



Educational Visits Policy 2026

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Next Review Date: January 2028

Educational Visits Policy

Introduction

This policy applies to all staff members who plan, lead or assist in visits beyond the school grounds.

Visits out of school in the locality and further afield are motivating and memorable experiences for all children. They provide first hand experiences which link to classroom learning and develop children's investigative skills, curiosity, interest, social skills, self-esteem and confidence.

Friar's Grove Primary School follows ECC and OEAP National Guidance for all visits.

THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site Visits and Learning Outside the Classroom, see website link for this essential information: www.oeapng.info/

The DfE guidance: Health & Safety on Educational Visits (November 2018). The key points addressed in this guidance are embedded in this policy.

Staff members are required to follow this guidance, as well as requirements specific to our school, as set out in this policy. Failure to follow these regulations may lead to consequences for insurance cover and legal liability.

Safeguarding

All educational visits are planned and delivered in line with the school's Safeguarding and Child Protection Policy. Safeguarding remains the priority throughout every visit.

Staff must remain vigilant to safeguarding concerns at all times during a visit. Any concern must be passed to the Visit Leader immediately and recorded and reported in line with school safeguarding procedures as soon as possible.

Where a visit presents particular safeguarding considerations, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be consulted during the planning stage.

Roles & Responsibilities

The table below identifies the specific roles and responsibilities for off site visits at Friar's Grove Primary School.

Governors	<ul style="list-style-type: none">• Monitor Educational Visit policies and procedures.• Monitor educational visits and reviews.• Monitor Health & Safety policies and procedures relevant to Educational Visits.• Approve residential visits.
Head Teacher	<ul style="list-style-type: none">• On behalf of the Local Authority, has overall responsibility for planning and arranging off site visits, but delegates responsibility for planning and supervising an event to the EVC and/or other suitably qualified teachers or leaders on the staff.• Agrees to visits taking place.• Selects member of leadership team to be EVC or holds role themselves.• Delegates approval of off-site visits to the EVC.

	<ul style="list-style-type: none"> • Ensures safeguarding procedures are in place. • Follows procedures in the event of a critical incident.
EVC	<ul style="list-style-type: none"> • Ensures policies are in place and being followed. • Checks and approves visit request forms and risk assessments. • Assesses staff competency. • Advises and trains staff. • Ensures EVC training is up to date (every 3 years). • Ensures there is an emergency Establishment Base Contact for each visit. <p>Ensures the Establishment Base Contact holds emergency contact details and is available for the duration of the visit.</p> <ul style="list-style-type: none"> • Reviews systems and monitors practice. • Ensures all safeguarding procedures are in place. • Holds critical incident cards & gives to visit leaders. • Keeps Evolve up-to-date. • Follows procedures in the event of a critical incident.
Visit Leader, supported by Assistant Leader	<p>The Visit Leader must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.</p> <p><u>Before the visit</u></p> <ul style="list-style-type: none"> • Seeks permission from Head teacher for trip to take place. • Follows all advice in this policy. • Adds visit to Evolve and shares this with EVC at least one week before trip. • Ensures all safeguarding procedures are in place. • Is familiar with emergency procedures and has a Plan B so that risky activities are not attempted if weather or circumstances change. • Establishes rendezvous points with other adults and tell pupils what to do if they become separated from the group. • Ensures a charged mobile phone is taken and that all helpers have the relevant contact numbers. <p>Confirms communication arrangements and the name of the Establishment Base Contact before departure.</p> <ul style="list-style-type: none"> • Ensures groups are well organised. • Is aware of any pupils who may require closer supervision. • Is aware of a pupil's medical needs, allergies and any medical emergency procedures. • Ensures necessary medicines are taken on the trip. • Devises a timetable for the visit as part of the visit request form. • Provides helpers with a copy of the timetable and the risk assessment and talks this through. <p><u>During the visit</u></p> <ul style="list-style-type: none"> • Ensures all safeguarding procedures are in place. • Carries a notebook to write any safeguarding concerns (while on any extended visit only) and ensures all know the person to approach with safeguarding concerns. • Carries a critical incidents card.

