Harehills Primary School



Educational Visits and Experiences Policy

Approved by:	Judy Wood	**Policy Date:** September 2025	
Last reviewed on:	September 2026	**Next review due by:**	September 2027
Staff Responsible:	Alex Mann – EVC Coordinator		

Rationale

Harehills Primary School understands that educational visits and trips provide highly engaging learning activities, which deliver rich cultural capital experiences for all pupils and especially for those disadvantaged.

They are an effective way to motivate pupils, offer unique experiences, make learning practical in a real-world setting as well as creating prominent memories.

While the main purpose is to educate and support the curriculum taught within the classroom, they are also an additional fun bonding experience for all involved.

As an inner-city school, we take advantage of the local area, using what Leeds as a city has to offer our pupils. Although there are trips that will occur annually, we are committed to maximising on opportunities that arise throughout the academic year, and these may change from one year to the next.

Core experiences have been identified as part of the journey a child will take through their time at Harehills Primary School. We believe these experiences provide pupils essential opportunities and endeavour to make them accessible to all families.

As part of our **Harehills Horizons Days**, pupils may participate in experiences and activities beyond the school environment that are not directly linked to the current curriculum. These opportunities are designed to broaden pupils' horizons, enrich their life experiences, develop essential life skills, build confidence and independence, encourage teamwork and resilience, promote social and emotional development, and provide memorable experiences that support pupils' personal growth and cultural awareness.

At Harehills Primary School we believe that experiences of educational trips will provide pupils with:

Reinforcement

An educational experience can reinforce what the teacher has been instructing in class about a subject and help pupils to understand the topic in more depth. Children can apply their learning in a real-life setting.

Socialization

Taking children into a new environment gives them the experience of travelling in a group and teaches them to be respectful of locations they visit. It makes them aware of the outside world and how to be a positive citizen.

Exposure

Children will get to visit a place to which they have never been before. This can be particularly advantageous to children who are less fortunate and don't have the opportunity to travel.

Curiosity

Children who take part in educational experiences find that they want to learn more about the subjects on which the trip focused. It makes them aware of what is going on in the world around them and gives them an insight into further opportunities.

Retention

The type of memories that educational experiences create, called "episodic memories," help children to retain information for longer periods.

Cultural Capital

Gradually widening children's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in nursery and beyond**.**

Core Experiences

To ensure that children can access the educational experiences offered, the following trips will be subsidised by the school:

F2 – Temple Newsam Farm (Understanding the World)

Year 1 – Stockheld Park (PSHE and PE)

Year 2 – Skipton Castle (History)

Year 3 – Valley Gardens (Geography)

Year 4 – Filey (Geography)

Year 5 – Yeadon Tarn (Orienteering, Canoeing, Teambuilding, Physical Activity)

Year 6 – Doncaster Dome/ Barnsley Metrodome (Swimming and Ice-skating/ swimming and bowling)

Proposed Experiences – 2026/27

Whole School Curriculum Overview- History & Geography

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
F2	Me and the world around me (Map my school)	Tales from around the World (Celebrations)	Where will this book take us? (Maps/Seasons) Skelton Grange	Where will this book take us? (seasons/Africa)	What lives and grows on the farm? (Lifecycle of a chick) Temple Newsam Farm	What lives and grows in the garden?
Y1	Toys	Weather	Neil Armstrong	Harehills – Local Geography **	Monarchs	Holidays in the UK Stockeld Park
Y2	Gunpowder Plot	Leeds- There's no place like Leeds Compton Centre	Hospital & Healthcare Thackery Medical Museum - Workshop	Hot & Cold Climate	Towers & Turrets Skipton Castle	Australia
Y3	Stone Age Visitors Real History Alive	Angry Earth	Ancient Egypt Visitors Real History Alive Leeds City Museum	Exploring Europe	Local History Burton factory – local visit	Beautiful Britain Valley Gardens - Harrogate
Y4	Romans Visitor	Africa	Greeks Royal Armouries	H20- Reservoirs & Sewers Water Treatment Centre	Anglo Saxons	The East Coast Filey
Y5	Vikings Real History Alive	Mountains Planetarium - Science	WW2 Royal Armouries workshop	Climate Change	Roles of Women Sleepover	Britain & USA Yeadon Tarn
Y6	Slavery Market Place	Rivers	Crime & Punishment Abbey House Herd Fram/ Skateboarding	Malham- A Limestone Landscape Malham	Mayans Pen-y-Ghent	South America Cinema/ Doncaster Dome

