



Educational Visits Policy

2025 – 2026

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'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



Introduction

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.

Well-planned and executed educational visits provide our children with valuable experiences which enhance their learning at school. Providing a variety of opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good school practice.

In our 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 educational visits and other activities that add to what they learn in school.

The Head teacher and governors recognise the value and importance of learning outside the classroom, and encourage staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised. It is extremely important that educational visits are planned so that they can be made available to all children regardless of their individual needs.

Organisation

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, teachers agree the corresponding programme of visits and activities during each academic year.

Within each class's programme of work the teachers plan educational visits and activities that support the children's learning. We plan other activities as the school year progresses, and inform parents of these in due course.

Curriculum links

All educational visits and activities support and enrich the work we do in 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 LA:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to museums;
- Mathematics – use of shape and number trails in the local environment;
- History – museum visits, study of local housing patterns, local museums;



- Geography – use of the locality for fieldwork, river trails;
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music – range of specialist music teaching where possible, extra-curricular activities, visits made by school choir;
- Design and technology – visits to local factories/design centres;
- Computing – its use in local shops/libraries/secondary schools etc.
- 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.

Compliance

The school's policy is to comply with the DfE guidance on Health & Safety of Pupils on Educational Visits and additional statutory guidelines relating to best practice, and health and safety.

This policy should also be read in conjunction with the other relevant school policy documents, including the following:

- Safeguarding and Child Protection
- Health and Safety
- Charging
- Equal Opportunities
- SEN and Inclusion
- Behaviour

Access to Policies and Guidelines

Staff involved in the leadership and management of visits must be familiar with all relevant guidelines and policy documents, and should know how and where this information can be accessed. Hard copies of these documents can be accessed in the following locations within school:

- The School Office (Educational Visits File).
- From the Educational Visits Co-ordinator (EVC) or Head teacher.

Definitions

'In loco parentis' means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent.

'School trip' means any educational visit, foreign exchange trip, away-day or residential holiday organised by the school which takes pupils and staff members off-site.

'Residential' means any school trip which includes an overnight stay.



Activities of an 'adventurous nature' include, but are not limited to, the following:

- Farm visits, especially those involving handling animals
- Trekking
- Caving
- Skiing
- Water sports
- Climbing

Roles and Responsibilities

The Head teacher has overall responsibility for all the school's educational visits. If the Head teacher is absent or unavailable, the Deputy/Acting Deputy Head teacher will act as the appointed deputy, and fulfil the same responsibilities regarding the leadership and approval of educational visits. The Educational Visits Coordinator (EVC) is Megan Osborne.

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy complies with the Equality Act 2010.
- Ensuring educational trips and visits positively impact on pupils' lives, teaching them life skills and providing new experiences.

The headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Appointing an educational visits coordinator, liaising with Compliance as necessary.
- Liaising with the educational visits coordinator and communicating information regarding any planned trips to parents.
- Liaising with the governing board regarding the organisation of extra-curricular trips and activities, including settling any disputes.
- Being part of the approval process for extra-curricular trips and activities.
- Ensuring the educational visits coordinator is competent to oversee the coordination of off-site education and arranging for training to be undertaken, as necessary.
- Completing relevant paperwork, including risk assessments, for extra-curricular trips and activities.
- Ensuring suitable safety measures are in place prior to each trip or activity.
- Overseeing the work of the educational visits coordinator/s, ensuring a whole-school approach is adopted when planning and coordinating extra-curricular trips and activities.

The EVC will be involved in the management of visits to ensure that group leaders have all the correct information and paperwork to organise and lead a visit. The EVC will also ensure that there



are records of all individual visits, including reports of incidents or accidents. The EVC oversees the planning and organisation of the school's visits, and provides advice and guidance to staff and the Head teacher, including recommendations regarding the approval of visits.

