



Great Berry Primary School

Educational Visits Policy



Establishment type	Academy
Name of establishment	Great Berry Primary School
Who is employer	CRESCO Multi Academy Trust
Responsibility for offsite visits (possibly Head, EVC, or deputy head)	Damian Pye (Head and EVC)
Date Trained	15/09/23, 22/10/20, 12/11/19, 6/12/16, 19/11/13, 30/09/10, 15/09/07
Policy agreed	Autumn 2025 - 27/11/2025
Signed off by	Great Berry Local Governing Body
To be reviewed	Autumn 2027
Other Policies Related	Safeguarding / child protection. Inclusion, volunteer, transport, finance, staff training, health and safety DfE H&S advice on legal duties & powers November 2018
Other Paperwork Attached (appendix)	<p>Appendix 1 : Extended Learning Locality (Local Area Activity)</p> <p>Appendix 2 : Signing-out sheet for ad-hoc activities in the school locality</p> <p>Appendix 3: Generic and Site/Person specific risk assessment</p> <p>Appendix 4: Emergency Procedures action plan</p> <p>Appendix 5: DfE H&S on Educational Visits 2018</p> <p>Appendix 6: Provider form</p> <p>Appendix 7: 3.2c-Charges-for-off-site-activity-final</p> <p>Appendix 8: 4.4f 4.4g and 4.4h</p> <p>Appendix 9: 4.3d-Parental-Consent</p> <p>Appendix 10: 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader</p> <p>Appendix 11: 4.3g Risk Management</p> <p>Appendix 12: 4.5a-Transport-A-general-considerations 4.5b-Transport-in-minibuses 4.5c-Transport-in-private-cars</p> <p>Appendix 13: 4.1c-Critical-Incident-Management-Employer</p> <p>Appendix 14: School Insurance Details</p> <p>Appendix 15: Great Berry Visits and Trips Booking Forms</p>

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1 Introduction

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

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

- **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 Great Berry Primary School 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 Local Governing Body has adopted this policy for the effective and safe management of educational visits.

The Local Governing Body must approve any visit involving an Overnight stay or Overseas Visit (currently Y6 residential visit to the Isle of Wight and Y5 residential visit to Bradwell Outdoor Centre). The Governors delegate the Headteacher / EVC the responsibility to approve all other visits including Local Area Visits

The Governors have adopted a charging and remissions policy:

www.oeapng.info [3.2c-Charges-for-off-site-activity-final](#)

4.2 The Headteacher or EVC

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018)

- 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, approve the following:

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

*Document should be sent to Evolve Advisor at least 4 weeks before the visit

5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider and if applicable complete a '[Provider Form](#)' (provider does not hold LOtC)

See Section

<https://oeapng.info/visit-leader/> 4.4f 4.4g and 4.4h

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018)

6 Parental Consent :

OEAP National Guidance Document

www.oeapng.info 4.3d-Parental-Consent

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018)

When to get consent from parents. :

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.

As a school we have decided that for any trips, parental consent will still have to be given via our electronic 'SchoolsBuddy' system.

7 Visits and staffing

CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist :

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 **the visit leader must be the person who completes the online EVOLVE form**. For Risk Assessment guidance see www.oeapng.info 4.3g Risk Management

Key Requirements for Leaders

Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. A [Juniper Education 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 details) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

Guide for Adult:Pupil Ratios for trips and visits

EYFS	1:5
Y1/2/3	1:6
Y4/5/6	1:10
Residential	1:10

These numbers are to be used as a guide. Ratios can be changed by the visit leader after factors such as the venue, the activity, transport and the children taking part have been taken into consideration. Any changes in Ratio must be discussed and agreed with the EVC and a minimum of 1:10 must be used on all Great Berry Primary School visits and trips at all times.

Any adults who are accompanying a pupil as part of their 1:1 SEND entitlement must not be included in the above ratios.

8 The visit

8.1 On the day

Leave a copy of the Evolve Risk Assessment in the school office and in addition if not included as part of the Evolve:

- an amended list of children attending and going on visit.
- full list of volunteers and staff and groups of children for which they are responsible the itinerary for the entire day.

- a copy of the written briefing notes for the volunteers.
- 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 carried by trip leader at all times and at least one other adult if possible.

8.2 During the visit

Young Children must be kept in their named adult'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.

Adults 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.

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 adult.

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. A 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

Insurance Provision

Teachers should be aware of the school provision for insurance.