Guidelines

The organisation of an educational visit/experience is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

The following guidelines support the planning and implementation of educational visits organised at Harehills Primary School. It makes the health, safety and well-being of staff and pupils a priority.

Head Teacher & E.V.C.

The Head Teacher and Educational Visits Co-ordinator at Harehills Primary School will endeavour to ensure that:

- all trips have appointed a suitable group leader;
- all necessary actions have been completed before the visit begins;
- the correct information is entered into the 'EVOLVE' online website;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;

• all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
• the governing body has approved the visit if necessary;
• parents have signed consent forms;
• arrangements have been made for all the medical needs and special educational needs of all the children;
• the mode of travel is appropriate;
• travel times out and back are known;
• there is adequate and relevant insurance cover;
• they have the address and phone number of the visit's venue and have a contact name;
• that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Head Teacher / E.V.C. The Group Leader should:
• appoint a deputy;
• be able to control and lead pupils of the relevant age range;
• be suitable qualified if instructing an activity and be conversant in the good practice for that
Activity, if not:
• undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
• complete the relevant sections of the 'EVOLVE' online website;
• undertake and complete a comprehensive risk assessment;
• have regard to the health and safety of the group at all times;
• know all the pupils proposed for the visit to assess their suitability;
• observe the guidance set out for teachers and other adults below;
• observe the guidance set out for teachers in the 'EVOLVE' online website and Leeds LEA policy;
• ensure that pupils understand their responsibilities (see responsibilities of pupils below).

Other teachers and adults involved in a visit.

Teachers on school-led visits act as employees of the LEA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:
- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline. Non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

Responsibilities of pupils

The group leader should make it clear to pupils that they must:
- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- should not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the school's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language.

Parents must:
- provide the group leader with emergency contact number(s);
- sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Head Teacher / EVC are responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Head Teacher and EVC must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

The organiser / group leader must agree all plans with the Head Teacher and EVC through the 'EVOLVE' online website.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using up to date 'EVOLVE' Risk Assessment Forms. The risk assessment will decide the adult: child ratio for each visit. (See Guidance under 'Supervision'). The risk assessment should include the following considerations:
- What are the risks?

• What is the likelihood / severity of the risk?
• Who is affected by them?
• What safety measures need to be in place to reduce risks to an acceptable level?
• Can the group leader guarantee that these safety measures will be provided?
• What steps will be taken in an emergency?
• What is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:
• the type of activity and the level at which it is being undertaken;
• the location;
• the competence, experience and qualifications of supervisory staff;
• the group members' age, competence, fitness and temperament;
• pupils with special educational or medical needs;
• the quality and suitability of available equipment;
• seasonal conditions, weather and timing.

Local Visits

These visits/activities occur with in the local area and are part of the normal curriculum that takes place during the normal school day. These trips:

- must be recorded on EVOLVE via the 'Local Area Visit' module (Notes can be added to a Year Group Local Visit RA but staff must be remind of the risks);
- do not require parental consent in addition to the 'local area consent form' (However, parents may still need to be informed)

- need a ‘walking in the local area’ risk assessment;
- require a risk assessment if any additional activities are taking place (e.g., leaf collection)
- need an up-to-date medical list;
- do not require transport (unless appropriate risk assessment is included);
- ensure portable first aid kit is brought (inc. Epi pen if relevant)

NB: Local Visit risk assessments have been shared via Civica with all staff.