	<ul style="list-style-type: none"> • Carries a list of all pupils and adults involved in the visit at all times. • Retains responsibility for the group at all times. • Ensures helpers with no DBS are supervised by school staff at all times. • Ensures children are safe in toilets by checking facilities beforehand, supervising in toilets (if gender allows), ensuring supervision by school staff. • Undertakes ongoing dynamic risk assessment and adapts plans where necessary. <p><u>After the visit</u></p> <ul style="list-style-type: none"> • Reviews the visit.
School staff and Volunteers	<ul style="list-style-type: none"> • Support the supervision of groups of children under the direction of a member of school staff. Volunteers may assist with supervision but remain under the direction of school staff at all times. Volunteers must be DBS checked if they will supervise children without direct staff supervision. • Knows and follows safeguarding procedures, risk assessment, timetable for the day, procedure for behaviour difficulties, medical concerns and unexpected incidents (e.g. split from the main group). • Knows who the visit leader and first aid leader are, and who to ask for help. • Knows the number and name of children they are supervising and makes frequent head counts. • Does not smoke, drink alcohol, leave the group unattended or fail to follow the timetable for the day. Ensures children are at the right place at all times.
Children	<ul style="list-style-type: none"> • Should know what is expected of them and what the visit will entail. • Should be told about any potential dangers and how they should act to ensure their own safety and that of others. • Must understand what standard of behaviour is expected of them and why rules must be followed. • Know which adult is supervising them and who to tell when they have a problem.
Health and Safety Co-ordinator / EVOLVE Admin	<ul style="list-style-type: none"> • Inducts new staff. • Reminds leaders and staff of procedures, including risk assessments. • Monitors & keeps a record of risk assessments. • Maintains records and accident/Incident reports from visits. • Ensures EVC training is up to date (every 3 years). • Ensures all safeguarding procedures are in place. • Reminds leaders to evaluate trips on Evolve, within 28 days of the trip taking place. • Keeps Evolve up-to-date. • Acts as admin support in the event of a critical incident.
Admin	<ul style="list-style-type: none"> • Keep a record of letters and permission slips, where needed. • Provide medical and allergy information to visit leaders. • Ensure First Aid kits are up to date. • Double check necessary medicines have been taken e.g Epipen, inhalers. • Maintain record of staff qualifications, including first aid. • DBS checks of volunteers, where needed. • Manage payments. • Make necessary bookings – transport/venue etc.

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| | <ul style="list-style-type: none">• Check and keep a record of drivers' documents.• Act as admin support in the event of a critical incident. |
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Types of Visit & Approval

There are three types of educational visit.

- 1. Visits/activities within the 'Local Area' that are part of the normal curriculum & take place during the normal school day.** These follow the 'Local Area' Operating Procedure (Appendix 3) and should be entered on Evolve as a local visit a WEEK before the visit.
- 2. Other non-residential visits within the UK that do not involve an adventurous activity e.g. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking a WEEK before the visit.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. They must be approved by the Governors and should be added to Evolve a MONTH before the visit.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Choosing the Location for a Visit

- Locations for visits must be thoroughly researched, to ensure they are suitable for the group of children and the intended learning outcomes, including a pre-visit where the venue is new to the school.
- Alternative locations will need to be considered where there are concerns about the inclusion of children with SEND.
- If school staff are supervising and working directly with the children throughout the day, the timetable for the day must be detailed and clear.
- Where providers will be used to supervise and work directly with the children, locations which have a **Learning Outside the Classroom Quality Badge (LOtC)** should be used.
- Where outside providers are being used, school staff and volunteers will continue to supervise groups and a timetable written.
- Leaders do not need to ask providers with a LOtC badge for copies of their risk assessments, but should seek any information specifically aimed at helping Visit Leaders to manage their visit.

- If a provider does not have a LOtC Badge, leaders should ask for a Providers Form to be filled in. This should be discussed with the EVC who will provide the form (available through Evolve).

Adventurous activities will only be undertaken where providers are appropriately qualified and are operating in line with current national guidance and Local Authority requirements.

- The choice of trips will keep in mind the school's list of experiences for children, while they attend the school, known as 'Friar's 50' (appendix 7).

Equal Opportunities

Every effort should be made to ensure that school journeys and activities are available and accessible to all who will participate, irrespective of special educational or medical needs, disability, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with additional needs, a suitable venue should be selected.

Pupils with Disability, Special Medical or Education Needs

- All staff members supervising visits should be aware of a pupil's disability or medical needs and any medical emergency procedures.
- Any child with an SEN for medical, behaviour or learning needs must be assessed separately on the risk assessment or event specific notes, where their needs may affect their safety on the day.
- Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency.
- Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment.
- If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.
- If necessary, the visit leader should discuss the pupil's individual needs with parents.

