

Bearwood Primary and Nursery School

Educational Visits Policy

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Bearwood Educational Visits Policy

(To be read alongside the Local Learning Area Policy which forms part of this policy)

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1) Context

Educational visits provide memorable first-hand opportunities to extend and enrich children's learning. We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Bearwood a supportive and effective 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 practising 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 flourish.
- 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.
- Possibilities for genuine team working including enhanced communication skills. They allow children to develop social skills through exploring, building relationships and helping them to explore personal beliefs and attitudes and to learn tolerance and respect for others.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2) Inclusion Statement

In accordance with the school's Special Educational Needs and Disabilities (SEND) policy and the school's Equality Statement and Objectives.

Off-site visits are an integral part of the curriculum. The school will make every effort to ensure that all pupils are able to participate irrespective of social background, culture, race, gender, differences in ability and disabilities.

Each pupil has an entitlement to experience –

- Effective learning opportunities
- Success in learning
- Achieving as high a standard as possible

Teachers will set appropriate learning challenges, respond to pupils diverse learning needs and the school will make provision, where necessary, to support pupils to enable them to participate effectively in off-site visits and will plan accordingly.

3) 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, Bearwood Primary & Nursery School:

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE)
2. Adopts National Guidance www.oepng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

4) Types of Educational 'off site' Visits

Any activity involving children that takes place out of the school grounds is an off-site visit and therefore subject to this policy.

This may include:

- **Routine** local visits in the 'Local Learning Area' (See separate Local Learning Area Policy)
- **Routine** Sports Fixtures (See separate Fixtures Policy)
- **Beyond** - Day visits within the UK that do not involve an adventurous activity requiring transport.
- **Beyond** - Visits that are either overseas, residential, and/or involve an adventurous activity.

5) Roles and responsibilities

5.1 Visit leaders are responsible for the planning of their visits, and for entering. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

5.2 The Educational Visits Coordinator (EVC) is Cheryl Smith (Headteacher), who will support and challenge colleagues over visits and learning outside the classroom (LoC) 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 staff accounts on EVOLVE, and uploads generic school documents, etc.

5.3 The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

5.4 The Governing Body's role is that of a 'critical friend', offering support and challenge, following the National Guidance www.oeapng.info for guidance. Individual governors may request 'read-only' access to EVOLVE.

5.5 The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

6) 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 leadership role.
- Supervision by senior staff on some educational visits.
- 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 management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

7) Approval

1. Routine local visits in the 'Local Learning Area' follow the 'Local Learning Policy' (see separate document).
2. Routine Sports Fixtures follow the 'Fixtures' policy.
3. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 14 days in advance. As Headteacher as well, these will also be finally signed off.
4. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

8) Planning an 'off-site' visit – Visit Leaders

Teaching staff will take the responsibility for planning, leadership and participation in off-site visits.

When planning a visit, the following stages must be followed:

1. Complete and email **Form 1 – outline proposal** to Headteacher:

- For residential visits this must be no less than 2 terms prior to the visit.
- For those involving hazardous activities this must be no less than 1 term prior to the visit.
- For other off-site visits (beyond the local learning area – see separate policy) that are part of the planned curriculum, this needs to be no less than 6 school weeks prior to the visit.

2. If approval is given...

- Ensure that the trip is logged on the whole school calendar and that the Office Team are invited to the event.
- Start completing a detailed trip plan on Evolve which will then notify the EVC.
- Book location, transport and arrange staffing / volunteers and add this information onto the Evolve trip plan.
- Ensure that risk assessments are completed and uploaded (suggested **Form 6** or **STAGED formats** used for this), including consideration for SEND children or those with a BRP who require individual risk assessments.
- Check and upload an Emergency Action Plan onto the Evolve plan.
- Ensure that lunch arrangements have been considered as well as payments being received for the trip to take place.
- Consideration should also be given to unregulated volunteer risk assessments and pupil medical information where relevant. **Form 3 – Medical form** should be completed by parents / carers for residential trips and is not needed for one day trips.

Please ensure that:

For residential visits, this must be within 6 weeks of the proposal.

For new visits, those involving hazardous activities and planned curriculum visits this must be within 2 weeks of the proposal.

3. After the trip has taken place, an evaluation should be completed which is available on Evolve.

A visit leader checklist has been created to ensure that all these steps have been followed – Appendix 1.

