

'Every Child, Every Chance, Every Day'

Reviewed By	Dan Saunders	Policy Owner	April 2026
Approved By			
NEXT REVIEW	April 2027		

"You can't teach young people about risk from a text book – they need some practical experience. That's why cossetting children and seeking to remove all risk from their experiences ultimately leaves them ill equipped for adult and working life." **Judith Hackett, Chair of Health & Safety Executive.**

As part of the broad balance of curriculum in every year group, opportunities are frequently taken to enrich and enhance this through outdoor learning, outdoor education and educational visits and ventures. Children's learning and development is enriched and extended by learning outside of the classroom within our school grounds, our local community and further afield. Such educational visits can provide an enjoyable and motivating experience from which further learning in school can be developed. Educational visits

The school's policy and procedures are formulated in conjunction with the **advice, guidance and training** provided by Hampshire County Council Outdoor Education.

Aims

At Shirley Junior School we are committed to providing outdoor learning opportunities to enable pupils to:

- Broaden their educational experience and extend their learning through activities on and off site, appropriate to their age and ability
- Develop their awareness of interesting opportunities beyond school
- Experience out of school activities within a supervised peer group

It is the school's aim that all pupils will take part in educational visits and outdoor learning. Appropriate adaptations will be made wherever possible to accommodate pupils with special needs or disabilities, whilst ensuring the safety of the child, the rest of the group and the staff. Alternative venues will be considered if a venue is unable to cater for a pupil with a disability. Adjustments made will not impinge unduly on the purpose of the education visit or outdoor learning.

Safety

The safety of pupils and staff is the most important consideration. Our aim is to introduce our children to some element of well-managed risk, rather than to remove all risks involved. It is vital to maintain safety consciousness and safe working practices. Good planning and thorough risk assessments lessen the likelihood of accidents.

Before the educational visit/outdoor learning – Planning and Risk Assessment

Sites or activities selected should be appropriate for the age and abilities of the class/group. Activities should be educational and lead to pupils developing new skills or knowledge.

Before any visit is arranged, the EVC must give permission for the visit and a risk assessment must be completed by the Trip Lead, detailing actions to be taken to reduce any significant or medium risks. For some organised venues the venue will also be asked to produce their own risk assessment. Even when regular visits are made a new risk assessment sheet should be completed before every visit by the Trip Lead. This should take into account any new factors such as particular pupils with challenging behaviour who may need special arrangements, or a change to the itinerary.

Examples of previous risk assessments are available on Evolve.

For reasons of safety and educational planning, the designated Trip Lead should have made a recent pre-visit to the venue or attended a previous trip to the location. The centre or activity provider must be known and vetted (if unsure check with the Outdoor Education Team). If the Trip Lead is ill or unable to go on the trip, then there needs to be a member of staff who has been on the trip before who attends.

The risk assessment must be completed and submitted to the EVC through evolve at least **two weeks** prior to the date of the educational visit, but for outdoor adventurous activities it is **4 weeks** and for residential trips **8 weeks**. The risk assessment must be reviewed on the day of the visit, any amendments made and resubmitted to the EVC prior to commencement. The risk assessment should take account of the following:

- Numbers and ages of pupils involved
- Behaviour of pupils
- Pupils with medical conditions
- Pupils with disabilities
- Pupils with Special Educational needs
- Previous experiences of the group in undertaking the activity
- Time of day and the time of year – clothing
- Travel arrangements
- Hazards of the environment being visited
- Numbers, experience and quality of accompanying staff and volunteers
- Nature of the activity
- Ratio of adults to pupils
(LA guidance is a minimum ratio of 1:6 for EYFS, 1:8 for KS1 and 1:12 for KS2. See Appendix 4 for more information)

Risk assessments may be required for individual pupils, for example, for pupils with challenging behaviour or for pupils with special needs, medical conditions or disabilities. These should be presented to the

parent prior to the trip and they need to sign to share additional risks have been identified for their child and with the risk assessment they share they understand what the school has put in but signing along with the class teacher and lead.