Exploratory visit

Wherever possible, the group leader should undertake an exploratory visit (unless a prior visit has taken place to the same venue at the same time of year and assuming no major changes to the venue have taken place) to:

• ensure that the venue is suitable to meet the aims and objectives of the school visit;
• assess potential areas and levels of risk;
• ensure that the venue can cater for the needs of the staff and pupils in the group;
• ensure that the group leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue’s appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards. It is also necessary to obtain the appropriate risk assessment forms from the venue that is being used

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the

group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:
• a suitably stocked first-aid box;
• a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Some venues will have an on-site first aider.

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:
• sex, age and ability of group;
• special needs pupils;
• nature of activities;
• experience of adults in off site supervision;
• duration and nature of the journey;
• type of any accommodation;
• competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the ratio of adults to children should be:

Reception= 1:4/5 Years 1-3= 1:5/6 Year 4= 1:6 Year 5&6= 1:10

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

If the school is leading an adventure activity, such as canoeing, the LEA (through the 'EVOLVE' online website) and Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Where possible, children will be given the opportunity to offer an input into the organising of an experience or activity. They may be involved in the planning and implementation process whilst identifying the links to the curriculum and taking on different roles. This could also include considering any health and safety issues. Children will be part of the evaluation process as pupil voice is an essential part of ensuring trips are successful.

Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

Due to the popularity or limited number of spaces available of some extra-curricular trips and activities, the school may offer places on a first come, first served basis.

Information to pupils

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group;
- emergency procedures.

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road;
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport;

• never attempt to get on or off the moving transport;
• never throw things out of the transport vehicle's windows;
• never get off a vehicle held up by traffic lights or in traffic;
• never run about while transport is moving or pass someone on steps or stairs;
• never kneel or stand on seats or otherwise impede the driver's vision;
• never distract or disturb the driver;
• stay clear of automatic doors / manual doors after boarding or leaving the transport;
• after leaving the vehicle, always wait for it to move off before crossing the road;
• if you have to crossroads to get to the transport always use the Green Cross Code;
• if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

Pupils with special educational and medical needs

The Head Teacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

As a school with a high proportion of children with English as an Additional Language, adaptations will be made to ensure that children understand the experiences and can access them. Children, who are New to English, are able to put their learning of the English language into context.

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil's health and safety is useful to parents, and will in included in letter to parents / guardians prior to a visit:
• dates of the visit;
• times of departure and return;
• mode(s) of travel including the name of any travel company;

• details of accommodation with security and supervisory arrangements on site;
• names of leader, or other staff and of other accompanying adults;
• visit's objectives;
• details of the activities planned and of how the assessed risks will be managed;
• insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
• clothing and equipment to be taken;
• money to be taken;
• the information to be given by parents and what they will be asked to consent to.

Parental consent

Harehills Primary School will seek consent for all out of school visits. For visits that don't involve coach / bus travel etc, consent is sought in September each year to allow children to attend trips where they are within walking distance of school and that fall within school hours. In these cases a letter informing parents of the trip may be sent out to each child.

For all other visits a separate consent form will be sent to all parents that includes full details of the trip, including method of transport, depart / return times / venues to be visited and activities to be undertaken.

If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Head Teacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form should be completed for each pupil in the group.

Category 1. Visits which are wholly within the establishment's normal work period, specifically to support the curriculum and very low risk. Examples of this would be **curriculum swimming, local church, local library, local park**, etc. These can be planned on EVOLVE with 1 entry for a whole year e.g. selecting all the swimming sessions rather than a separate notification for each individual session.

Category 2. Visits which are day visits, not adventurous, overnight or abroad and general medium risk. These are the classic visits that make up the bulk of those undertaken by schools. Examples would include museums, art galleries, fieldwork, leisure centres, theme parks and so on. **(eg. Herd Farm day trip, Skipton Castle, Eden Camp, Tropical World)**. They may extend beyond the working day.

Category 3. Visits that are not in the other 2 categories and are abroad, overnight (anything occurring between 2am & 6am) or adventurous. Adventurous activities include paddling in the sea. **(eg. Scarborough Beach, Herd Farm Residential, Malham Cove)**. Activities are deemed to be in this category if there is a higher risk involved and also if there are statistically more accidents reported.