9) Risk Assessment (assessment of risk)

Bearwood Primary & Nursery school has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. Risk is a natural part of everyday life: all activities involve risk, and it is impossible to entirely eliminate it. Indeed, the human spirit thrives on adventure and journeys into new territory, both physical and metaphorical. It is important that children, young people and vulnerable adults learn to understand and manage risk and uncertainty for themselves. If we attempt to 'wrap them in cotton wool', they not only miss huge opportunities for growth but also emerge into society unable to cope with the uncertainties and challenges of adult life. Well-managed external visits, including outdoor and adventurous activities, play a vital part in helping children, young people and vulnerable adults to learn about the real world, and to understand and manage risks for themselves.

Good planning and management of activities should be about reducing risks to an acceptable level, taking into account the potential benefits. The starting point for such a risk-benefit assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is acceptable.

Employees who follow this Code of Practice, work within the limits of their own competence, and use their common sense and professional judgement will be fully supported by the school.

Although some paperwork is required in order to record and communicate the decisions made, risk management should be largely a common-sense process centred upon competent staff. It should focus on significant risks, not trivial ones, and it should not become a restrictive and onerous bureaucratic exercise.

Risk assessment is a legal requirement and assessing risks associated with external visits is no different. It is simply a systematic examination of what might harm people, and should be based on common sense. Although an assessment is always required, a written risk assessment is only required when significant risks have been identified and will need reviewing by the EVC/Headteacher before the trip can take place.

Reasons for this include:

- Deciding whether to proceed, modify or cancel a proposed visit or activity
- Deciding what precautions need to be taken to prevent unnecessary harm
- Making the planning process systematic and thorough
- Informing all those involved about the risks and precautions
- Providing evidence for those responsible for approving a visit
- Demonstrating that good practice has been observed in the case of an incident.

It is also necessary to include an assessment of risk to staff members during visits that may not be identified during the assessment of risk to the children/adults taking part.

9.1 Risk Assessment Procedures

Risk Assessments will be completed on preliminary site visits, will use the school proforma risk assessment (Form 6) and will cover:

- The STAGED approach (staffing, transport, activity, group, environment, distance).
- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

We will use or adapt risk assessments that have been produced by venues who provide instructor led activities. We will complete a risk assessment of the mode/s of transport to be undertaken.

9.2 Pre-Visits

In order to undertake a full and comprehensive assessment of risks, a pre-visit is useful but not compulsory. Even where the visit is made regularly, risks should be re-assessed in light of current plans. It is usually the responsibility of the visit organiser to carry out a pre-visit.

9.3 Supervision ratios

The nature of the visit and the age of the children involved must be taken into account when deciding the level of supervision.

In the case of a full class, two members of staff must accompany the children on the visit as a minimum requirement. This will normally be a teacher and a teacher assistant. This is to ensure that, in the event of an emergency, a member of staff is available to supervise the children whilst the other seeks appropriate aid or is able to assume the role of Visit Leader, should that be necessary.

In addition, it is normal to include parent helpers/volunteers (see note below). The number required and the helpers to take part will be chosen by the Visit Leader to suit the needs of the visit.

The adult/child ratio must reflect the age and maturity of the children and the nature of the visit. At Bearwood, we follow LA Guidance on minimum staff/pupil ratios for visits:

FS1 (Nursery)	2 children to 1 adult
FS2 (Reception) to Year 3	6 children to one adult
Year 4 to Year 6	10 children to one adult

Nb there must be a minimum of two adults with any group.

It must be stressed that these are minimum ratios and that visit organizers must consider the following factors when deciding on the final adult/child ratio: SEN and medical needs; type of activities to be undertaken; experience and competence of all adults accompanying the visit; duration of the visit; competence and behavioural history of the group of children.

9.4 Volunteer helpers

At Bearwood we are aware that many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will normally be people well-known to the school as either parents or governors. **It is advised / preferred that volunteer helpers for trips are those who are already volunteering in the school and have been DBS checked.** They will be managed in the following ways:

- Volunteers will be told that they have the responsibility to follow the instructions of the visit organiser and that the visit organiser retains overall responsibility.
- The school will appoint volunteer helpers as far in advance of the visit as practical and will provide opportunities for those volunteers to meet the pupils, for whom they will have responsibility, learning their names and getting to know them.
- If volunteer helpers are not DBS checked, they are unregulated volunteers. In order for them to take part in the visit, a risk assessment will need completing for them and they are never to be left on their own with children. The risk assessment will outline how they will be supervised.
- The school retains the right to make the final decision as to which volunteers accompany a visit as not all volunteers may be suitable or competent.
- The visit organiser is responsible for ensuring that each volunteer knows precisely what their role is and understands that they have a responsibility to carry out that role.
- Where children are organised in small groups, a child will not generally be placed in a group for which his/her parent/carer is responsible.

