



Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER TO

'LET YOUR LIGHT SHINE'

Matthew 5:16

EDUCATIONAL VISITS POLICY

Our Christian vision shapes all that we do: Learning, Believing, and Achieving together to
"Let your Light Shine" *(Matthew 5-16)*

Guided by our Christian values of **Honesty, Love, Courage and Community**, we encourage all to flourish. Like a lamp set high to light its surroundings, everyone – whether timid or outgoing – is called to share their light for all to see. Our vision welcomes children and adults of all faiths and none, inspiring them to live, grow, and learn together, showing the world their unique light.

Rationale:

Educational visits provide us with the opportunity to foster in children a love of learning in ways that are not always possible within the classroom. The range of knowledge children can learn is extremely broad, covering all the key aspects of our curriculum, encompassing:

- Personal Development
- Communication
- Problem Solving
- Creativity
- Performance

At Wolston St Margaret's we aim to develop the whole child and provide opportunities to expand their cultural capital. Educational Visits provide a means of achieving this, both enhancing and enriching the School's curriculum and the children's learning opportunities.

Principles:

Principles we follow to ensure we capitalise on the opportunities that Educational Visits provide include:

- Putting in the due care and diligence to ensure safety and well-being of staff and children is thoroughly considered, throughout any visit;
- Having clear learning objectives in mind for any educational visit;
- Gaining good value for money from visits, getting the best opportunities at a good cost;
- Ensuring visits are inclusive, regardless of social back ground, race, gender or differences in ability and that children with SEND have the same opportunities (or equivalent opportunities based on their needs) as others;
- Ensuring visits are diverse to provide breadth of experience;
- Reflecting on the success of visits in order to plan for excellence on each occasion.

The 8 key points from The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) have been embedded in this policy

Visits and 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 curriculum and the children's learning. 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 Local Authority. For example:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;

- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology – work with local secondary schools;
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to places of worship, visits by local clergy.

Gaining approval for a trip:

Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors need to approve any visit involving an Overnight stay or Overseas Visit. The Governors delegate the Headteacher and / or the EVC (Mrs Ruth Vella) the responsibility to approve all other visits including Local Area Visits.

The Headteacher and / or the EVC:

- is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- ensures that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- ensures the suitability of all staff appointed to the visit.
- ensures that the visit leader fully understands his/her responsibilities.
- implements effective emergency contact arrangements.
- ensures that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- has a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

Overseas	Yes and formal approval by	EVC and Head
Residential	Yes and formal approval by	EVC and Head
Adventurous	Yes and formal approval by	EVC and Head
Day Visits with transport	Yes and formal approval by	EVC / Head
Local Area Visit	Yes and verbal approval by	EVC / Head

Parental Consent:

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by School as most of these activities take place during school hours and are a normal part of a child's education. However, by paying for a school trip, parents are consenting to their child taking part.

Visits and staffing:

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit and to submit this prior to the Headteacher / EVC prior to the trip. Risk assessments should also be shared with all adults accompanying the trip.

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Key Requirements for Leaders

The key requirements for leaders are that they 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 School.

Visit Leader Training

This is offered to all leader staff and is available for schools to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

Ratios and Effective Supervision:

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place .
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.

The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time. When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year).

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements. The Early Years Foundation Stage (EYFS) Statutory Framework (updated September 2021) no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary for some children.

In some cases there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital. There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a role with direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

A useful framework for assessing requirements for ratios and effective supervision is **STAGER**:

Components of STAGER

Staff: Involves assessing the staff's qualifications, experience, and required numbers.

Timing: Considers the timing of the visit, such as time of day, week, or year.

Activities: Evaluates the nature of the activities, especially if they require specific skills or qualifications.

Group: Assesses the specific needs and characteristics of the group participating in the visit.

Environment(s): Looks at the location or environments where the visit takes place, including potential hazards.

Remoteness: Measures the remoteness of the activity or visit from the base.

The visit:

On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of helpers and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the helpers.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

During the visit

Young Children must be kept in helper's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place. There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.)

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Helpers should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every helper must be given the emergency procedures information This will have the school's contact and action plan in case of an emergency.

On return

Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

A teacher must remain with uncollected children until all parents have arrived and all children have departed.

Financing the visit:

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit and how this money can be paid

Some visits may incur vast amounts of money (example ski trip for 80 students £90,000). A formal approval from the Headteacher must be sought before deposits are paid.

Insurance:

Personal

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the well being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

Insurance Provision

The School pays for Insurance cover for school trips and details of this are held in the School Office.

Emergency / Critical Incident Procedures

- All leaders must carry the school's emergency telephone contacts and action plan should an incident happen.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

Monitoring and Evaluation:

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC / Headteacher and the employer's advisory team.

Appendix 1 - Extended Learning Locality (Local Area Visit)

Boundaries

For the case of this policy the Extended Learning Locality covers the villages of Wolston and Brandon. This area includes the following frequently used venues: e.g.

- The church
- The Spinney
- The woods
- The local shops
- Local housing

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.
- 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)