The Educational Visits Co-ordinator will ensure that:

- The educational visit meets the School and LA requirements including those of risk assessment;
- The group leader is aware of the relevant documentation which needs to be completed prior to an educational visit;
- The group leader is able to log the visit on the EVOLVE system;
- They have appointed a suitable Group Leader;
- The risk assessment has been completed by the group leader and that it is safe to make the visit;
- Training needs have been met;
- The group leader has experience in supervising the age groups going on the visit and will organise the group effectively and complete any necessary dynamic risk assessments
- The group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity (pre-visit arrangements if necessary);
- All adults on the visit are appropriate people to supervise children and have appropriate clearance (see additional staff and volunteers involved in a visit below);
- The group leader has obtained signed parent/carer consent forms prior to the educational visit and ensured that parents have provide written details of relevant medical conditions / additional needs of pupils and provided two emergency contact numbers.
- Arrangements have been made for all the medical needs and additional educational needs of all children;
- The mode of travel is appropriate;
- Travel times out and back are known;
- There is adequate and relevant insurance cover;
- They have the address and phone number of the visit's venue and have a contact name;
- That the group leader has obtained the names of all the adults and children in the travelling group, including emergency contact details of parents, staff and volunteers;
- That the kitchen staff are aware of any changes to lunch arrangements.

Advice and Guidance

Staff should seek advice and guidance regarding educational visits from:

- The school EVC
- The Head teacher
- Other experts with specialist/ local knowledge (e.g. park rangers, centre managers)



Planning and approval procedures

Visits should be recorded, checked, and approved using EVOLVE in accordance with the following procedures:

Day visits

One-off or occasional visits e.g. day visit to the museum or theatre.

These visits:

- Will be checked and approved internally by the EVC and Head teacher. In addition, the Governing Body will be informed by the head teacher when visits have taken place.
- Should be submitted on EVOLVE for approval at the beginning of the term, or as soon as possible thereafter, and at least 2 weeks in advance of the visit.

UK residential visits

Visits that involve one or more nights away from home in the UK.

These visits:

- Will be checked and approved via EVOLVE by the EVC, Head teacher and by the LA Educational Visits Senior School Improvement Officer.
- The Governors will also be informed of the visit by the Head teacher.
- Should be submitted on EVOLVE for approval at least 28 days in advance of the visit.

Children in Key Stage 2 have the opportunity to take part in a residential visit. The residential visit enables children to take part in outdoor and adventure activities. We undertake this visit only with the approved agreement of the LA. All specialist activities are undertaken with qualified instructors. Teachers accompany children on a voluntary basis.

Overseas visits

The school does not undertake, and has no plans to introduce, overseas visits.

High risk activities or environments

If any of the above types of visit involve what may be regarded as 'High risk or adventurous activities or environments' they MUST be submitted for approval at least 4 weeks in advance of the visit. The visit will be checked and approved via EVOLVE by the EVC, Head teacher, and by the Compliance. The Governors will be informed of this visit by the Head teacher. These visits involve hazards that are significantly different or more serious (in terms of severity and/or likelihood) than that which may normally be encountered in everyday or school life.

For example:

- A weekly climbing centre visit;
- A day visit to a dry ski slope;
- A day visit to a farm or zoo;
- A day visit to a beach.

For visits with significant financial commitment, 'Outline Approval' should be obtained before firm bookings are made.



Risk Assessments and Risk Management

The school has a legal duty of care for its pupils, and must, therefore, give careful consideration to the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels. The Group Leader will undertake an appropriate risk assessment for each visit, and this will be shared with the EVC and Head teacher via EVOLVE before the visit takes place. The process of risk assessment is a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise.

The risk assessment must include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to children for this visit?

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if children are in danger. The Risk Assessment is a dynamic, working document – it is not ‘carved in stone’ once it has been written.

The group leader should also take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken;
- The location;
- The competence, experience and qualifications of supervisory staff;
- The group members’ age, competence, fitness and temperament;
- Children with additional educational or medical needs and/ or disabilities;
- The quality and suitability of available equipment;
- Seasonal conditions, weather and timing.

All Risk Assessments must be approved by the EVC and Head teacher, and shared and signed by all staff supervising the visit.

The Group Leader

An external educational visit should have a single designated group leader, responsible for ensuring procedures are followed and the planning and implementation of the visit are correctly carried out. It is the group leader’s responsibility to liaise with the Head teacher and EVC to ensure that they have completed the necessary forms and procedures. The group leader ultimately has responsibility for their proposed visit. The Head teacher must be satisfied that the group leader is suitable and competent to fulfil their role.