Responsibilities

The Headteacher has overall responsibility for ensuring that the management of educational visits and outdoor learning meets the regulations and guidance offered by the LA and DfE, as well as conforming to the school's own Health & Safety Policy. If the Headteacher feels that the correct arrangements have not been put in place by the Trip Lead prior to the visit, the Headteacher has the right to suspended or cancel the trip completely.

Education Visits Co-ordinator (EVC)

The key functions are to support the Headteacher in the management of educational visits and outdoor learning, ensuring that guidance and regulations are followed. To support the EVC, the school uses the Evolve system to maintain a list of staff and their qualifications, as well as a record of educational visits.

The Governing Body

The governing body must ensure that effective arrangements are in place and that Trust and LA guidance and regulations are adhered to for all education outside the classroom.

Visit Leader

One qualified teacher accompanying the visit will be designated as the Visit Leader and will have overall authority for the visit. This is normally the Year Leader. The Visit Leader is responsible for the administration, itinerary, supervision and conduct of the visit. They will manage the roles and responsibilities of all other adults and make all decisions whilst on the visit. The Visit Leader must provide the office with information of staff, volunteers and pupils, emergency contact numbers for all adults, first aid qualified staff and DBS confirmation. A copy of the Visit Leader Form must be provided to a member of staff on each coach and to the school office. Visit leaders must always carry a mobile phone. Consent forms are obtained at the start of each academic year and parents are made aware that they may withdraw their child from an activity at any point. Detailed information is provided to parents on paper, e-mail and via the school website at least 4 weeks prior to the trip. All adult helpers accompanying the visit should be given an EV Group Form, detailing a list of pupils and adults on the visit in a given class. Adult helpers will be briefed by visit lead prior to the trip and a volunteer risk assessment completed, see below for details.

Volunteers

Class teachers will decide which volunteer helpers to take on an off-site visit. Only those volunteers deemed to have the skills required to be responsible for children should accompany a visit. Not all volunteers are suitable. If there is any doubt, teachers should discuss their concerns with the EVC or Headteacher. In the interest of safeguarding, priority will be given to those volunteers that are DBS checked.

Prior to the trip, a volunteer risk assessment must be made by the Visit Leader. On the day of the trip, all volunteers must show photo ID to the EVC or another member of staff (verified on the risk assessment) and complete their section of the volunteer risk assessment.

The Visit Leader needs to ensure that all volunteers are fully briefed with the requirements of the visit, including the following:

- Their exact role and responsibilities, understanding their duty of care
- A guide to the supervision strategies used
- Who to report to, work with and communicate with
- A guide to behaviour management as appropriate
- Particular guidance relating to pupil safety including direction regarding taking pupils to public places and arrangements for toileting

Parents supervising an off-site activity must not bring other children with them.

Information to Parents and Parental Consent

Year leaders should ensure that parents/carers are kept fully informed regarding any educational visit. This information should always be given in writing and the mode of transport made clear where appropriate. Parents may be asked to provide a voluntary contribution towards the cost of the visit, however children should still participate in a school visit even when a parental contribution has not been received. In circumstances where insufficient monies have been contributed collectively to cover the cost of the visit, it may be necessary to cancel the visit and contributions will be refunded.

For all educational visits, parents will be informed in writing and given the opportunity to respond to withdraw their child. Some educational visits may also require obtaining parental consent prior to the visit.

Transport

The transport arrangement forms a vital part of educational visits and the risk assessment considerations. All coaches are required to be fitted with seat belts. Buses and coaches should only be booked from reputable companies. Coaches or buses booked for school trips will arrive on site after 9.00am and will approach Shirley Junior School from St James's Road (this may not be possible if road restrictions change and would need to be updated at this juncture). Coaches and Buses will park on Bellemoor Road remaining stationary until children can safely board the coach or bus from the school.

