



**Bishop Aldhelm's C.E.
Primary School**

Loved by God; United in Learning

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*Love, Unity,
Courage
and Inspiration*



Educational Visits Policy



September 2025 – September 2026



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Educational Visits Policy

Date of Policy: September 2025

Date to be reviewed: September 2026

1. Foreword to all school policies

The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

2. Background and aims:

We encourage educational visits as we believe they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.' (Welsh Assembly Government 2008)

An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

Our aim in organising Learning Outside the Classroom (LOtC) should always be to enable our pupils to learn in the environment, through the environment and for the environment. In doing so, we should also be mindful of the fact that we all have a duty to ensure the safety of those young persons in our care.

Experiencing activities within a range of different environments will bring great benefits to the young people involved - both in terms of intellectual and physical challenges and the development of personal and social skills. Also, relationships between adults and young people when involved together in these common experiences are strengthened. There are many benefits to the whole curriculum, especially when the learning experiences are carefully planned beforehand and built on afterwards.

This policy is created to provide a clear and coherent structure for the planning and evaluation of educational visits in order to enhance all our Learning Outside the Classroom opportunities for all our pupils.

3. Guidance documentation

We will ensure that we comply with all Department of Education and Local Authority documentation before any educational visit is authorised.

At Bishop Aldhelm's we follow the guidelines contained within *Evolve – the online Educational Visits System*, approved by BCP. All forms required for visits can be found in the school's shared drive: <R:\Teaching Staff\Whole School Docs\Educational Visits> and is referred to as 'Evolve Guidance' from this point in the policy. This guidance outlines the potential risks before organising the learning experiences and managing the responsibility.

Teaching Staff organising an educational visit should also refer to National Guidance published by the Outdoor Education Advisers Panel (OEAP) on the website www.oeapeg.info.

4. Organisation

The National Curriculum defines what we teach the children in school. This is the basis for each class's programme of learning for each school year. In addition teachers, Headship Team and governors agree the corresponding programme of visits and activities at the beginning of each academic year (see Appendix I – Long Term Planner for Educational Visits and 'Educational Visits supporting the curriculum' section).

Within each class's programme of work the teachers plan educational visits and activities that support the children's learning. We give details of these visits and activities to parents at the beginning of each Learning

Journey outlined in curriculum newsletters. We plan other activities as the school year progresses, and inform parents of these in due course. Parents are notified of residential visits before the start of the academic year that they are due to take place (Year 6).

Visits and activities usually take place within the school day, and the governing body approves all such visits in advance. We follow the Evolve's guidelines relating to health and safety, and we ask parents to give written consent for their child to take part in any activity that takes children off the school site and out of the Local Learning Area (see Local Learning Area Policy). When joining the school, each parent is asked to sign a document giving permission for their child to take part in activities within the Local Learning Area.

5. Responsibility for the Policy and Procedures:

5.1 Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Educational Visit Coordinator
- the right to be consulted and to give permission for all school trips
- responsibility to ensure that the school complies with all health and safety regulations and procedures
- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation

5.2 Role of the Head Teacher

The Head Teacher will:

- work closely with the coordinator
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- be responsible for the sanctioning and authorizing of all educational visits whatever the duration or purpose
- ensure that the Educational Visit Coordinator and Party Leaders have appropriate training and are sufficiently competent and experienced

5.3 Role of the Educational Visit Coordinator

The Educational Visit Coordinator will:

- undertake appropriate training and be competent and experienced to undertake the role
- ensure that all documentation is in place before the Visit Plan can be authorised by the Head Teacher
- review the planning, documentation and competence of the Party Leader before recommending the authorisation of any educational visit
- lead the development of this policy throughout the school
- work closely with the Head Teacher
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- review and monitor the range of educational visits available and evaluation on the quality of the LOTC at Bishop Aldhelm's.

5.4 Role of Party Leaders

Party Leaders will complete the following planning before any class/year group visit is authorised, as recorded on the 'Party Leader Checklist' (see Appendix II):

- Form 1 – Educational Visits application form (using guidance from Evolve)
 - Form 2 – Detailed Planning and Approval Form (using guidance from Evolve)
 - appropriate risk assessments (using Form 6)
 - parents have received all relevant information about the visit and given their permission – this letter should be made available to the office no less than two days before being issued to parents, so that the trip can be made available online for payment. (Example trip letters are available on the shared drive).
- Form 3 to be used for medical consent for residential trips and trips abroad, this is not necessary for day trips.**
- appropriate checks of volunteer helpers (with the assistance of the school's admin team.)
 - costings of the visit - signed form to be submitted to the Admin & Finance Manager
 - travel arrangements (with the assistance of the Admin & Finance Manager)
 - itinerary of visit
 - arranged medical and first aid cover
 - considered emergency procedures – Emergency Action Plan Format
 - left behind form – to be given to school office on departure for visit.