Behaviour

- Children are reminded of the behaviour expected on school visits using a visits behaviour charter if suitable.
- Any difficult behaviour on the visit is dealt with by school staff, using the school's behaviour policy.
- Children with known behaviour difficulties should be closely supervised, and included in the risk assessment or event specific notes.
- In relevant cases, meetings will take place with parents prior to the visit to risk assess the behaviour of a child, where this is causing concern. Parents may be asked to sign to say that they will pick up their child if behaviour becomes extreme and is causing a risk to the child or others.
- Any behaviour which is a risk to a child is discussed with the visit lead, who may then decide to re-organise staff support to ensure the child is adequately supervised and safe. This may include the child having 2:1 support while de-escalation takes place in a quiet place.
- Any behaviour which continues to threaten the safety of a child/children on the visit should be discussed with the head teacher or deputy head teacher by phone, who may decide to bring the child back to school or ask a parent to collect the child.

Ratios and Supervision

Visit Leaders must ensure that young people are supervised in accordance with the principles of "Effective Supervision", requiring them to take account of:

- The nature of the activity (including its duration).
- The location and environment in which the activity is to take place.
- The age and gender (including developmental age) of the young people to be supervised.
- The ability of the young people (including their behavioural, medical, emotional and educational needs).
- Staff competence.

The DfES publication HASPEV (1998) suggested the following “starting points”:

- School years 1 - 3, ratio of 1:6
- School years 4 - 6, ratio of 1:10/15

We assess requirements for ratios and effective supervision using **STAGED**:

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Transport:** what type of transport is being used?
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.
- **Distance:** how far away are the children from school? From the adults supervising them?

Volunteers

Parents/volunteers may be used to supplement the supervision ratio.

- Volunteers should be well known to the school and the pupil group.
- Volunteers should be supervised by a member of staff at all times, and not expected to be alone with children, especially for activities such as toileting.
- Volunteers do not need a DBS unless they will be supervising children without supervision from a member of staff.

Private cars used to transport young people

Where such transport is to be used, the following details need to be current:

- valid driving licence;
- vehicle road fund licence and MOT certificate;
- vehicle insurance valid for carrying passengers on a school off-site visit.

This information is collected by admin.

- Volunteer drivers should share details above with school admin.
- Teachers must ensure that they have appropriate insurance cover for conveying pupils during the course of their professional duties.
- Parents and teachers cannot be reimbursed for the use of their vehicles.
- Parents must always be informed when it is intended to use private transport to convey their child and consent must be obtained.
- When travelling in a car, children below 135cm must have an appropriate booster seat.

Risk Assessments

- It is the visit leader's responsibility to complete the Evolve visit form and risk assessments. Visit leaders and accompanying staff must also undertake ongoing dynamic risk assessment during the visit so that plans can be adapted if circumstances change.
- Generic risk assessments should be used where possible, edited for the current trip.
- Risk assessments should be completed by the group of staff going on the visit, and not by the Visit Lead in isolation.
- STAGED format should be used to inform risk assessment (Appendix 2).
- Relevant risk assessments must be completed for all visits, except Local Area Visits.
- For Local Area Visits, mitigations to avoid risk should be written in the Event Specific Notes.
- Any child with Special Needs for disability, medical, behaviour, mental health or learning must be assessed separately on the risk assessment or on 'Event Specific Notes' in Evolve.
- All risk assessments must be shared with staff, volunteers and children before the trip.
- All risk assessments must be approved by the EVC or Head Teacher at least a week before the trip (a month before for residential trips).
- A copy of the risk assessment must be given to the H & S co-ordinator.

Records

- The school office will hold copies of all trip letters, permission Forms and payments. Visit leaders must e-mail a copy of all trip letters to the office.
- Letters and permission Forms for **sport trips** will be kept in the sport trip file in the school office.
- Risk assessments will be collected by the Health and Safety Coordinator.

Personal information, including medical and safeguarding information, will only be shared with adults who need it for the safe running of the visit and will be handled in accordance with data protection requirements.

Communications

- Parents must be notified of any trips.
- Parents must sign an annual blanket consent letter when children begin at our school and at the beginning of each school year. This will normally cover routine local visits and other low-risk visits during the normal school day.
- Separate written parental consent (Microsoft Form) is required for visits involving private car travel, adventurous or higher-risk activities, residential experiences, visits outside normal school hours, and any other visit where the school judges that specific consent is needed. This form should also ask about medical issues, allergies, nighttime issues, and any other information relevant to the visit.

Parents will be given clear information about the purpose of the visit, supervision arrangements, transport, timings and any clothing or equipment requirements, as appropriate.

First Aid

- A member of staff should be the named first aid lead, and all staff and volunteers must know who has this role.
- A first aid kit will be taken on all trips.
- In Early Years, at least one staff member should hold a current certificate for paediatric first aid.

Legal & Insurance Matters

- Our school is covered by ECC insurance.