Ratios:
Reception= 1:4/5 Years 1-3= 1:5/6 Year 4= 1:6 Year 5&6= 1:10

Staff Checklist for Planning an Educational Visit

1) Read/ have knowledge of Leeds City Council Regulation and Guidance for Educational /External Visits (available on the 'EVOLVE' online website, in Resources Folder - General Guidance – LCC Policy Handbook for Educational Visits)
2) Decide on the purpose of the visit
3) Research possible visit destinations and related costs
4) Research transport needs / costs
5) Decide on a visit destination / method of transport
6) If needed, perform a pre-visit inspection of the venue
7) Inform the head teacher of intentions / discuss financial implications e.g. school / parental contributions
8) Get approval from the head teacher **(at least 4 weeks in advance- using the Trip Proposal form)**
9) Ensure there are enough suitable adults available to help
10) Ensure that the chosen date is suitable
11) Book the intended venue / transport
12) Inform the parents / guardians
13) Complete the relevant paper based / school risk assessment forms

14) Complete the 'EVOLVE' form online with the details of the trip
15) Submit the completed 'EVOLVE' form to the EVC for approval

(Mandatory 4 weeks in advance for Category 3 trips so that permission can be given from the LEA; 20 days in advance for Category 2 trips; 7 days in advance for Category 1 trips)

16) Await approval from the EVC through 'EVOLVE'
17) Await approval from the head teacher through 'EVOLVE'
18) If applicable (residential / hazardous activities) await approval from the LEA
19) Hold a pre-visit briefing with all staff involved prior to the trip, ensuring all staff are aware of the risks involved and how to deal with them (use pre-visit briefing form and signature template in the Educational Visits folder on the system)
20) Collect staff signatures to confirm that all staff have been made aware of the risks involved. Email a scanned copy of the pre-briefing form and the signatures to the EVC, who will add this to the 'EVOLVE' form
21) Complete post trip assessment on 'EVOLVE' online website if applicable
22) Feedback to staff on any issues found on the trip to inform future planning

Educational Visit Booking Procedure for Teachers

1. TLCP/ Year group decide upon a trip destination, proposed dates and times giving plenty of notice.

2. TLCP/ Year group then completes the trip proposal form and presents this to their Key Phase AHT.

3. AHT brings the proposal to SLT weekly meeting to check for any clashes and dates and signs the trip proposal form. After that, the form is to be submitted to Collette (via Sam) **at least 4 weeks prior to trip.**

4. Collette to submit a copy of the trip proposal form to the Trip Leader who will then book the venue.

5. **Trip leader is expected to have regular check-ins with Collette on the progress of the trip and update AHT (and relevant colleagues) when appropriate.**

6. Transport:

- Coaches are booked by Collette
- Minibuses are booked by the Trip Leader via Steven and Civica

7. Once booking has been confirmed, the 'EVOLVE' form and the risk assessments need to be completed and sent to Alex Mann (**Mandatory 4 weeks in advance for Category 3 trips so that permission can be given from the LEA; 20 days in advance for Category 2 trips; 7 days in advance for Category 1 trips).**

8. Staffing lists need to be given to the office well in advance of the day of the trip and also submitted with the 'EVOLVE' form (**4 weeks in advance Category 3; 20 days in advance Category 2; 7 days in advance Category 1).** Minibus drivers to be arranged with Sam Willshaw/ SLT.

9. Any amendments to staffing should be given to: Sam Willshaw, Collette, the relevant AHT and Alex Mann (who will update 'EVOLVE'). Staff accompanying trip/ trip leader need to inform relevant member of staff affected by adults going on trips.

10. A week before the trip, Trip Leader to check with Collette which funds have been received and remind parents/guardians for any outstanding payments.

11. Ensure that all children have a consent form signed by a parent/guardian.

12. Pre-visit trip meeting to be arranged and signatures are required by all adults attending once the risk assessments have been shared. A copy of signatures to be handed to Alex Mann who can upload onto Evolve.