For sporting and choir trips where the visit is to another school, form 6 only needs to be completed and this is for the coach/minibus only.

All exemplar forms and a party leader checklist can be located on the shared drive: <R:\Teaching Staff\Whole School Docs\Educational Visits>.

6. Risk Assessment

Bishop Aldhelm's Primary 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 and Headship Team 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.

6.1 Risk Assessment Procedures

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

- 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.

6.2 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. If this takes place more than two weeks before the visit, a phone call or email to the venue must be made to ensure that any changes to the venue have been considered within the risk assessment.

6.3 Supervision ratios

At Bishop Aldhelm's we follow LA Guidance on minimum staff/pupil ratios for visits: 1:4 pupils (Pre-school) 1:6 pupils (Foundation – Year 3) and 1:10 pupils (Year 4 – Year 6).

In all cases one adult included in the above ratios must be a teacher. 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.

6.4 Volunteer helpers

At Bishop Aldhelm's, 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. 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 where possible, will use volunteers who the children are familiar with.
- 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 is responsible.

7 Financial Arrangements

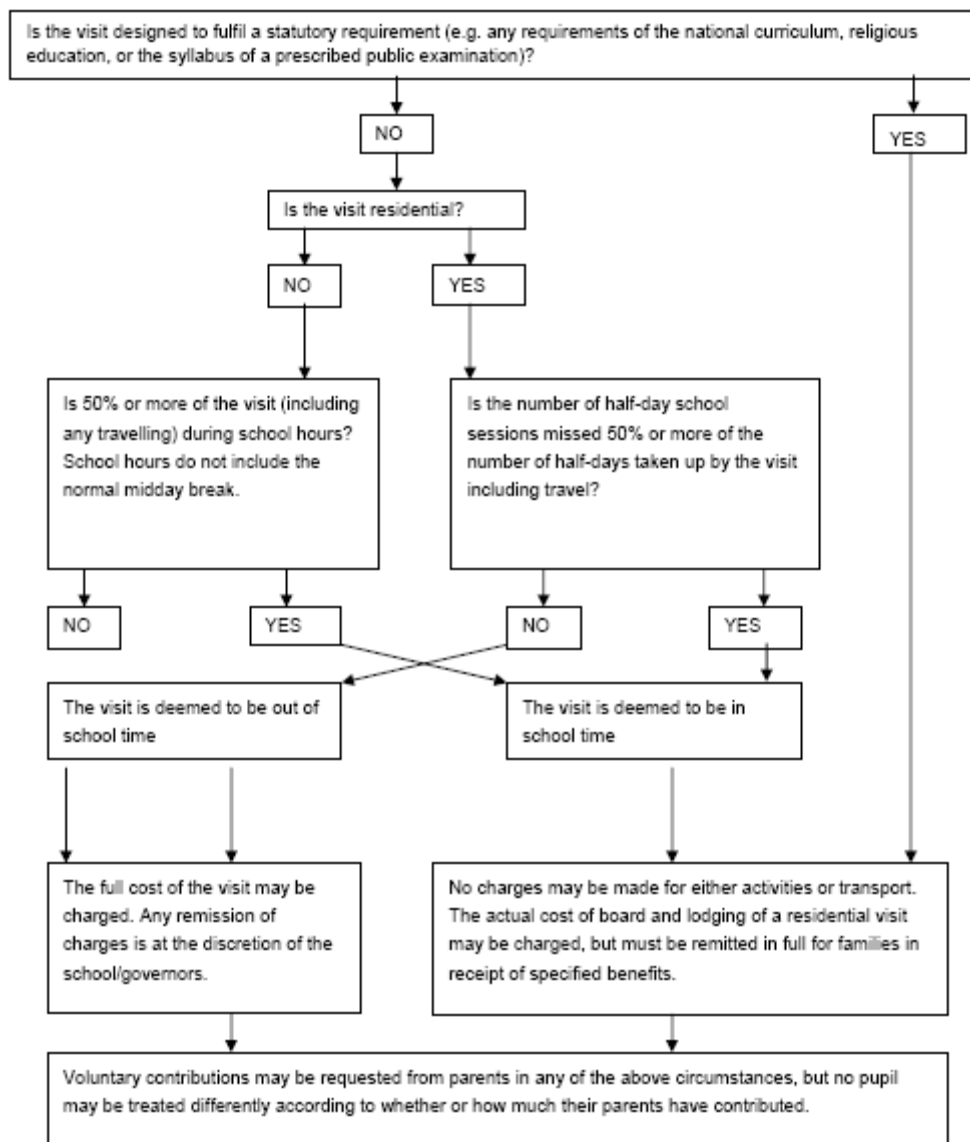
The school office will act as 'treasurer' and will collect all monies from parents/carers and will pay all bills.

A copy of the letter to parents should be made available to the office, no less than two days before being issued to parents, so that the trip can be made available online for payment.

The PSA contribute to the funding of Educational Visits by gifting a set amount to each year group every year – this amount alters each year.

Pupils who are Pupil Premium eligible receive additional financial assistance (as detailed in our PP policy)

Party Leaders will consider the charging flow diagram below when establishing charges for educational visits.



8 Arrangements

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation. When on visits extra consideration is given to these needs and appropriate steps are taken to ensure all pupils are included and can access the learning / experience.

9 Educational Visits Supporting the Curriculum

All Learning outside the classroom, educational visits and activities support and enrich the work we do inside the 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.

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 and may include:

- English – theatre visits, visits by authors, poets and theatre groups
- Science – use of the school grounds, visits to technical museums, visits to botanical gardens
- Mathematics – use of shape and number trails in the local environment
- History – castle visits, study of local housing patterns, local museums
- Geography – use of the locality for fieldwork, trails

Inclusion

- Art and Design – art gallery visits, use of the locality
- PE – range of sporting fixtures, extra-curricular activities, visits by specialist coaches, OAA
- Music – range of specialist music teaching, extra-curricular activities, orchestra, concerts, choir
- Design and Technology – visits to local factories / design centres
- ICT – its use in local shops / libraries, visits to technical museums
- RE – visits to local centres of worship, visits by local clergy

We also have regular visits from our neighbourhood police officer and health workers. These visits support the personal, social and health education of our children. The Vicar of St Aldhelm's Church leads worships regularly. Other local religious leaders also take worships in the course of the school year. We do this with the full agreement of the governing body.

10 Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governing body does this by:

- requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding educational visits from parents, staff or pupils;
- Reviewing this policy every three years.

Date of Policy: September 2025

Date to be reviewed: September 2026

Appendix I – Long Term Plan for Educational Visits

Long Term Plan for Educational Visits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Build-A-Bear Bournemouth Town Centre	Post box		Farmer Palmers		
Foundation	Heath Visit	Post box	Heath Visit			Heath Visit Beaulieu
Year 1		Heath Visit		Heath Visit		Marwell Zoo (LoTC)
Year 2	Heath Visit		Heath Visit	Avon Heath	Heath Visit	
Year 3					Beach	Launceston Farm
Year 4	Lulworth Cove		Poole Harbour Boat Trip			
Year 5	Winchester Science Museum (LoTC)					Beach Hindu Temple
Year 6	Bovington Tank Museum					Beach St Aldhelm's Head Residential (PGL – Osmington Bay) Salisbury Cathedral
Across Phase Trips	KS2 Harvest @ St. Aldhelm's Church House Captains: Poole Food Bank	Choir: The Lighthouse St Aldhelm's Church		KS2 Ester Experience @ St Aldhelm's Church		

Please note – these are subject to change dependent on curriculum content and venue availability

Appendix II – Party Leader Checklist

Educational Visits – Party Leader Checklist

Before organising any trip, please look at the grey headings and working backwards from the trip day, record the date for each stage to be completed by.

Form / Job	Who	To be seen by	Completed	Date
At earliest point possible (at least six weeks before the trip):			Date:	
Application Form (Form 1)	Party Leader	EVC		
Start completing 'Party Leader Check List'	Party Leader	EVC		
Book locations	Party Leader	Finance Team		
Book transport	Finance Team	Party leader		
Pre-Visit	Party Leader	N/A		
At least three weeks before the trip:			Date:	
Detailed planning form (Form 2)	Party Leader	EVC + Head		
Confirm staffing + Helpers	Party Leader	EVC		
Write risk assessments (Form 6) and Emergency Action Plan	Party Leader	EVC		
Letter to parents	Party Leader	Headship Team		
Order lunches / Parents to have cancelled lunches online if they do not want lunches	Party Leader	Finance Team		
Permission slips + money collected in	Party Leader	Finance Team		
Medical information obtained (Form 3 if required) including staff	Party Leader	First Aider		
Within a week before the trip			Date:	
Brief staff – groupings + risk assessments	Party Leader	N/A		
Day before the trip:			Date:	
Gather equipment	Party Leader	N/A		
Gather first aid equipment	First Aider	Party Leader		
Check weather + review risk assessments	Party Leader	Party Leader		
Brief children	Party Leader	N/A		
Complete 'Left Behind Form'	Party Leader	N/A		
Trip Day:			Date:	
Leave 'Left Behind Form' in office	Party Leader	Office Staff		
Have a great trip – follow risk assessments / emergency procedures!	Party Leader	N/A		
Within a week after the trip:			Date:	
Evaluate learning outcomes of the trip	Party Leader	EVC		
Complete 'Party Leader Check List'	Party Leader	EVC		