All visits must comply with Local Authority requirements and this policy so that insurance arrangements remain valid.

Finance

- Parents are asked for a voluntary contribution towards the visit. Where the contributions do not cover the cost of the trip, school may cancel the trip.
- School are aware of the financial difficulties that some of our families experience, and ensure that we do not ask for excessive amounts of money at any time, and that parents have notice when money is being asked for.
- Visit leads consider cost when planning visits.
- Parents of pupil premium children who struggle to pay costs for visits can have the cost supplemented using pupil premium grant money.

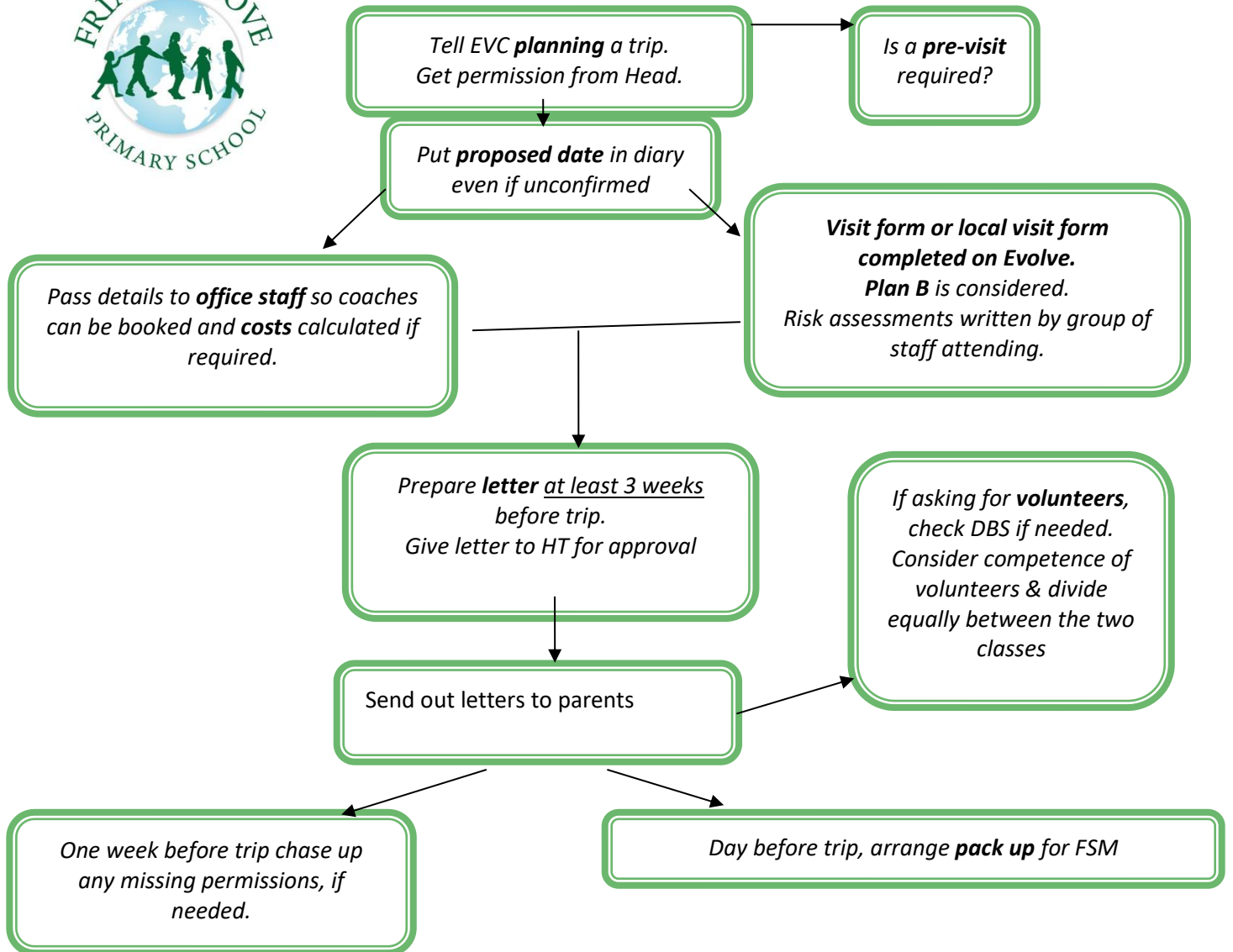
Reviews

- Visit leads must review visits on Evolve or on the visit request form within 28 days.
- Reviews are monitored by the EVC and Governors.
- Any accidents or issues on the visit will be recorded, evaluated and actions put into place to prevent repetition in a subsequent visit.
- Photos and children's reviews of visits are added to the school website.