DFE RPA (risk protection arrangement) Membership number 137266

11 Transport

See guidance from OEAP NG -

<https://oeapng.info/downloads/download-category/transport/>

12 Emergency / Critical Incident Procedures

See OEAP National Guidance document :

<https://oeapng.info/downloads/download-info/4-1c-emergency-procedures-for-visit-leaders/>

- At least 2 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.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018)

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.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018)

Reviewed:	Autumn 2025
Next revision due:	Autumn 2027

Appendix 1 - Extended Learning Locality (Local Area Visit)

Boundaries

The boundaries of the locality are the Great Berry Catchment area. This area includes the following frequently used venues:

- *Langdon Hills Nature Reserve*
- *Langdon Hills Recreation Ground*
- *Great Berry Open Space*
- *Tesco Langdon Hills*

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/EVC 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 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)

This will only require the brief '**Local Area Activity**' MINI- EVOLVE form (replacing the need for any paper based 'signing out sheet' and will audit all your LOTC activity)

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

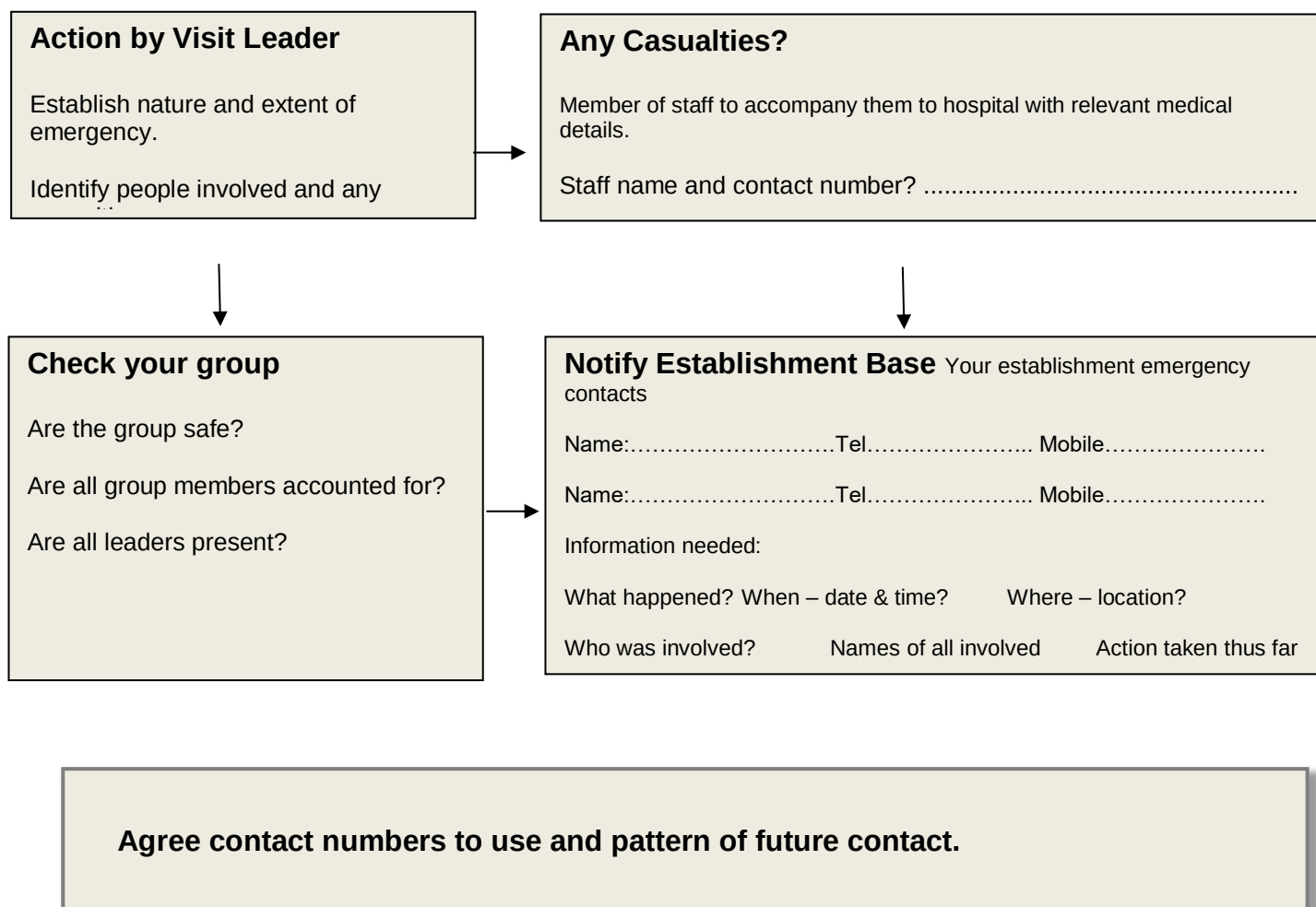
Generic Risk Assessment for Off-site Visit

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>

Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Action by Establishment

