

## Educational Visits Policy and PLAN for Offsite visits



### Introduction

This policy covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities.

### Aims and Objectives for Educational Visits

Our fundamental aim at Calmore Junior School is to provide the best possible education for all our pupils. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the school.

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education at Calmore Junior School. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

### Nature of Educational Visits

The school runs a wide range of Educational Visits. These may include:

- Walks around Calmore including to the local church.
- Half-day / full day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- Treat days/ rewards
- An annual residential visit for children in Years 5 and 6.

### Health & Safety

The school follows the Local Authority 'Educational Visits' guidance, contained the education folder, which is kept in the school office, as well as online. The LA has an Outdoor Education Adviser, who is able to give support and advice, and who has the responsibility of approving listed Adventure Activities through the EVOLVE site.

### Personnel

The school's Educational Visits Co-ordinator (EVC) is the Head teacher Miss Cathy Ingram who has attended EVC training and Outdoor leaders course.

For each visit, of whatever duration, a Group Leader is identified.

The Governing Body also has a specific role to play in all Educational Visits.

The roles for these are defined in detail in 'Standards for LAs in overseeing Educational Visits. In brief:

The **Governing Body** is responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health & safety of pupils on educational visits;
- ensuring that the Head teacher is supported in matters relating to educational visits and that she has the appropriate time and expertise to fulfil her responsibilities;
- asking questions about a visit's educational objectives and how they will be met;
- ensuring that visits are approved as necessary by the LA before bookings are confirmed;
- ensuring that the Head teacher has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit;
- ensure that they review procedures with the Head teacher on an annual basis.

The function of the **EVC** is to:

- ensure educational visits meet the employer's and school's requirements;
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice.

The **Head teacher** is responsible for:

- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for Best Value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent Group Leader;
- ensuring that all teachers are aware of the LA guidance;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit. See also the school's Critical Incidents Procedures.

The **Group Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. The Group Leader must:

- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- plan and prepare for the visit and assess the risks;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.

**Adult volunteers** who are not teachers at the school must:

- understand and agree expectations of them;
- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;
- *read and sign and follow* the guidelines for adult volunteers

- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader.
- Be Disclosure barring system (DBS) checked.

**Parents** are responsible for completing and returning requested documentation and ensuring they are contactable throughout the visit.

### **Parental/Carer Consent**

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

Written consent is only requested for activities that need a higher level of risk management or those that take place outside school hours, for example for adventure activities, off-site sporting fixtures outside the school day or residential visits.

### **Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We will make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Disability Discrimination Act does not require the school to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

### **Procedure for Running Educational Visits**

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. Each Group Leader will, in liaison with the EVC, complete the Educational Visits Checklist (attached). and use of the EVOLVE web-site. A visit will proceed only when the EVC is satisfied that all reasonable preparations have been made. A visit will proceed only when the EVC and HEAD are satisfied that all reasonable preparations have been made.

### **Risk Assessment**

Risk assessments are made for all Educational Visits (see attached Risk Assessment form). This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify the benefits for the trip
- significant hazards;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed;
- use a simple assessment language – high/medium/low.

Risk Assessment considers the site and its environment, the group, the activity and the leaders. These must be uploaded to the Evolve site.

## **Financing Educational Visits**

The school complies with the Education Act 1996 (section 451) and asks for contributions for trips. However if there are not sufficient contributions from parents, then the trip will be cancelled.

## **Emergency Procedures**

It is the responsibility of the EVC/Head teacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

- ensuring that all involved know who is the emergency contact point in the school, for each visit, and in the LA.
- having access to an emergency (Critical Incidents) plan appropriate to the visit;
- ensuring that the contact point – or rota – is effective throughout the visit;
- ensuring that parental contact information is up to date and accessible.

## **Evaluation of Policy**

As with all policies, it is the responsibility of the Governing Body to evaluate the effectiveness of this policy

and the practice that it describes. On a day-to-day basis, this responsibility is delegated to the Head teacher, who will report back to the Governing Body on at least an annual basis.

Written by Cathy Ingram - head/ EVC.

Approved by Governors September 2025

Date of review September 2026

## RISK ASSESSMENT – STEP 1

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), add up the total of your answers ( see overleaf), then complete the specific risk assessment form (Step 2) as needed.

	<b>The activity is...</b>	<b>The participants ...</b>	<b>The activity leader ...</b>	<b>The environment is</b>	<b>First aid / emergency support are...</b>	<b>Weather changes...</b>
<b>1</b>	within the everyday experiences of the individuals.	are very experienced with an appropriate level of competency.	is very experienced in leading this activity and qualified at the appropriate level	a local, well known location – urban or rural with predictable hazards.	available at activity site. School and activity staff have appropriate, in date qualifications to suit the activity.	will have no effect on the group.
<b>2</b>	outside the everyday experience of the individual but some tasks have familiar aspects.	are regularly exposed to the activity with an adequate level of competency.	regularly participates in this type of activity but may have minimal qualifications and little leadership experience.	less well known – urban or rural with hazards that could change quickly.	available at activity site. School OR activity staff have appropriate, in date qualifications to suit the activity.	are appropriate to the activity. Any changes will have minimal effect but will not affect safety.
<b>3</b>	outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	have some exposure to the activity with experience at a recreational level and some competency.	has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity.	unfamiliar – potentially complex urban or rural; in the UK, or abroad. OR this is an overnight/ residential visit.	limited, with first aid available at activity site. Emergency support may take an extended time to arrive or access the site.	could lead to problems if the group is not adequately prepared with training and equipment.
<b>4</b>	outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC).	have very occasional exposure to the activity with some experience at an introductory level and limited competency.	has had very occasional experience of the activity as a leader, limited experience as a participant and has no qualifications.	within close proximity to water, cliffs beaches, or other novel hazardous environmental features.	not readily available with limited first aid AND emergency support may take an extended time to arrive or access the site.	could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped.
<b>5</b>	outside the experience of the	are absolute novices with no	has no experience of the activity in	in a developing world country, a remote area or an	not readily available with no first aid or	could have serious repercussions

