

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Educational Visits Policy

Policy Ref No	CUR013
Date of Policy	March 2025
Date of Renewal	March 2026

St Peter's Intent statement

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

1. Purpose

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

- *Further essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.- THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom.*
See website link: www.oeapng.info/
- The remaining parts of this document 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. Aims

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 St Peter's Catholic Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

3. Teaching and Learning

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEND

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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;
Computing – 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 present other than the one running the activity on the premises.

4. Procedures and Practice

4.1 Local Governing Committee

As part of their responsibility for the general conduct for the school, the Local Governing Committee 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 Local Governing Committee delegate the Headteacher / EVC the responsibility to approve all other visits.

The Local Governing Committee have adopted a charging and remissions policy:

www.oeapng.info - 3.2c – Charging for School Activities

4.2 The Headteacher or EVC:

4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

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 refer to the Equality Act 2010

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.
- 4.2.8 should have a system in place to record, audit and monitor school off-site visits.

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

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

5. Choosing a provider

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

www.oeapng.info 4.4h – Using External Providers

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

6. Parental Consent

OEAP National Guidance Document:

www.oeapng.info - 4.3d – Parental Consent

This guidance reflects the DfE guidance with particular note when consent is NOT required:

Parental consent to off-site activities. Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) 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.

7. Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Refer to visit leader checklist below:

www.oeapng.info - 3.3e – Checklist – Visit Planning and 3.4k – Visit or Activity Leader

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. For Risk Assessment guidance see www.oeapng.info 4.3g Risk Management

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 establishment.

Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. An EES for Schools online learning module is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more detail). This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

8. The visit

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.

8.2 During the visit

Young children must be kept in escort's group at all times. 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.

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.

8.3 On return

8.3.1 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.

8.3.2 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. Some visits may incur vast amounts of money (example: ski trip for 80 students £90,000), so formal approval from the SLT / School Finance Manager must be sought before deposits paid.

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

Please see reference to parental consent:

OEAP National Guidance Document

www.oeapng.info 4.3d-Parental-Consent

DfE Document : See EVOLVE – Resources – DfE Tab H&S Advice from DfE 2014

Insurance Provision

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

11. Transport

See guidance from OEAP NG - www.oeapng.info – 4.5 Transport

12. Emergency / Critical Incident Procedures

See OEAP National Guidance document :

<http://oeapng.info> 1a-Critical-Incident-Management-Employer

- All leaders must carry the school's 'Critical Incident form' (z Cards)– 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 Assessment

At St Peter's, assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback is used to move the pupils' learning on, within lessons.

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.

Monitoring and evaluation of this policy

The governors are responsible for monitoring the effectiveness of this policy by in-school monitoring such as learning walks, accompanying trips, or speaking with children after a trip.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Reviewed:	Spring 2024
Next revision due:	Spring 2025

Appendix 1 - Extended Learning Locality (Local Area Visit)

Boundaries

We use the area behind the school (accessed by a public footpath running along the school boundary fence (perpendicular to Coxes Farm Road) from time to time, as a 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 notify the EVC, and 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, Deputy or EVC 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 at least three 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 school 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)

Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	
First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (eg pupil medical/behavioural needs)	

Generic and Site/Person specific risk assessment

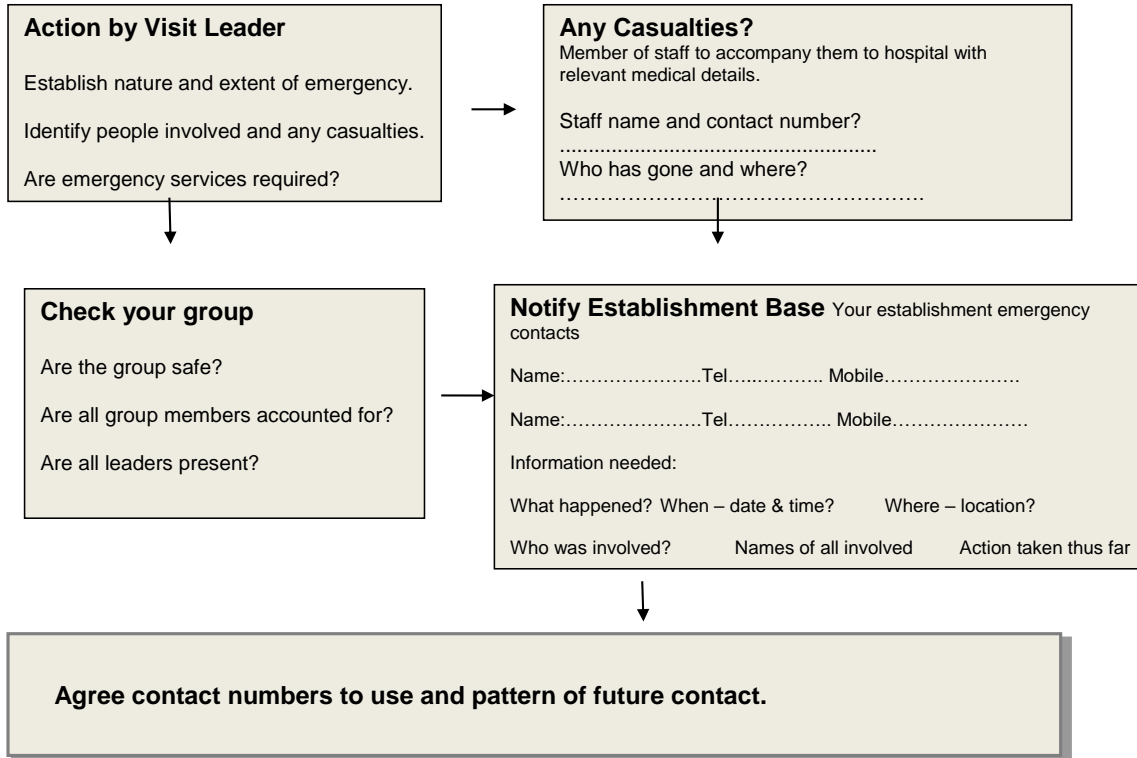
Generic Risk Assessment for Off-site Visit

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

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>

EMERGENCY PROCEDURES ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