The Group Leader should:

- Ensure the head teacher is aware of their intent to go on an educational visit and obtain their consent for the visit to go ahead;



- Have overall responsibility for the supervision of the visit or activity;
- Follow the school and any relevant additional bodies' visits policy, procedures and guidelines;
- Add visit to the EVOLVE system and undertake and complete a comprehensive risk assessment;
- Arrange a pre-visit if necessary;
- Ensure all other staff, volunteers and parents are aware of the risk assessments, and their roles and responsibilities, and how to contact the group leader during the visit;
- Ensure that they complete all the necessary planning and organising at least two weeks prior to the educational visit-taking place and at least four weeks if LA approval is required;
- Be able to supervise, support and lead children of the relevant age range;
- Be suitably qualified if instructing an activity or be familiar in the good practice for that activity;
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- Have regard to the health and safety of the group at all times;
- Know all the children proposed for the visit in order to assess their suitability;
- Ensure that the children understand their responsibilities;
- Observe the guidance for teachers and other adults and brief them on their roles;
- Obtain parental consent for students and up to date relevant medical information, and two emergency contact numbers for the pupils, and also next of kin and relevant medical information of staff and volunteers, which a copy should be given to the school office;
- Provide an itinerary of the visit;
- Ensure a contingency plan (plan B) is in place in case of changes, i.e. bad weather, and risk assess this plan;
- Follow emergency plan for contacting emergency services, school management and parents;
- Inform the EVC and Head teacher of any accidents or near misses and complete the relevant documentation;
- Provide an evaluation of the visit on EVOLVE.

Additional staff and volunteers involved in a visit

The school has a responsibility to ensure that all adults involved in the supervision of children during school-related activities are suitable to work with children. All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors must be aware of any children who may require closer supervision, such as those with individual needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

All adults have a responsibility to:

- Do their best to ensure the health and safety of everyone in the group;
- Care for each individual student as any reasonable parent would;
- Follow the instructions of the leader and help with support and discipline;
- Ensure that volunteers do not have sole charge of children at any time;



- Stop the visit or the activity if they think the risk to the health or safety of the children in their charge is unacceptable;
- Take instruction from the group leader;
- Ensure current Enhanced DBS Barred disclosure is shared with the school;
- Report concerns about poor practice by a member of staff, volunteer or other adult to the Group Leader immediately and to the Head teacher as soon as possible.

Safeguarding

Adults working in school should have an enhanced DBS check with barred list check. Regular volunteers should also have an enhanced DBS check. Volunteers that are helping on a one-off basis do not need to have a DBS check but should always be under direct supervision from school staff. Educational visits must be attended by a competent adult who has an appropriate level of first aid training (for EYFS pupils this means at least one adult must have a current Paediatric First Aid certificate).

Staffing selection and supervision ratios

Effective supervision is of the utmost importance in maintaining the safety and welfare of the children on educational visits. Educational Visits Guidance provides recommended minimum staffing ratios, but the choice of staff and the decision regarding ratios is a matter for the Head teacher. Regardless of any suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits.

Staffing ratios will depend on:

- The nature and location of the activity;
- The age and experience of the group;
- The skill and experience of the staff;
- The duration of the activity;
- The availability of prompt outside assistance;
- The weather conditions.

As general guidance from the LA, the following ratios are used:

Minimum Staffing Ratios	
Local Visits / Day visits / Residential visits	EYFS – Better than 1:6 Years 1-3 – 1:6 Years 4-6 – 1:10

Other factors to take into consideration will include:

- Sex, age and ability of group;
- Children's individual needs;
- The nature of the activities;
- The experience of the supervising adults;
- The duration and nature of the journey;
- The type and layout of the accommodation;



- The competence of staff, both general and on specific activities.

Pupils with SEND

Pupils with SEND must be reflected in the staffing ratios. 1:1 support is decided based on the completion of an individual risk assessment.

Pupils with Diabetes

All staff on a trip need to be aware of any pupil attending who has diabetes, and know their responsibilities for managing the condition. Staff will be aware of the seriousness of the condition, and an appropriate number of trained staff will attend the trip. Staff will be made aware of any new children joining their class who have the condition.

A pre-trip meeting must take place between the trip leader and the parents or carers of the child in order to complete an individual diabetes risk assessment using the school proforma, which should then be added to EVOLVE. This form covers key areas of responsibility or additional information, including but not limited to:

- What are reasonable levels for the individual;
- Method of insulin delivery;
- Location of the nearest hospital;
- Provision of snacks, and who is responsible for them.

The member of staff who usually works with the child, where possible, should attend the trip. This may not be possible for residentials, where an in-depth conversation will be held between staff and parents or carers. *For overnight visits only*, there will be an additional section of the risk assessment to plan for overnight duty.

Monitoring

In line with statutory requirements, trips will be monitored to ensure the ongoing safety of our children and staff. This is designed to ensure that measures planned to mitigate risks in the risk assessment and other areas of trip planning are being carried out in practice.

This may include, but not be limited to:

- Observing pre-trip preparations in the classroom, including the briefing of volunteers and/or boarding the bus
- Post-trip reflection of the staff attending the trip to ensure that any key learning points for future visits have been recorded, as has the suitability of the trip for future cohorts

Selection and suitability of accommodation or venues to be visited

As part of the overall risk assessment process, and in keeping with their legal duty of care, the group leader must take reasonable steps to check that any accommodation that is used, and any venues that the group plans to visit, are suitable, satisfactory, and safe. Many organisations have websites or supply information packs that provide all reasonable assurances regarding standards, or have



obtained a 'Learning Outside the Classroom' Quality Badge. If necessary, a request will be sent to the manager of the accommodation or venue, requesting written details of their safety management systems and operating procedures.

Wherever possible the group leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and children in the group;
- Ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group.

Transport

As part of the overall risk assessment process, the EVC and group leader must take reasonable steps to check that any transport used during the visit is suitable, satisfactory, and acceptably safe, and that any specific legal requirements are met. Leaders should refer to the school and Compliance's generic risk assessments that give detailed recommendations for all standard forms of transport.

For the safe supervision of pupils on coaches and buses, adults are required to:

- Sit in various locations, spread throughout the vehicle to ensure adequate supervision during the journey;
- Sit near the emergency exits;
- Check children are wearing seatbelts.

Briefing and preparation of young people

Providing relevant information and guidance to pupils is an important part of preparing for all school visits. Pupils should be briefed about safety arrangements and what clothing/ equipment should be brought. Group leaders must ensure that pupils clearly understand what will be considered unacceptable behaviour or conduct, and the consequences of non-compliance. It is good practice to teach pupils how to recognise dangers and manage risks sensibly. It is for the group leader to decide how to provide information, but they should be satisfied that the children understand key safety information. Children should understand:

- The aims and objectives of the visit / activity;
- Background information about the place to be visited;
- How to avoid specific dangers and why they should follow rules, including on transport;
- Why safety precautions are in place;
- Why special safety precautions are in place for anyone with SEND;
- What standard of behaviour is expected from children;
- Who is responsible for the group;
- What to do if approached by a stranger;
- What to do if separated from the group;
- The importance of behaviour around general public;
- Emergency Procedures or meeting points.



Emergency Planning

Should be in place for all visits to ensure staff are fully prepared in the event of an emergency. All staff involved in the trip will be aware of the emergency plan and their role within it. The form is available in the 'Resources' area of EVOLVE and may be handwritten, however a copy should be kept after the trip.

Post visit review and evaluation

Group leaders, on return from a visit, will review the visit with the EVC and/ or Head teacher, and record any examples of good practice and lessons learned that might assist with the planning and leadership of future visits. In particular, it is important to record and review any accidents, incidents, or near-misses (i.e. dangerous incidents that nearly happened, but fortunately did not). It is important that details are recorded as soon as possible after an incident whilst they are still fresh in the memory, preferably with signed witness accounts.

Serious incidents must be notified to the relevant body using the procedures and standard forms. Residential centre managers will advise and support on this process during a residential visit. If any major incidents do occur, the school will undertake a review of both the incident and their emergency procedures, and will share their findings with the Local Authority for the benefit of other schools.

Staff are encouraged to express any concerns regarding the organisation and management of visits in writing to the Head teacher, and these will be taken seriously and dealt with in confidence. If necessary, issues will be considered further by the Governing Body. Significant incidents and issues of concern will be brought immediately to the attention of the LA Educational Visits School Effectiveness Officer.

Charging for school activities

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum, however we do ask for voluntary contributions. The governing body has a charging policy that details the full range of activities where a charge can be made. A copy of this is available from the school office.