9.5 Safety During the Visit/Ongoing Risk Assessment

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit. The on-going monitoring of all aspects of the visit by the leader and accompanying staff is an essential aspect in the risk management of visits, and hence the safety of participants. It also contributes towards enjoyment and learning. Risks should therefore be monitored throughout the visit, and where appropriate activities must be modified (e.g. Plan B), or curtailed, to suit changed or changing circumstances, for example: an over-busy lunch area, rain, rising water levels, etc. This is primarily the responsibility of the visit leader, in consultation with other staff where appropriate.

10) 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 Hamwic Education Trust (Deputy CEO) and the Local Authority – BCP.

11) Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'local learning area' (see Local Learning Area policy). Parents have the option of consenting via the My Child at School app.

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 letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via MCAS or through a traditional paper consent form. Absence of a permission slip / online consent will mean that the child cannot be taken out of school. In an emergency situation, permission can be accepted by telephone from a parent or guardian if the Headteacher gives authorisation. In the case of swimming, written permission should be obtained to cover the course.

The letter to the parent should have full details of the nature of the visit including:

- Purpose of visit
- Cost of visit
- Transport arrangements

- Details regarding supervision
- Clothing and equipment needed (including sun care and lunch)

The letter should also include any requests for helpers and medical or other details which could affect the child on the visit.

12) Transport

At Bearwood we have the opportunity to borrow mini buses from other local schools within Hamwic Education Trust. Named people in the school are either MIDAS trained or have the ability to drive these mini buses and do so following the LA's guidance. If used, it is the responsibility of the driver to make pre-use checks before the trip takes place. National guidance is followed to ensure that risks are assessed and clear control measures are put in place.

13) Post Visit Evaluation

An evaluation should be completed after each visit by the Visit Leader. This is available on EVOLVE and a email prompt will be sent to the Visit leader. The Headteacher will monitor the quality of the visits including value for money and impact on pupils' teaching and learning. Consideration for future risk assessment / control measures for future trips will also take place.

Appendix 1 – Visit Leader Checklist

Please note: Application form must be sent to the Headteacher in advance to the trip taking place. 2 terms before a residential trip, at least 1 term for those involving hazardous activities and at least 6 weeks prior to any off-site visits that are part of the curriculum.

Form / Job	Who	To be seen by	Completed	Date
Application Form (Form1 – proposal)	Party Leader	Headteacher		
Start completing ‘Party Leader Check List’	Party Leader	EVC		
Start completing detailed planning on Evolve	Party Leader	EVC + Head		
Book location(s)	Party Leader	Finance Officer		
Book transport	Finance Officer	Party leader		
Pre-Visit	Party Leader	N/A		
Confirm staffing + Volunteers (<i>check for DBS</i>)	Party Leader	EVC		
Write risk assessments (either Form 6 or STAGED form) and update Emergency Action Plan. Upload these onto Evolve.	Party Leader	EVC		
<i>If required, complete ‘external providers check’ form (form 4) for places which do not hold a LOTC quality badge</i>	Party Leader	EVC		
Letter to parents	Party Leader	Headship Team		
Order lunches	Party Leader	Finance Officer		
<i>If required, complete an unregulated activity volunteers form for all volunteers who have not been DBS checked by the school.</i>	Party Leader	Operations Manager		
Permission slips + money collected in (<i>aiming for at least 85% payment to be received for the trip to go ahead</i>)	Party Leader	Finance Officer		
<i>If required, ensure that medical information is confirmed by parents / carers (Form 3) Residential only.</i>	Party Leader	First Aider		
Gather equipment	Party Leader	N/A		
Gather first aid equipment	First Aider	Party Leader		
Check weather + review risk assessments	Party Leader	EVC		
Brief children – follow code of conduct from risk assessment	Party Leader	N/A		
Brief staff – groupings + risk assessments	Party Leader	N/A		
Brief volunteers – risk assessments and expectations	Party Leader	N/A		
Leave ‘Left Behind Form’ in office – This can be a print out of the trip planning from Evolve.	Party Leader	Office Staff		
Have a great trip – follow risk assessments / emergency procedures	Party Leader	N/A		
Evaluate learning outcomes of the trip on Evolve – you will receive an email prompt for this.	Party Leader	EVC		

Appendix 2 – Emergency Procedures

Bearwood Primary & Nursery School Educational Visit Emergency Action Plan for Visit Name & Date

These guidelines are intended to give direction for teachers/group leaders to assist them in understanding responsibilities and accident reporting. Emergency situations are rarely straight forward and decisions must be made whilst working under pressure in dealing with the emergency.