individual with no training prior to the trip.	experience of the activity.	a leadership capacity with some experience as a participant.	area requiring an advanced leadership/coaching award.	emergency support readily available at the activity; school or activity staff have no first aid qualifications.	for the group.
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**Add up the total of your answers – Highlight outcome**

<b>6 – 10 LOW RISK</b>	<b>11 – 19 MEDIUM RISK</b> Evidence will be required to show you have recognised the risk and made provision for control of risk	<b>20 – 25 HIGH RISK</b> Further discussion with EVC is required. Changes will need to be made to lower the overall risk	<b>25 – 30 UNACCEPTABLE RISK</b> Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk
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**Site / Group / Activity Specific Risk Assessment and Risk Management Record**

**Establishment:**

**Leader:**

**Location:**

**Other staff :**

**Group size:**

**Ratio:**

<b>Benefits</b> (aims, objectives, intended outcomes...) <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<b>Who might be at risk?</b> (Tick as appropriate)
	Participants ___ Staff ___ Volunteer Adults ___ Others (specify) _____

<b>Identifying the Hazards – Assessing the Risk</b>	<b>Control Measures – Reducing the Risk</b>	<b>Risk Rating Outcome (H/M/L)</b>
<b>Site and its environment</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>Group / special needs/ safeguarding</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Down time (time spent out of structured activity), overnight supervision and time in accommodation (where applicable)</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	



**TRIPS - PROCEDURES FOR TEACHERS/LSAs ORGANISING ANY OFF-SITE TRIPS AND VISITS**

Responsibility of the <b>CLASS TEACHER</b>	Tick when completed	Responsibility of the <b>OFFICE</b>	Tick when completed
<b>BEFORE THE TRIP</b>			
Identify venue and establish clear educational rationale for visit. Discuss decision and date with Head teacher. <b>ADD DATE TO GOOGLE CALENDAR</b> - check for any clashes		Ensure that permission forms are all present and correct and that volunteers reply slips have been processed. <b>Permission slips need to be copied (1 set for group leader/1 set for office)</b>	
Teacher to visit venue to establish suitability and undertake risk assessment if they decide to pursue trip further. <b>PLEASE NOTE CERTAIN TRIPS REQUIRE HCC APPROVAL Complete risk assessment at least 2 weeks before and give to CI to check / sign (on T pool-educational visits folder) Risk assessments for Residentials must be done at least 6 weeks in advance -CI will then add to EVOLVE</b>		<b>Check children have paid</b> against class lists	
Communicate with Office (Viv) who will <b>book transport</b> arrangements for visit.		<b>Ensure all helpers have DBS checks</b> (or List 99) and where appropriate MOT/Car insurance details have been checked and photocopied & form completed.	
<b>Calculate probable costs</b> for the trip per child - entrance fee, activity costs, travel costs so that we can check the costs to parents is considered affordable.		<b>Check /order for children requiring fee school meals</b>	
Communicate with Office regarding <b>letter to be sent to parents.</b>		<b>Ensure all contact details and medicinal needs are collated on a sheet</b> next to each child's name. Ensure all school adults have a copy of this	
Ensure enough <b>parent helpers</b> are invited -Give the list to the office ASAP so they can do DBS checks		<b>Ensure all first aid boxes are complete</b> and sick bags are ready	
<b>Allocate children into groups</b> and assign groups to an adult leader/helper			
<b>Prepare timetable for the day</b> to include meal and toilet breaks. Give to the office			
<b>DAY OF THE TRIP</b>			
Ensure adult leaders/helpers know which children are in their groups, what the outline of the day is			
Make sure all medicines/ inhalers are collected from medical room/office.			
Collect first aid kit/ sick bags <i>etc</i>			
Collect packed lunches from the kitchen			
Give mini bus/ coach registration number to the office			
Give final numbers to the office (children and adults) on departure			
Ring school office to say that you have arrived			
Ring school office to say that you have left and expected time of arrival back at school			
<b>ON RETURN TO SCHOOL</b>			
Hand back medicines to either individual children or return to first aid bag in the classroom/ office			
Ensure all children are signed out by class teacher on collection by parents.			
<b>AFTER THE TRIP</b>			
Complete a short written evaluation on the quality of venue/activities in relation to children learning experiences. Recommend (or not) whether the visit was educationally worth repeating in subsequent years - with any suggestions for improvement.			
Parent mail parents on the success of the trip. Add photos to Instagram			

**This must be checked and signed by a member of SLT before departure on the day of the trip.**

Checked by: \_\_\_\_\_ Signature \_\_\_\_\_

Date: \_\_\_\_\_