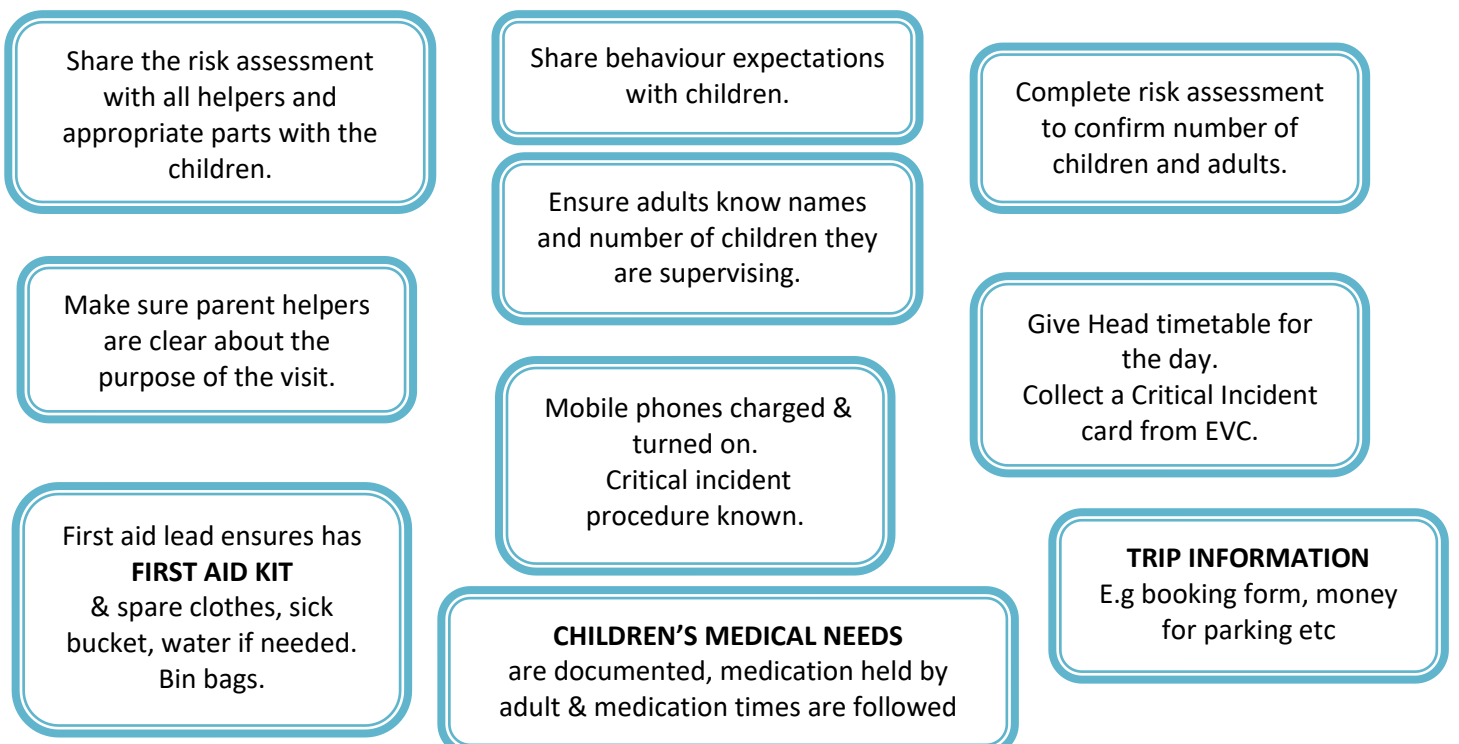
Appendix 1



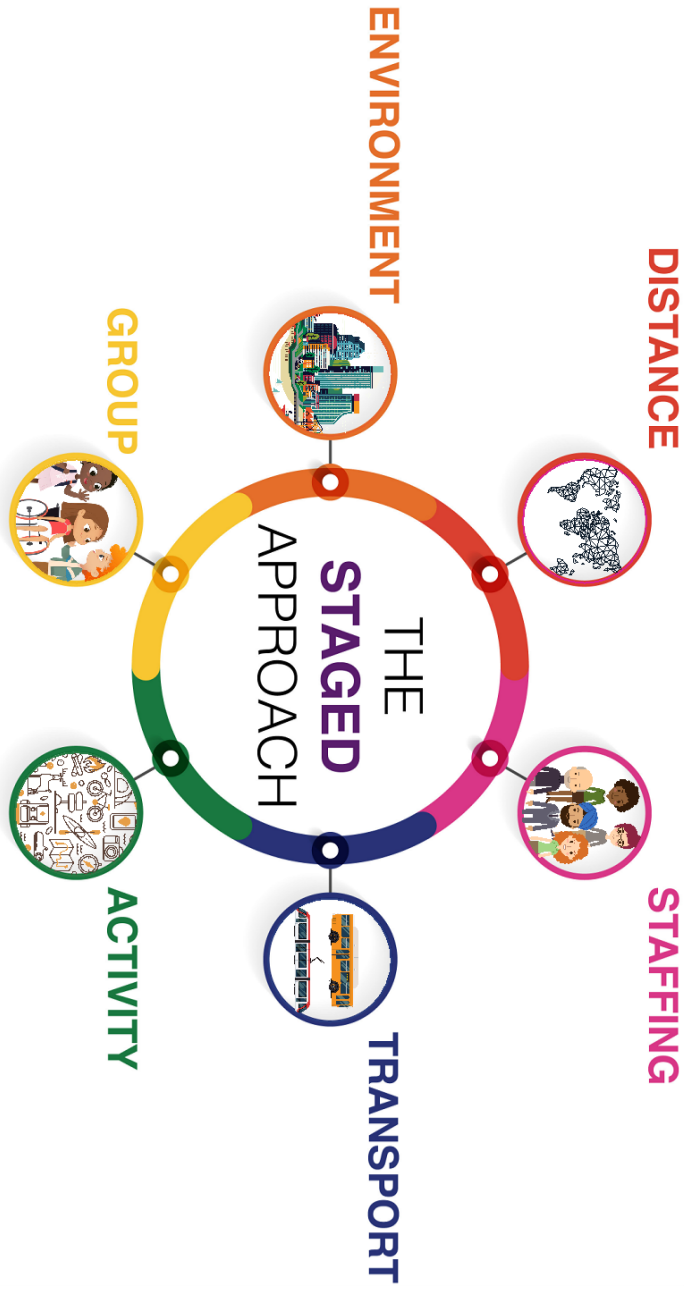
Planning Educational Visits



On the Day



Appendix 2 (To aid collaborative writing of Risk Assessment)



Appendix 3

Local Area Visits

General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module.
- do not require parental consent but parents must be made aware of the visit/activity before the day it takes place.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the Local Learning Area include, but are not limited to, the following frequently used venues:

- *Odeon Cinema*
- *Castle Park*
- *Colchester Castle*
- *Highwoods Country Park*
- *Wooded area on St Cyrus Road*
- *Local care home*
- *Local shops (Tesco etc)*
- *St Johns church*

The local area includes a radius around school that is walkable by the year group.

'No-go' areas within the Boundaries

There are none at present.

Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic
- Other people
- Animals
- Losing a pupil
- Uneven surfaces and slips, trips, and falls
- Weather conditions
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

