

Stoke By Nayland CofE Primary School



Educational Visits Policy

Prepared by:	<i>Headteacher</i>
Approved by:	<i>(Local Governing Body/Committee)</i>
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St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Stoke By Nayland CofE Primary School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Vision:

As a church school our school vision is deeply rooted in Christian narrative, the story of the Good Shepherd (John 10) and the Parable of The Lost Sheep (Luke 15, Matthew 18). The story encapsulates perfectly what we think is special about our school – just as the Shepherd gives his all to secure the safety of every last sheep and helps them to thrive, so our staff give their all to create a safe and loving environment for every child so that they can be the best that they can be. We prepare our children to go out into the world equipped with everything that is good for the good of all. We are an inclusive school, welcoming all children with respect, understanding and dignity. We have a duty of care to the children and will demonstrate the compassion and understanding that allows all children and adults within our school family and local community to flourish. In the context of this policy, this means that we aim to provide a safe and secure environment, in which children's individual needs are catered for and supported. It also means that we endeavour to provide children with the knowledge and skills they need to keep themselves safe. We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children.

We aim to equip our children with a strong understanding of how to be safe in school and out of school. We use our values of **Love, Courage, Compassion** and **Truth** to support our teaching.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Stoke By Nayland CofE primary School:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements. They are responsible for writing an event specific risk assessment for each visit. (Appendix 4)

The Educational Visits Coordinator (EVC) is Kelly McGrath who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE. Governors give approval for residentials and over night visits.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

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.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 2 weeks in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval and to Governors.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from Multi Academy Trust and the local authority

Educational Visits Checklist

Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. Educational Visits Checklist may be downloaded from EVOLVE Resources.

This checklist should be used in conjunction with our School Visits procedures (Appendix 3).

- ☐ An effective level of supervision appropriate to the visit and group is evident;
[4.3b Ratios and Effective Supervision](#)

- ☐ The provider should hold a [LOtC Quality Badge](#) or a completed [provider statement](#) needs to be attached;

- ☐ A specific risk assessment covering the elements schools are responsible for including, where relevant

- ☐ supervision plan,
- ☐ behaviour in the accommodation/venue/transport/downtime,
- ☐ medical/dietary/SEND needs,
- ☐ first aid,
- ☐ safeguarding,
- ☐ emergencies etc.

(if not in the generic risk assessment) has been added to the form;

[4.3c Risk Management - an Overview](#)

[4.3f Risk Management - Some Practical Advice](#)

[4.3g Risk Management - What to Record and How](#)

[6a FAQs: Asking for a provider's risk assessments](#)

- ☐ There is a referral to/upload of the generic risk assessments relevant to the visit;
- ☐ Copies of any letters to parents are attached;
- ☐ A simple itinerary needs uploading (departure, any stops, arrival etc.) if it is not part of the information in the letters to parents;

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1). Parents have the option to consent through a traditional paper consent form or an online Microsoft form.

Specific, parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via a Microsoft form or through a traditional paper consent form.

Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

- Additional risk assessments may be carried out to ensure the safety of all staff and pupils
- We will comply with the Equality Act 2010

Charging / funding for visits

We will follow our school's charging and remissions policy at all times.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip. However, if there are not sufficient payments made a trip may be cancelled.

Transport

We use national guidelines on the use of transport to ensure that all of our visits meet expected standards. If staff or parents are transporting children we require that a Private Car Form is completed and evidence of insurance is shared. We use the LA guidance to support this.

Insurance

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

Appendix 1 - Extended Learning Locality

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues:

Eg:

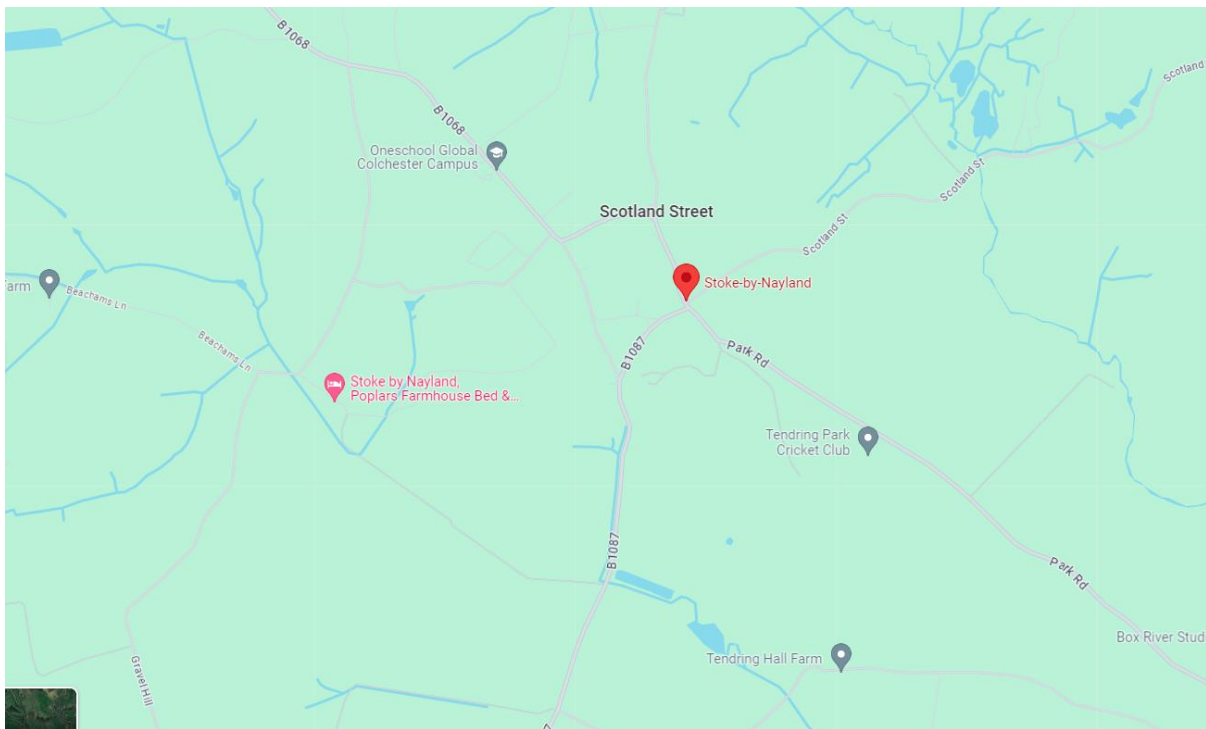
St Marys Church

The Post Office

Rowley Woods

Local footpaths

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.



Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.'
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry an LA Emergency 'Card'



Visit Leader **Emergency Action Card**

This card should remain with the Visit Leader at all times on a visit.

In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is **not** likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member of Senior Management of the establishment.

In the event of an incident that **does** involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation.
2. Safeguard uninjured members of the group (including self).
3. Attend to any casualties.
4. Call emergency services, if appropriate (Europe including UK **112**, North America **911**).
5. Contact your Head/manager and home contact/s (see overleaf).

Be prepared to give:

- Your name and school/group name
- Phone number & back up phone numbers
- Exact location
- Nature of incident
- Number in the group

Then:

- Follow advice received.
- If practicable, delegate group leadership to a deputy in order that you can be contactable at all times and to enable you to coordinate all necessary actions.
- Wherever possible, prevent group members from using telephones or mobiles, or going online until such time as this has been agreed.
- Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage.
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale. It may be easier to ask someone else to do this, and it may be appropriate to take photos.
- Contact the British Consulate/Embassy if abroad.
- Make arrangements for next steps- onward travel, accompanying to the hospital etc. and consider the emotional support pupils and staff will need, monitor they are coping.

Prior to any trip

Teacher/Visit Lead Responsibilities	Office Responsibilities
Identify educational aims and create initial evolve document	Book and confirm venue – using info provided by the visit leader
Contact provider to check availability	Book transport
Check date with HT	Upload pdf of booking confirmation for coaches/minibuses to evolve
Upload insurance documents from the teams file for transport	Write and send out the letter for parents upload this to evolve
Work out which staff are attending and approach parents for support (this MUST be done 2 weeks in advance)	
Risk assessment – please ensure that you write an individual one and that you upload this to evolve alongside any generic ones already provided by the venue.	
Plan B to staff the event if people are ill including event lead – upload to evolve	
Upload mini bus risk assessment to evolve once it has been reviewed and any additions made	
Ensure you have minibus drivers available and directly talk to them to ensure that they are happy with the days timings	
Create Minibus or transport plans and upload to evolve	

Two weeks before a trip

Teacher/Visit Lead Responsibilities	Office Responsibilities
Check that it has been agreed on evolve – trips must be agreed in advance on evolve or they will be cancelled	
Ensure that your minibus drivers know which buses they are driving and when to collect them	Ensure minibus confirmation is on evolve
Share all risk assessments with all staff – if there are any issues arising deal with them	Check all parents have replied and reply slips have been received – chase up any missing ones

The night before the trip (or the day that you are working prior to the trip if these are not the same)

Get sick buckets and first aid kits ready – please actually check the first aid kits contain what you need	Share folder with the Trip lead to ensure everyone is clear
Ensure you have a bottle of water and a packet of polos as spare in case a child is sick	
Re read risk assessment and check that you have covered all eventualities – ask office to send out any reminders if necessary	Send any reminders requested by the visit lead
Plan your grouping and have these printed out ready to share with staff and parents as necessary	
Check that school tablets are on charge ready to take with you	
Print our registers ready to take	

On the day

Share an anonymised risk assessment with parents so they are aware of any safety procedures in place	
Upon arrival at venue ensure everyone is clear on muster points	
Ensure that plans are shared with all group leaders	
Take register	Ensure an accurate register has been left in the office
Inform Parents of arrival and departure via facebook	

Appendix 4

Event Specific Plan/Risk Assessment

Event specific Plan



<p>Consider the STAGED Approach</p> <p>Staffing – Travel – Activity – Group – Environment - Distance</p>	<p>Event Specific Plan</p> <p>RISK ASSESSMENT (Focus on the things over which you have control)</p>	<p>Please review and edit the Risk Assessment as required. Then 'Save' the document so you can attach to EVOLVE and for future use.</p> <p>For Specific Guidance see: www.oeapng.info</p>
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