

Whaddon C of E Primary School



Educational Visits Policy

2025-2026

“You are the light of the world, let your light shine.” Matthew 5:14-16

Written: Sarah Prior

Date: December 2025

Review date: September 2028

Vision

“You are the light of the world, let your light shine.” Matthew 5:14-16

Our vision was developed from our theological root of the sermon on the mount and is lived and woven throughout all areas of school life; underpinning every decision we make. We aim for every member of our school community to be their best through actions, choices and words. This ensures the entire school community shines in an environment that celebrates learning and individuality, with everyone optimising their potential; spiritually and academically.

Values

Our Christian values: **Wisdom, Compassion and Endurance** underpin our school vision and support each and every one of us to achieve to the best of our abilities, raising aspirations for ourselves and others and fostering confidence and self-esteem. For children, our vision and values are brought to life through our engaging and inspiring curriculum. We strive to offer a high quality, relevant and rounded education for our pupils in partnership with families and the wider community we serve. Part of this curriculum offer is educational visits.

Context

We believe that educational visits are an integral part of the curriculum offer for every pupil and that they should be inclusive and accessible to all. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Whaddon Church of England School an inclusive and engaging 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 shine.

- 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 and pride in the school
- 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.
- Deeper awareness of their world view and why they hold it and the experiences which will enable different view points and practices to be experienced.

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, Whaddon Church of England School:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' The Educational Visit Coordinator and Headteacher have access to this.
2. Adopts National Guidance
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities (local and outside the local area).

All staff are required to plan and execute visits, in line with this 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 & Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**

These follow the 'School Learning Area' Operating Procedure (Appendix 1).

- 2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**

These are entered on EVOLVE by the visit leader and submitted to the EVC for checking.

- 3. Visits that are overseas, residential, or involve an adventurous activity.**

These follow 2. above, but the Head of School then submits the visit to the LA for approval.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for completing the educational Visit request form. They must obtain outline permission for a visit from the Headteacher, at least 2 weeks prior to planning, and before making any commitments are secured with transport companies or venues the Educational Visit form is submitted to the Headteacher for authorisation / approval. Transport companies and venues are engaged with re dates and costs and the EVC co-ordinator is then responsible for entering the information onto EVOLVE (where required). Visit leaders have responsibility for ensuring that their visits comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. All visits should factor in travelling time of the visit (time on the transport should not exceed the time at the experience) and any impact on the time the parents are likely to collect their child, outside of the usual school day hours.

Visit leaders are responsible for:

- Visit informing Headteacher ahead of the event (at least 6 weeks)
- adding the event to the school diary
- Creating a letter with necessary permission and medical information for parents to sign and return, at least 4 weeks ahead of the visit
- arranging additional supporting adults (safe ratios/1:1) with Head teacher
- Completing an initial Event Specific Plan on EVOLVE to be shared with adults, parents and children going on the visit- at least 2 days ahead of the visit
- informing the school lunch provider of the trip (at least 2 weeks prior) so adequate lunches can be sourced for disadvantaged pupils who require school lunches for the day.

Governors will:

- Review the policy, at least annually
- Liaise with the Headteacher about the rationale for visits, purpose and processes of visits
- Ensure visits are inclusive and enriching for disadvantaged pupils and those with SEND.
- Attend visits, where available, to experience the execution of policies such as: SEND and Safeguarding
- Our educational visit governor is: Anne Tolfree

School office will:

- Support coordination of securing transport for the visit
- Support with circulating letters via Parentmail
- Liaise with agreed adults supporting on the visit
- Organise the permission and medical forms for the visit leader
- Check with the DSL that the visits leaflet for supporting adults is up to date and pertinent to the visit being planned
- Compile visit packs for all adults helping on the visit (visit leaflet, Event Specific Plan, contact information, Emergency procedure card, key information to support specific children in their group etc)
- Keep parents informed of any late arrival times

The Educational Visits Coordinator (EVC) is the Headteacher 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 . The EVC sets up and manages the accounts on EVOLVE, and uploads generic school documents, etc.

The Head teacher has responsibility for authorising all visits, and for submitting those that are residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. Individual governors may be given 'read- only' access to EVOLVE and are invited to attend visitors in to school and visits off site to witness our safeguarding practice and policy SEND and behaviour policy in action. They will complete a report for the Curriculum and Pupil Welfare committee and this will be shared with the Full Governing Board.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either 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 visit leader role.
- Supervision by senior staff on some educational visits further from school or those with higher risks/adventurous nature
- 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 assessment judgements, and take charge in the event of an emergency
- Knowledge of the pupils, the venue, and the activities to be undertaken

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 the local authority via the information on the emergency card.

Educational Visits Checklist

The Whaddon C of E Primary School 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'

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, eg. Walks around the village. Parents have the option of consenting through a form circulated via Parentmail/traditional paper consent form.

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

Inclusion

The school is fully committed to ensuring all aspects of school life are inclusive and accessible to all, incorporating our duties in line with the Equality Act 2010. We believe that educational visits play a crucial role in the enrichment and deepening of learning of learning that has taken place already or inspire the learning that will occur from the visit as a starting point. As such, we will use reasonable adjustments and best endeavours, to the extent that it is reasonable and safe, to ensure that all pupils have the opportunity to participate in educational visits- in a way that is meaningful, manageable and safe for them and those around them. Where appropriate, this may include the use of parents on stand-by nearby, very small ratios of adult to children (1:1 or 2:1) and use of pupil premium funding, to support disadvantaged pupils accessing the visit.