- The Visit Leader must record the coach registration numbers and the names of children and adults on respective coaches, using the Visit Leader Form.
- Children should not sit on the front seats, next to an emergency exit or on the centre seat at the rear of a coach/bus for safety reasons.
- School staff should be distributed down through the coach with volunteers being distributed in-between
- Children must sit down, wear seat belts and stay in their seats at all times for the duration of the journey.
- If a Taxi is being used for the trip children should not sit in the middle seat along the back or in the front seat of the taxi.
- A head count **must** be undertaken as children **enter** and **leave** the vehicle.
- If transport is being provided by parents an agreement to drive record must be completed.

- Coaches or buses must arrive after 9.00am and park on Bellemoor Road.

Behaviour

Expectations of pupil behaviour off-site are the same as in school. If a child's behaviour in school could cause risk to that child or others in the group, staff may choose, with the Headteacher's agreement, either that the child's parent/carer must accompany the child on the visit, or not to take the child off-site at all. A separate risk assessment should be written for these pupils and a written document of expectations provided to the parent accompanying the child. Any decision not to take a pupil on an educational visit must be documented in the risk assessment.

First Aid and Medical

The level of first aid provision should be based on risk assessment. On all visits, there should be a member of staff who has a good working knowledge of first aid. In addition, most venues provide a qualified First Aid trained person. A travelling First Aid kit must also be taken on the visit, at least one per coach.

If a pupil has specific medical needs, protocols must be established between the school, parents and the GP as necessary. Appropriate medical equipment should be taken on the visit. Any foreseeable problems must be referred to in the risk assessment.

All medicines must be carried by teachers and teaching assistants.

Accident, incident and emergency procedures

A serious accident or incident is defined as:

- An accident leading to a serious or multiple fracture, amputation or other serious injury or fatality or
- Circumstances in which a group member might be at serious risk or have a serious illness or
- Any situation in which the press of media might be involved

In the event of illness or accident, staff will follow the school's First Aid policy and act to ensure the safety and wellbeing of all pupils. This may include providing emergency first aid within their confidence and training level, contacting parents, the emergency services or travelling with pupils to hospital. Staff will endeavour to contact parents or carers prior to taking a child to hospital, and in the event of any illness or accident. Further information is available in the school's First Aid policy.

Lost Child Procedure

In the unlikely event of a child going missing on a visit, the following procedure will apply:

- All staff present will be informed and an immediate and thorough search of the area will be conducted, ensuring that all other children remain supervised throughout
- If appropriate, on-site security and/or police will also be informed and a description of the child/children given
- The designated person in charge will then inform the Headteacher, who will contact the parent/carer, giving details of what has happened
- At least one member of staff will remain on the scene

- The member of staff remaining at the scene will meet the police and parents/carers when they arrive at the designated meeting point
- After the situation has been resolved, staff will review the reasons for it happening and ensure measures are taken to minimise the risks of a similar incident re-occurring

Insurance

When an off-site education visit is undertaken as part of the normal school curriculum, insurance arrangements for the school prevail. The school's insurance arrangements are adequate to cover the activities undertaken, including appropriate cover for educational visits, residentials and trips abroad. A full copy of the school's insurance is available from the school.

Evaluation & Monitoring

To ensure that all trips remain age/activity appropriate and that they satisfy their educational purpose, the Visit Leader will complete an Educational Visit Evaluation Form on Evolve. Any staff with feedback regarding a trip may also complete this form. Completed forms will be reviewed by the EVC and Headteacher to ensure the purpose of the trip has been met and that the visit is embedded in the curriculum.

In addition to evaluation of all educational visits, sample monitoring of visit leaders in action whilst leading a visit will take place. Practical observations will be conducted by the EVC, leading to documented constructive feedback and informing future training as necessary.

SJS Educational Visits Co-ordinator	Joe Connelly
SJS Educational Visits Co-ordinator	Dan Saunders

APPENDIX 1

Emergency Procedures

ACTION TO BE TAKEN BY THE VISIT LEADER (or by other group staff) IN THE EVENT OF A SERIOUS ACCIDENT/INCIDENT

A serious accident or incident is defined as:

- An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury

OR

- Circumstances in which a group member might be at serious risk or have a serious illness

OR

- Any situation in which the press or media are or might be involved

Guidance for responding to a serious incident:

1. Take charge of events (Year Group Leader if present – if your group has separated from the rest of the party, the adult responsible for their group should take the lead)
2. Agree on and verbalise an action plan for the specific incident
3. Delegate responsibilities and give tasks/clear instructions to specific people
4. Establish a crisis team meeting place, close to the incident control point – rendezvous points already detailed in pack

Be prepared to give the following information to relevant emergency services:

- Emergency Service(s) required
- Exact location of the incident
- Number of casualties
- Nature of injuries
- Location and telephone number where call is being made from
- Hazards which may be encountered by the Emergency Services at the site

Responsibility of each group leader:

1. Remain in current location if safe/ follow main party to nearest rendezvous point
2. Check all children present from your group and inform Year Group Leader immediately if any children are missing
3. Report immediately to the Year Group Leader to inform of your location if separated from main party
4. Respond to advice of emergency services/ Group Leader
5. Regular updates will be given by Year Group Leader

6. Do not liaise directly with the media
7. Do not share any information on social media sites
8. Do not contact any parents/ teachers/ school if with main party – Year Group Leader to take lead on all calls. Only make contact with Leader/ School if separated from main party
9. Maintain a calm atmosphere

*Ensure all adults have a mobile phone which they are happy to use in an emergency and a list of contact numbers for everyone on the trip (which is printed which is printed and given as a hard copy).

Appendix 2 – SJS Risk Assessment for Volunteers (completed by school staff)

Name of Volunteer/s:

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Start date:

Finish date:

Member of staff organising the volunteer visit:

Reason for the visit to the school (completed by staff member arranging the visit):

Regularity of the visit to the school (completed by staff member arranging the visit):

SUPERVISION

1. Will the volunteer be supervised at all times by a member of staff: YES / NO

If yes, which member(s) of staff will be responsible? Enter name in the box below.

(Supervised means that there will be no occasion when a student will be left alone with a volunteer)

If a volunteer is always supervised and the member of staff is sure that there will be no point when a volunteer will be left alone with a student (or students) no DBS is required.

2. How will you ensure the students will be supervised at all times, enter details below:

3. Are there any occasions where a volunteer may not be supervised? If yes, give examples below:

In line with Keeping Children Safe in Education a DBS must be carried out for all volunteers who may be left unsupervised. DBS required? YES / NO

If a volunteer is not always supervised a DBS check must be carried out and a volunteer must not begin work until this has been received by the school.

Signature and date of Headteacher/ Business Manager to confirm a DBS has been carried out:

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.....

4. Where a DBS check is required, the frequency of visits will determine if the barred list must also be checked. Will this volunteer be visiting school more than 3 times in 30 days? YES / NO

In line with Keeping Children Safe in Education a barred list must be carried out for those in regulated activity. Regulated activity can be described as unsupervised contact for more than 3 times in any 30- day period.

Signature and date of Headteacher/ Business Manager to confirm a barred list check has been carried out:

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5. Has the identity of the volunteer been checked e.g. passport/driver's license. State the original ID seen. *(For work experience students from local schools and colleges confirmation of ID from the tutor is sufficient.)*

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Appendix 3 - Risk Assessment for Volunteers to work with Children (completed by volunteers)

1. Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975

Volunteers are also covered by the **Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975** because it is a post which involves working directly with children or young people. You are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are “**spent**”. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are ‘protected’ and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website.

Please complete the following questions:

Question 1: Do you have any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

YES ☐ NO ☐

If Yes, please give details including dates, on a separate sheet, place the sheet in a sealed envelope marked for the attention of the Headteacher and enclose it with this form.

Question 2: Are you included in any list of people barred from working with children by the Disclosure and Barring Service (DBS) or the NCTL (National College of Teaching and Leadership)?

YES ☐ NO ☐

Disqualification

I have read and understood (please see link:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006> and confirm that I am clear about my obligations regarding disclosure pertaining to the Disqualification under the Childcare Act 2006. I confirm that I have not been disqualified nor have convictions whether spent or unspent. If this is not the case, I confirm that I will share this information with the School Leader. In addition, I understand that should this change in the future, it is my responsibility to notify the School Leader.

