

Educational Visits Policy



THE WILLOWS
PRIMARY SCHOOL AND NURSERY

SEPTEMBER 2026

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1 Introduction

1.1 The Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of The Willows Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- Read *THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.)*
see website link : www.oeapng.info/
- The remaining parts should be referred to as and when guidance is sought.

- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at The Willows Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

3 Visits and curriculum links

3.1 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 work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 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 LEA: e.g.

- 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 centres of worship, visits by local clergy.

NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.

- **Gaining approval for a trip**

4.1 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 must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits. The Governors have adopted a charging and remissions policy:

www.oeapng.info/wp-content/uploads/downloads/2012/04/3.2c-Charges-for-off-site-activity-final-230212-1.pdf

4.2 The Headteacher or EVC:

4.2.2 is responsible for ensuring that all school activities are properly planned two weeks before departure that they are appropriately supervised and that this policy is implemented. No visit should be sanctioned unless it has been logged for approval, before the day of the visit, on the EVOLVE educational visits site <https://evolve.edufocus.co.uk>.

4.2.3 should ensure 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 see SEN and Disability Act 2001.

4.2.4 should ensure the suitability of all staff appointed to the visit.

4.2.5 should ensure that the visit leader fully understands his/her responsibilities.

4.2.6 should implement effective emergency contact arrangements.

4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider.

www.oeapng.info/wp-content/uploads/downloads/2012/04/4.4h-Preliminary-visits-and-provider-assurances-1.pdf

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOfC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

6 Parental Consent :

Parents should be informed as to the educational benefit of a school visit and permission should be obtained for a pupil to leave the school premises for a visit to take place. Local trips and visits are covered by the generic permission for all pupils in the school. OEAP National Guidance Document

www.oeapng.info/wp-content/uploads/downloads/2012/04/4.3d-Parental-Consent-1.pdf

7 Visits and staffing

Complete Visit leader checklist :

www.oeapng.info/wp-content/uploads/downloads/2013/03/3.3e-Visit-Leader-Check-List-final-010313.pdf

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.

8 The visit

The visit must be planned well in advance taking into account the time needed to: book a reliable transport provider, process invoices for payment, collation of permission slips and the identification of children eligible for FSM who may need a lunch provided on the day.

8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts 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 escorts.
- 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.

8.4 During the visit

Children must be kept in escort's group at all times, if one urgently requires the toilets, then must be accompanied by other children. If a male escort is not available for the toilets then escort must check out male toilets ***BUT CHILDREN MUST NEVER BE SENT INTO PUBLIC CONVENIENCES ON THEIR OWN.***

Courtesy to the public must be shown at all times, care taken not to block pathways, etc. Escorts 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 escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

8.5 On return

8.5.1 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.

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

9 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. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. All payments to be made via Parentmail.

10 Insurance

Introduction

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

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.

Indemnity

The written consent of parents by the school should always be obtained for the participation of pupils in any activity out of school or outside the planned curriculum. Schools should have appropriate forms available for this purpose.

Insurance Provision

Teachers should be aware of the school provision for insurance. See:
Copy schedule of School Insurance for off-site visits:

11 Transport

All transport providers should be ECC assessed or assurances checked and sent to ECC for approval.

On occasion it may be necessary to transport pupils using staff vehicles. All necessary checks must be completed, as required for visit approval by the EV. Details can be found on the EVOLVE site when submitting a visit request

Also see guidance from OEAP NG -

www.oeapng.info/wp-content/uploads/downloads/2011/04/4.5a-Transport-A-general-considerations.pdf
www.oeapng.info/wp-content/uploads/downloads/2012/04/4.5c-Transport-in-private-cars-1.pdf

12 Emergency / Critical Incident Procedures

See OEAP National Guidance document :

<http://oeapng.info/wp-content/uploads/downloads/2012/04/4-1a-Critical-Incident-Management-Employer-final.pdf>

- All leaders must carry the school's 'Critical Incident form' – With 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.

13 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, the Head/Manager and the employer's advisory team.

Next revision due:	SEPTEMBER 2027
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Generic and Site/Person specific risk assessment

Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

ACTIVITY AND ENVIRONMENT:

1. Significant Hazards and Identification of Risks: <i>Those hazards and risks that may result in serious harm or affect several people</i>	2. Control Measures: <i>Controls, including relevant sources of guidance</i>

8 Risk / Benefit Assessment

Generic Benefits	Specific Outcomes
Generic Benefits	Specific Outcomes

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions

