourage them to ask for help if they are at all concerned about what is happening in their group. Be clear about when they should seek immediate help from a staff member.
- Be clear about what is acceptable in terms of taking photographs of children on the excursion.
- Make sure parents know about the arrangements for toileting, food/drink, looking after children’s belonging, who has the First Aid Kit, the number of the emergency cell phone and what will happen in any emergency. (i.e. adults should not take groups away from the main group unless this is planned and organised)

## Things to take

**Check list**

- A list of all children plus their emergency contact details in case of any accident of emergency. Include any siblings.
- Copy of sign in sheets/Use this to take periodic roll checks.
- First aid kit. Consider carrying some bags in case of travel sickness, and some portable instant icepacks.
- Personal medication for any of the centre’s children – inhalers, epi pens etc. Also take any personal medication needed for adults and teachers.
- Cell phone – with numbers for the bus or transport company, numbers for the destination or venue and a contact number for someone connected with the service who is not going on the excursions.
- Sun protection. Rain wear if needed.
- Consider books or other items to entertain children if there are any delays.
- Drinking water for all children and adults
- Spare clothing



**Identified Hazards Specific to our excursion to:**

--	--	--	--

**Identified Hazards Specific to our excursion to:**

--	--	--	--

**Identified Hazards Specific to our excursion to:**

--	--	--	--