Remember :

- **NOT TO PUT YOURSELF IN DANGER**
- Deal with the situation as quickly as possible.
- Ensure other members of staff /pupils/other adults with you are safe, supervised and kept up to date.
- Make contact with school/emergency contact person (this is normally the Headteacher) as soon as practically possible (by phone or text).

Emergency Contact person for this visit is:

- Keep your SLT emergency contact stored in your phone and the school emergency phone (ensure this is updated as necessary).
- Ensure all relevant staff have contact and medical details with them at all times.
- Take medical consent forms to the hospital with the pupil and
Ensure a member of staff attends with the pupil to the hospital.

This should be the primary first aider:

Prior to the visit make sure all key members of staff know about vulnerable pupils (ie; medical, AEN, severe allergies etc.).

- Keep all other members of staff up to date with the progress of the incident.
- Ensure messages are not sent home via the pupils (mobile phones calls/text messages, twitter, facebook etc. Gather written statements where appropriate to document the events leading up to the incident.
- HAVE NO CONTACT WITH THE PRESS/MEDIA
- **Procedures for 3 types of emergency:**
 - Non Serious(green)
 - Serious(amber)
 - Very Serious(red)

Emergency Numbers		
Name	Telephone	Mobile
My telephone number		
School / Establishment		
Nominated base contact		
Employer (Office hours) during holidays		
Bmth out of hours emergency contact Radio Room	01202 451145	
Poole out of hours emergency contact Control Room	0800 506050	
Insurance contact:	Policy No	Helpline:

Non Serious Emergency	Serious Emergency/near miss	Very Serious Emergency/near miss
Examples	Examples	Examples
Minor First Aid Delayed transport	Broken arm Cut requiring stitches Road traffic accident(without casualties) Incident involving physical violence	Life threatening accident Road traffic accident(with casualties) Sexual assault Missing person
Non Serious Emergency		
Eg Minor First Aid Delayed transport		
<ul style="list-style-type: none"> ➤ Deal with the incident as teacher/group leader sees fit ➤ Administer first aid as appropriate ➤ Log details of first aid/medication given ➤ Contact relevant parties to explain the situation ➤ If it is a delay departing school/ returning home, ensure parents informed / if staying elsewhere residence is informed 		
Serious Emergency/near miss		
Eg. Broken arm Cut requiring stitches Road traffic accident(without casualties) Incident involving physical violence		
<ul style="list-style-type: none"> ➤ Administer first aid where necessary ➤ Arrange for pupil/s to be taken for further treatment (hospital/doctor) ➤ Assess the extent of the emergency and move people to a safe area if necessary ➤ Account for all group members as soon as possible ➤ Inform School emergency contact ➤ Emergency contact to inform relevant parents to notify of incident(this can be done after the situation has been dealt with) ➤ Liaise with centre/company staff where appropriate ➤ Ensure messages are not sent home via the pupils(mobile phones calls/text messages, twitter, facebook etc ➤ If taking a pupil for medical assistance take 2 members of staff where practically possible (the primary first aider and one being at least the same gender as the pupil) ➤ Gain written reports from other witnesses where appropriate and ensure reports/info passed onto Headteacher 		
Very Serious Emergency/near miss		
Eg Life threatening accident Road traffic accident(with casualties) Sexual assault Missing person		
<ul style="list-style-type: none"> ➤ Administer first aid where necessary ➤ Contact emergency services where necessary ➤ If taking a pupil for medical assistance take 2 members of staff where practically possible (the primary first aider and one being at least the same gender as the pupil) ➤ Account for all group members as soon as possible ➤ Assess the extent of the emergency and move people to a safe a safe area ➤ Inform School emergency contact ➤ Emergency contact to inform relevant parents to notify of incident(this can be done after the situation has been dealt with) ➤ Ensure messages are not sent home via the pupils(mobile phones calls/text messages, twitter, facebook etc ➤ Liaise with centre/company staff where appropriate ➤ Gain written reports from other witnesses /medical report/info etc and ensure passed onto Headteacher ➤ Headteacher/LA to respond to press/media if appropriate 		