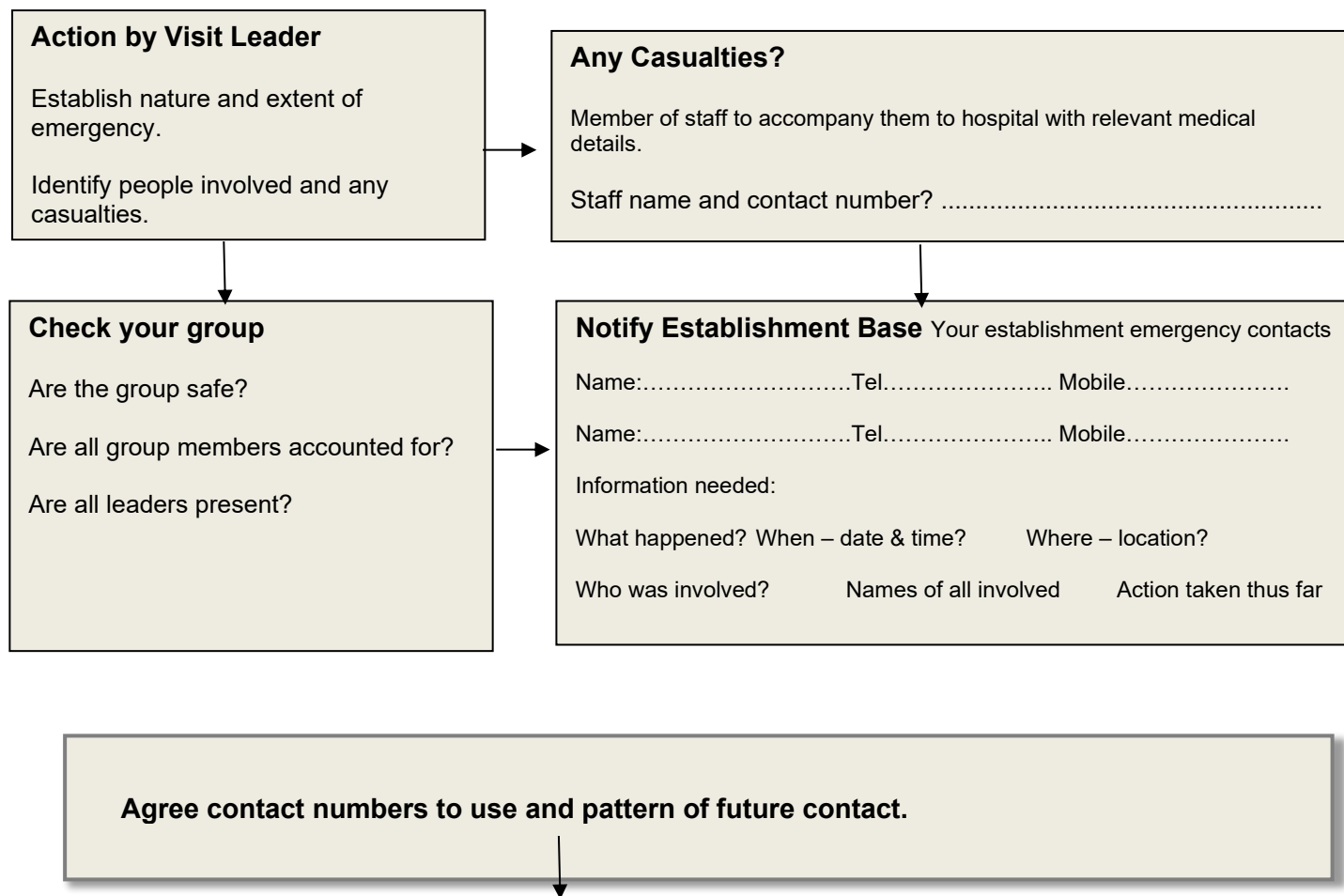
- The Head must give verbal approval for a local visit to take place.
- Staff will record the activity on EVOLVE (Local Area Visit module).
- Only staff judged competent to supervise groups in this environment are approved. Staff members will not be considered competent until they have completed Visit Leader training successfully.
- Routes will be chosen away from busy roads where possible.

- Staff will be familiar with the area, including any 'no-go' areas, and use appropriate group management techniques.
- Pupils will be trained in standard techniques for road crossings in a group.
- Road crossings are used where possible. Children must walk across the road. Adults should remain at the beginning, middle and end of the group and an adult should stand on the crossing as the children cross. Children at the front of the line must know where to stop and wait.
- Where there are no road crossings, children should line up on the kerb, adults should be at either end and in the middle of the line, the adults at either end of the line should step into the road when clear and then the children are instructed to all cross at the same time. Children must walk across the road and know what to do when they reach the other kerb.
- Staff will brief the children on how to react to members of the public speaking to them. They should be told to be polite but to let an adult know if a member of the public says something which makes them feel uncomfortable or asks them to go with them.
- Staff should brief the children on not interacting with dogs or other animals.
- Staff should look out for animal faeces and direct children to avoid stepping on them.
- Regular hand washing or regular hand sanitising should take place.
- The selected route takes the least busy option.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. In most cases, they will be told to stay where they are.
- Staff should look out for uneven surfaces and direct children and other adults to avoid them.
- Visits will normally take place unless the weather is extreme and the Visit Leader should make this decision, in negotiation with the Head/EVC if necessary.
- In very sunny weather, there should be regular opportunities to find shade and children should be wearing sun cream and sun hats.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Ratios of adults to pupils will be according to the risk assessment. With smaller groups, there will always be a minimum of two adults.
- Some sporting activities may be supervised at a venue by one staff member but in these cases there are other adults to call on at the sporting venues.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, bag for waste, tissues etc.)
- A first aid bag will be taken.