Declaration to be completed by the volunteer:

- I confirm that I am not barred from working with children and/or vulnerable adults by nature of being on a barred list held by any Government body or agency. **See Note 1 below.**
- I confirm that there are no reasons why I should not be allowed to work with children at the school or any other educational establishment.
- I recognise that whilst working in the school I am expected to keep all information heard and seen confidential.
- I understand that I must report any concerns to the staff member I am volunteering with and recognise that I should wear my visitors badge at all times.
- I recognise that for the safety of students and myself, it is unwise to be alone with a child in an area which cannot be seen by others.
- If a DBS is not required, I understand that this means that I will not be left unsupervised with students at any time.

Signature of Volunteer/s:

Date:

Risk Assessment completed by (STAFF NAME):

Signature:

Date:

Appendix 4. Guidance on Ratio for Planning Educational Visits

The Outdoor Education Advisers Panel (OEAP) National Guidance:

Ratios

“Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Some employers, guidance documents and governing bodies do set out minimum ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements.

If your employer does specify minimum ratios, you must follow their guidance.”

The full guidance document is available here: [OEAP National Guidance on Ratio](#)

Our school follows the guidance provided by Hampshire County Council:

Hampshire County Council’s Guidance on Expected Ratios for Off-site Visits

Please note the following:

- You should consider all safeguarding requirements in your staffing ratios. This includes supporting mental/physical health and general pastoral care responsibilities.
- Any self- led adventurous activities should reflect the ratios required by the relevant NGB. The ratios below relate to the pastoral care of the group. Ratios required for certain activities may differ considerably.
- The ratios below are the minimum requirement. Thought should be given to the individual participants, the visit site, staff experience and competence when planning supervision. If a child has a designated 1:1, this person cannot be counted in the overall ratio. Your risk assessment will help determine the correct ratio for your group and you may also need to consider your establishment Educational Visits policy.
- If you wish to consider a change to the expected ratio, please call Hampshire Outdoors to discuss on 01962 876218 so that we can support your rationale.
- Third party providers e.g., staff at residential centres cannot be counted in your ratio. Establishment staff are responsible for the pastoral care of students at all times.
- Consideration should be given to ensuring that sufficient staff are present to supervise students should an issue develop that takes a single staff member or the Visit Leader away from their role.

- The names of all accompanying adults (including volunteers) should be recorded on EVOLVE.

1.1 Activity/Visit	Staffing/Qualification	Minimum Ratio
Day visits that take place in the local area and/or further from school base without an adventurous element (see below)	- An experienced Visit Leader - Qualified and experienced leaders, ideally minimum Outdoor and Visit Leader Certificated - Other responsible adult(s) to support A minimum of 2 accompanying adults is recommended. If there is a lone adult leader, this must be clearly risk assessed.	Reception: 1:6 Key Stage 1: 1:8 Key stage 2 and above: 1:12 For very local and/or low risk visits a higher ratio (maximum 1:20) may be considered for Key Stage 2 and above
Visits in open country, near water, a significant distance away from buildings and/or shelter/away from immediate support Adventurous Activities	- Qualified and experienced leaders, minimum Outdoor and Visit Leader Certificated - Other qualified leader(s) - Volunteers and other responsible adult(s) There should be a qualified First Aider for any self-led activity A minimum of 2 accompanying adults is recommended. If there is a lone adult leader, this must be clearly risk assessed.	Reception: 1:6 Key Stage 1: 1:8 Key Stage 2 and above: 1:12
DofE training and expeditions	Please consult the Safety in adventurous activity guidance found on EVOLVE for specific activity ratios	
Residential visit, UK or abroad	- An experienced group leader - At least one Outdoor and Visit Leader certificated (or equivalent) leader is recommended - Other qualified leader(s) - Other responsible adult(s) in support - A minimum of two leaders required Large or complex visits must have an experienced leader	Reception: 1:6 Key Stage 1: 1:8 Key Stage 2 and above: 1:12 These ratios do not include the centre/ residential base staff