Charging / funding for visits

Charging for visits is decided on a case-by-case basis, though will always follow national guidance. A yearly overview of visits and likely costs are considered, so that parents/ guardians are able to budget for more expensive visits and in line with an awareness of other school activities around that time which may also incur financial expenditure. Pupil Premium Grant finding is used to ensure those eligible can participate fully in the visit and experience enrichment in line with their peers.

Swimming Lessons

A full risk assessment is undertaken prior to children visiting the pool. Senior staff/DSL will attend a pre-site check and discuss safeguarding arrangements with the pool manager. Changing rooms are monitored by staff at all times, and careful planning of which children are in which cubicle is undertaken and shared with attending staff. Staff remain in the shared space and doors remain closed at all times. Children requiring support will be helped, once they are suitably dressed and hats/goggles will be adjusted but not costumes.

There will typically be at least three members of staff accompanying a class to swimming lessons. More, if a personal risk assessment is in place for a pupil.

Dismissal of pupils after evening activities

Pupils will always remain fully supervised by the class teacher / trip leader, until they are collected by their approved adult. Children will remain with their class teacher, in the usual release protocols at the end of the school day. As usual, no one without prior permission from the parent, by phone, email or face to face to the office, will have a child released to them that they do not have Parental Rights over.

Consent for educational visits must include parental arrangements for collection, at the end of the trip / visit.

Appendix 1 – School Learning Area General

Visits/activities within the ‘School 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:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, eg swimming lessons, library visits ● do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are within the walking range of the village of Whaddon.

This area includes, but is not limited to, the following frequently used venues:

- St. Mary’s church
- The Methodist chapel
- Village playing field and playground
- The Jubilee hall
- Kennel Lane and surrounding fields
- The path through the church yard

Operating Procedure for School Learning Area

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

- 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 (dog mess, nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head teacher/ EVC must give verbal approval before a group leaves.
- Adults must sign themselves out and a class sign out sheet provided to the school office.
- Only staff judged, by the headteacher , as competent to supervise groups in this environment are approved
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school.
- There will always be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas'.
- Pupils have been trained and have practiced standard techniques for road crossings and wear high-visibility jackets at the start and end of any line crossing the road.
- Staff wear high visibility jackets and one adult either side of the line crossing the road stop traffic by raising their hand.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Photographs are taken prior to leaving, so a most recent photo is available, should the child become lost.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available and in date.
- Staff will provide the office with a list of all pupils and staff, a proposed route, and an estimated time of return.
- A personal 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, goggles)

- First aid kit and associated resources such as wipes, bucket, sick powder and tissues are taken- on longer visits.

Any pupils who are assessed as a flight risk, whose sensory presentations would not be compatible with the nature of the visit, or to be a danger to themselves or to the group will have robust risk assessments and contingency arrangements in place, but consideration of who attends visits will remain the responsibility of the Headteacher.

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 usually 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 lead 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 lead 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 School Learning Area, the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or the emergency procedures pack
7. This Emergency Procedure is tested through desk top exercises

Appendix 3.

Time frames for organising visits

At least 6 weeks prior to the visit:

1. Teacher identifies an area of the curriculum that would be enhanced by an educational activity
2. Teacher speaks with Headteacher about the nature and location of the visit
3. Headteacher approves activity verbally
4. Teacher selects an approved provider of the visit- considering the proximity
5. School office is asked to source transport and gain quotes for the visit
6. Date and cost of the visit is secured
7. Letter to parents re the visit and costs and consent/medical forms to be issued via parentmail
8. PPG eligible families approached to see if they require assistance to cover the cost of the visit, using PPG grant funding

At least 4 weeks prior to the visit

1. Consent, medical and funds are collected in via parentmail and collated by the school office
2. Teacher and EVO go through the Educational Visits form on EVOLVE to complete the Event Specific Plan and complete the necessary visit information
3. Parent/adult helpers are identified and approached by school office

4. Packs for each supporting adult are collated- medical, contact, leaflet for supporting adults, emergency plan card, booking form (visit leader)
5. Behaviour Support Plans, individual risk assessments, other arrangements for individual pupils are discussed and shared with parents

At least 1 week prior to the visit

1. Event specific plan is shared with adults, children and parents
2. A safeguarding briefing is held, prior to the visit
3. Tickets/booking form in visit leader's pack
4. Coach booking confirmation- time and date
5. First aid packs and medicines are checked so everything is in date and present
6. Medical administration forms are completed ahead of the visit and are named- antibiotics must have been administered twice, at home, before bringing them into school to eliminate any likelihood of allergic reactions.
7. Seating arrangements- if necessary- are considered and the necessary ratio of adults to children is essential so that pupils are not seated next to members of the public

Day of the visit

1. Children are reminded of the expectations of behaviour, whilst off site
2. Children to be reminded to stay with their allocated adult
3. Children reminded to let an adult know, if they need the toilet
4. Adults who are with their own child, must remain vigilant of all other children in the group
5. Disclosures made by a child or any concerning behaviours or marks, should be noted and reported to the DSL Sarah Prior or DDSL Lizzie Marchant
6. Lost child protocols are discussed with adults and children and a designated place identified, at the start of the visit
7. All contact information for adults on the visit to the office for secure destruction (GDPR)