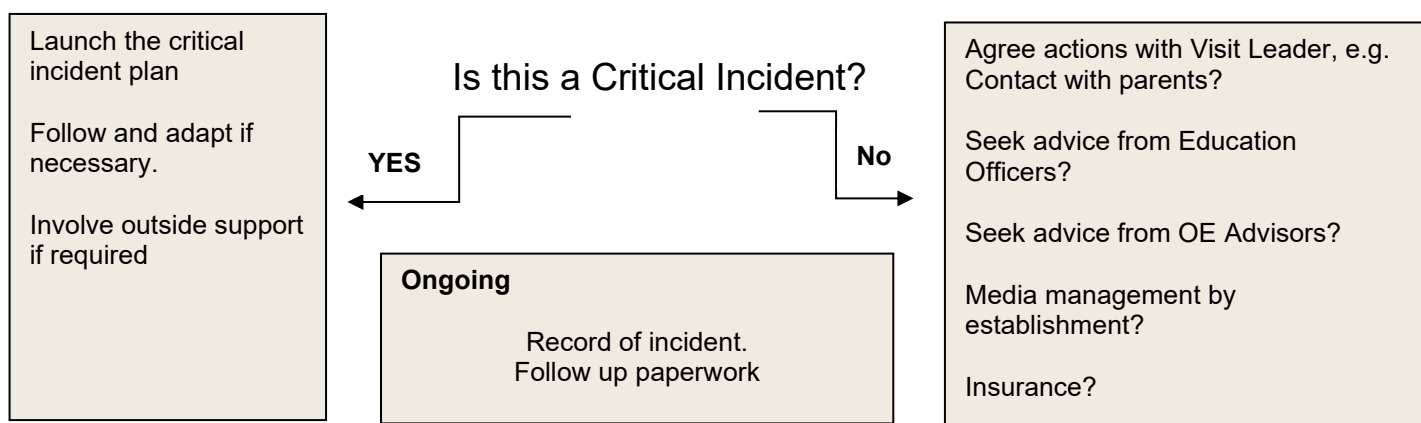
Appendix 4

Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment



Appendix 6

Model Letter to families

Dear Families,

Introduce the trip:

- Where
- When
- What is the reason for going? Links to project? Links to Drivers?
- What will the children be doing?

We ask that families do not send their child on the school trip if they are poorly.

We would welcome volunteers to help with the trip. We will then confirm whether you will be needed nearer the time. Volunteers will need...packed lunch? Suitable clothing and footwear?

The cost for the trip will be £??.?? per child. This cost covers both the travel by coach and the entrance fee... We ask that all families send in this voluntary contribution by 'date'. The trip can only go ahead if we have sufficient funds.

Your child will need a packed lunch on the day in a packed lunch box or bag that they will carry all day. Please remember that we ask families not to include nuts or nut products in their packed lunches, due to allergies. You are able to order a school packed lunch for the trip, payable in the usual way. If your child qualifies for Free School Meals, there will be no charge for their packed lunch.

Uniform or clothing expectations. Anything else they need to bring.

If you have any questions about this trip, please contact your child's teacher.

Please could all families fill in this FORM for each child in Year ?

Yours sincerely,

The Year ? Team + names

MICROSOFT FORM

MICROSOFT FORM

Child's name

Class

I will pay the voluntary contribution for the school trip to ? on ?Date of trip by ?date to pay.

- Yes
- Please can I speak confidentially to a member of staff

I would like my child to have a school packed lunch

- No thank you, my child will bring a home packed lunch
- Yes please, and I will pay for the packed lunch as normal, unless they qualify for Free School Meals.

School packed lunch choice:

- My child will not require a school packed lunch
- Ham
- Cheese
- Tuna

I am able to volunteer to help on the trip

- Yes, please let me know if I am needed
- No I am unable to volunteer



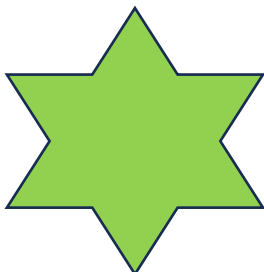
Friar's 50



50 Things to do while you're at Friar's Grove!

Take part in a nativity	Visit a farm	Visit the woods	Learn to care for our teeth	Visit a castle
Meet a visitor from the animal world	Recite a poem to an audience	Make art from nature	Meet someone from the emergency services	Visit a beach
Meet an author	Entertain in a care home	Cook a meal	Learn about different careers	Visit a theatre
Take swimming lessons	Take part in Bikeability	Public speaking	Learn first aid	Visit a nature reserve
Raise money for charity	Meet a professional athlete	Participate in a community event	Care for an animal	Visit a museum
Plant something edible – and eat it	Represent our school in a sporting event	Dress up as an historical character	Have a party	Visit a zoo
Make a den	Go pond dipping	Learn to play an instrument	Take part in Remembrance	Visit an art gallery
Do something to help our planet	Read to a Therapy Dog	Toast marshmallows on a fire pit	Take part in a Santa Dash	Visit a country park
Go on a residential	Learn about something big (oceans, dinosaurs or space)	Make something to sell	Act in a play	Take part in Leavers' Week

How many will you achieve?



Name / Class:

