Wheelock Primary School

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Policy for Educational Visits

Last reviewed November 2026
Next Review Date November 2027

Wheelock Primary School

Educational Visits Policy

Rationale

The delivery of the Wheelock Curriculum should be enhanced by educational visits to give the children well-rounded experiences which enhances learning at school.

Purposes

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.

Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Guidelines

The organisation of an educational visit 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 Wheelock Primary School.

Responsibilities

We all have a common law duty of care to do what is reasonable to prevent harm occurring to another person. We will follow the guidance given by The Learning Partnership and the Local Authority. As long as the trust and local authority guidance is adhered to, any problem resulting in injury will normally be considered an accident. In order to ensure that educational visits run effectively there are clear roles.

The Educational Visits Co-ordinator (EVC) is Mrs Siobhan Watts

The Local Governing Body (LGB)

- LGB members will receive notification of school trips and will sample the planning and risk assessments for trips each term to check that procedures are being followed.
- LGB members will review the Educational Visits Policy every two years.
- Visits that are either overseas, residential or involving adventurous activity will require the approval of the Local Advisory Board.
- LGB members will meet with the EVC annually to discuss and review procedures and evaluate the effectiveness of trips.

Wheelock Primary School

Head Teacher

The Head Teacher will:

- The Head Teacher will appoint an EVC (Educational Visits Co-ordinator) and support them in their role.
- The Head Teacher will have final approval on all educational visits, except those which require LGB approval.
- The Head Teacher will approve visits and assess the competence of visit leaders.
- The Head Teacher will work with teachers to agree the focus for educational visits and ensure that trips are relevant and provide positive learning opportunities for the children taking part.
- Ensure that someone external is able to review 'high risk' visits, e.g. visits that are either overseas, residential or involving adventurous activities, with the support of the School Business Manager.
- Ensure that there is adequate and relevant insurance cover, with the support of the School Business Manager.
- Keep a diary of visits.

Educational Visits Co-ordinator

The EVC will:

- Ensure that all necessary actions have been completed before the visit begins, e.g. check that all planning and risk assessments have been completed and submitted to an agreed standard.
- Check that training needs have been met;
- Ensure that the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- Ensure that the school has the contact details of the visit's venue.
- Ensure that they are satisfied with the staffing ratio of the trip.

Visit Leader

One member of staff, the visit leader, is responsible overall for the supervision and conduct of the visit. The group leader must be competent. This means that they have a good understanding of the visit, either through a preparation visit or from a previous visit. In all cases, the competency is decided by the Head Teacher.

The Visit leader should ensure they:

- Check that individual pupil risk assessments are completed where necessary
- The visit is appropriately staffed
- Are able to control and lead pupils of the relevant age
- Be suitably qualified if instructing an activity
- Undertake the planning and preparation of the visit and submit all paperwork to the EVC one month before the date of the trip (and two months before the first day of a residential).
- Brief the staff members and volunteers on the visit
- Undertake and complete a comprehensive risk assessment of all parts of the trip and ensure that all adults have a copy
- Have regard for the health and safety of the group at all times
- Ensure that pupils understand their responsibilities
- Ensure that parents and carers have signed consent forms
- Arranged transport
- Made arrangements for medical needs and special education needs of the children
- Communicated all details to the Head Teacher using Evolve
- Have the contact details of the school

- Use dynamic risk assessing to check for any unforeseen risks
- Understand the Missing Child Policy and Procedures
- Communicate all necessary details to parents and carers of children on the visit at minimum of four weeks before a day visit, and a minimum of four months before a residential visit (to give parents and carers time to find the payment for the visit).
- Ensure that an accommodation risk assessment is completed (unless the centre has the LOTC Award).

Other teachers and adults involved in a visit

All employees on educational visits act as employees of The Learning For Life Partnership. Therefore they 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 LGB members if some of their time on the visit falls outside normal hours. At all times when working with children, teachers are *in loco parentis*. All adults on the trip should be briefed before the visit begins.

Teachers 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.
- Ensure they have a copy of the risk assessment.

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 throughout the trip including travel;
- 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 visit'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.
- Arrange to collect the children promptly after children return to school.
- Be avaiLGBle to be contacted during a school visit in case any aspect of a child's health or safety is in doubt

Wheelock Primary School

Parental consent

Parents should be made fully aware of any likely risk of the visit and their management so they may consent or refuse on a fully informed basis. Consent forms are always kept on file for one year after the visit. However, where there has been a major incident, the parental permission slips and all records of the visit should be kept for 25 years after the date of birth of the pupil involved. In this case, the permission slips for all pupils on the trip need to be retained to show that the rules had been followed for all pupils. Any information taken on the visit must be kept securely to prevent a breach in confidentiality.

The letter to parents should therefore give full details of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements and ensure that the details of any other incidental activities is included, together with a Plan B, if appropriate. The letter should also state the cost of the visit per child (see Charging and Remissions Policy), when payments are required (for residentials it may be necessary to include details of non-refundable deposits), whether school uniform is required (typically it is only not worn on residentials and on visits where the activities require suitable clothes), whether a packed lunch is required and whether any spending money is suggested. For residential visits additional information will be given nearer to the date of the visit.

Where a visit is taking place within the school day and is confined to the school's immediate locality, consent is not actually sought as the Form C that the school files at the start of the year is sufficient. Parents will always be notified of such visits in advance.

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.

Staffing Ratios

As a general guideline and in normal circumstances, the following ratio of adult to child may be:

- Reception: 1:6
- Key Stage One: 1:10
- Key Stage Two: 1:12

However, a professional judgement must be must be made for each visit by the Visit Leader, EVC and Head Teacher, as a range of characteristics relevant to the particular visit should determine the ratio. These are:

- Type, duration and level of activity
- Needs of individuals within the group – medical, SEND, behaviour
- Experience and competence of staff and accompanying adults
- Sex, age and ability of group;
- Nature of activities and venue;
- Weather conditions
- Duration and nature of the journey;

The competence of supervisors and the supervision arrangements are more important than ratios.

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.

Wheelock Primary School

Supervision

Pupils must be supervised through all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote supervision should be based on risk assessment and should always be under dynamic risk assessment during the visit. The decision to allow remote supervision should be based on risk assessment and must consider factors such as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/experience of staff
- Environment/venue

Wherever possible, adults accompanying pupils are drawn from teaching assistants and other school staff. If volunteers are used, these will be recruited from parents, carers or grandparents that can be trusted implicitly with the welfare of the pupils. These adults must be fully briefed on what is expected of them and they should understand the programme, the venue and the activities. They must be given a written list of the pupils in their immediate care and the emergency contact number for the Visit Leader. The decision to allow non-staff adults to lead groups will be made between the Visit Leader, the EVC and the Head Teacher. The school tends to use staff members only to supervise on residential visits.

During residential visits it is essential that staff work closely with external staff (when appropriate) to maintain supervision of the children. An off duty rota could be arranged with the visit leader so that a minimum of two adults are on duty 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.

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

A qualified first aider should be on duty at all times (in line with school policy). For EYFS and KS1 a qualified Pediatric first aider should accompany the school party on the trip.

Pre-Visit Planning

Before going on the visit, the Visit Leader, and other relevant adults, must carry out the following checks:

- Make clear the aims and objectives of the visit
- Seek Head Teacher's and EVC approval
- Inform parents of the details of the visit
- Obtain parental consent, including information such as medical, SEND or allergies
- Liaise with other members of staff going on the trip so they are aware of any additional needs or pupils
- Ensure required ratio levels and training
- Devise an itinerary and programme for the visit
- Liaise with the School Office to set financial contributions from parents.

A preparation visit should always take place for new visits or if EVC or Head Teacher feels it is necessary for visits that have taken place before.

Risk Assessment

The Head Teacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the Visit Leader, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. (See paragraph on Visit Leaders above.)

Accidents do happen, but we must do what we reasonably can to prevent them. Managing risks helps us to achieve our objectives and helps to prevent things going wrong.

'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgment of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are four levels of which visit leaders should be mindful:

- Generic risks – normal risks attached to any activity out of school. These are recorded on the school's risk assessment form and should be considered for each visit.
- Event specific risks – any significant hazard or risk relating to the specific activity that is not covered in the generic policies. These should be recorded on the risk assessment form.
- Dynamic risks – this is the monitoring of risks throughout the actual visit as circumstances change. This is done live, and is a responsibility of all adults on the trip.
- Individual pupil risks – these are the needs and risks associated with individual pupils.

Pupils should be involved in risk assessment and management. This may include identifying potential risks and discussing their role in reducing risks. Through this they will develop risk awareness – an educational issue as well as a safety issue. It is an essential life skill. The behaviour and expectations of pupils should be discussed before and during the visit. The school's rules and behaviour management system is just as relevant when on a school visit as it is in school.

As part of the risk assessment the Visit Leader should consider the use of fluorescent jackets for each part of the trip for both pupils and adults. These should always be considered in busy places.

Special Cases

Particular types of trip may carry more risks than others and should be considered very carefully:

- Water 'Margin' Activities, including coastal activities: Where pupils might participate in learning activities near or in water, then the guidance contained in DfES 'Group Safety at Water Margins' is relevant. Swimming in the sea is not allowed on coastal visits. Paddling in the sea is allowed in a controlled activity.
- Farm and Zoo Activities: Children should be supervised very carefully so that they do not put hands in the mouths of animals or poke fingers or hands into an enclosure. They should always wash their hands before eating or drinking and should be constantly reminded of good hygiene. Staff members should be consulted before visiting farms or animals for their own welfare, e.g. for pregnant adults. Please follow the Local Authority Advice which can be found on Evolve.

Wheelock Primary School

An Evolve should be completed by the trip leader prior to the visit taking place. The timings for this are as follows:

Recommended Timescales for establishments BEFORE THE VISIT			Entrust EVA Team's Agreed Timescales		
	VL >>>> Creates	EVC >>> Checks	ENTRUST > > Comment	HEAD > Approves	ENTRUST Acknowledge
Local Area Visits	As School Policy	Not Required			
All other	1/2 Term	2 Weeks	Not Required	1 Week	Not Required
Additional Risk (Adventurous)	1 Term	5 Weeks	3 Weeks	1 Weeks	1 Week
Residential UK	1 Term	6 Weeks	4 Weeks	1 Weeks	1 Week
Foreign	1 Year - 2 Terms	10 Weeks	6 Weeks	1 Weeks	1 Week
Time scales are all in advance of the visit date. Time scales exclude school holidays. The timescales in orange are minimums set out in the Entrust SLA					

Evaluation

Evaluation for Trips and Visits is continuous, ie. after each visit and particularly where problems have occurred, staff should identify what worked particularly well and what should be considered for change in future years.

Evaluations will be submitted for the reference of future years attending the same trip and potential new year group teachers via Evolve within a week of the trip concluding.

Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets, etc.

If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule throughout the journey until the children are told it is safe to unplug the seatbelt.

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, track, etc.
- 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 cross roads 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.

First Aid

First Aid provision should be considered when assessing the risks of the visit and there must be at least one trained first aider in the group (or paediatric first aider for EYFS/KS1) in line with school policy. 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 avaiLGBle 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 Visit Leader, EVC and 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.

Residential visit – accommodation

The accommodation must be risk assessed before the visit can take place. The school will bear in mind the following:

- the group leader should ideally have adjoining rooms with staff quarters next to the young people's – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance;
- the immediate accommodation area should be exclusively for the use of the group;
- access by staff to student rooms must be avaiLGBle at all times;
- separate male and female sleeping areas for pupils and adults;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routing, and that everyone can identify key personnel;
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks/shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables;
- adequate lighting – it is advisable to bring a torch;
- provision for sick, disabled pupils or those with special needs;
- safety in rooms (electrical connections, secure balconies);
- recreational accommodation / facilities for the group.

Local Area Visits (LAV)

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day following the Operating Procedure below.

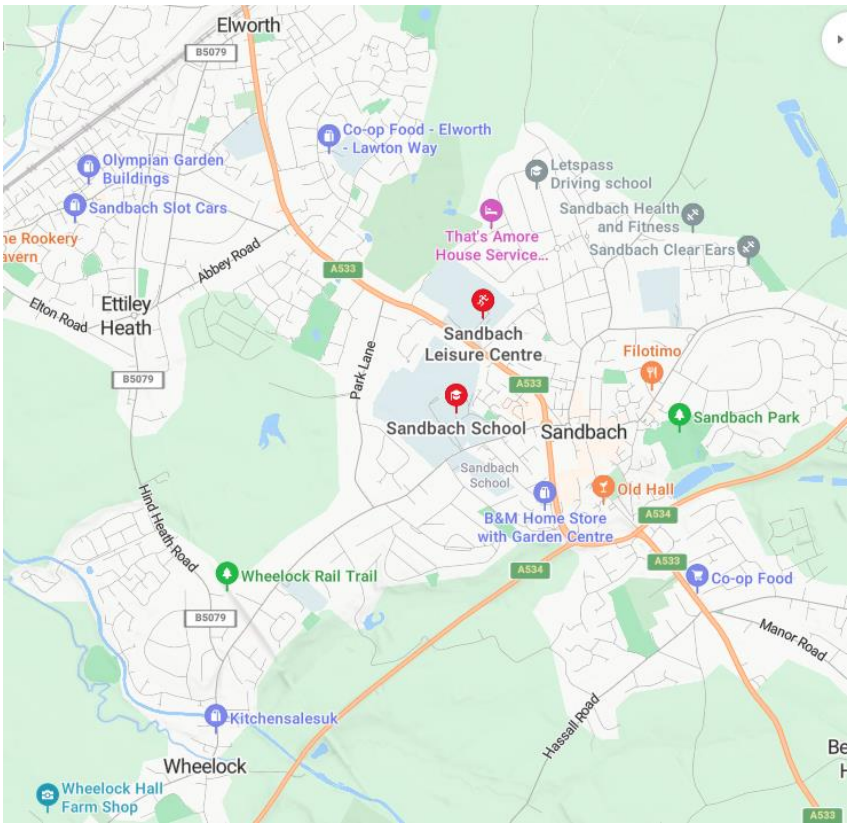
These visits/activities:

- LAV must be recorded on EVOLVE via the 'Local Area Visit' module.
- These visits do not require parental consent but parents will be informed about them via the trip leader. They will be sent an email with the trip information.

Boundaries

The boundaries of the local learning area are shown on the map below. This area includes, but is not limited to, the following frequently used areas:

- Sandbach Library
- Sandbach park
- Wheelock park
- Wheelock Church
- Sandbach Town Centre
- All local schools (Sandbach)
- Football club
- Cricket club
- Train station
- Salt line



Transport to the local area

Visits to the local areas stated above will be reached through walking. Children will wear high visibility jackets and will be spoken to about sensible walking before the trip.
There will normally be a minimum of 2 adults except for school PE fixtures or by direct permission from the head teacher.

The following are potentially significant issues/hazards within the local area:

- Road traffic
- Other people/members of the public/animals
- Losing a pupil
- Uneven surfaces and slips, trips, and falls.
- Weather conditions
- Road crossings
- Events happening in the local town (markets etc.)

These are managed by a combination of the following:

- The Head teacher, Deputy or EVC must give verbal approval before the group leaves.
- The ratio stated above will be adhered to for LAV.
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Children have been spoken to by the trip lead about crossing the road sensibly.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is avaiLGBle.
- A mobile is taken with each group and the office have a note of the number.
- When crossing Crewe Road, the traffic lights opposite the school are used.
- When crossing Old Mill Road there is sufficient staff to stand on the middle section of the road when guiding children across it.

First Aid

- There will be a first aider on every LAV who will have responsibility of holding any relevant medication.
- Because we are very close to school, the trip leader will contact school for any parental information if they need to be called.
- A first Aid kit will be carried by the Trip First Aider. This will be checked by the Lead First Aider (Sam Davies) before the trip goes.

Emergency Procedures

Procedure for a child going missing on a school trip

(Please see Missing Child Policy)

The following procedure should be added to all school visit preparation and planning records.

If a child has not been located within five minutes the police should be contacted. The emergency contact at school must be informed. Follow the school's Missing Child Policy.

Precautions to prevent a child going must include:

- Behaviour discussions with the children pre-trip, including telling the children what to do if they become separated from the group:
    - Stay where you are – we will come back to look for you
    - Look around you – can you see your group or one of the other groups?
    - If it seems like a long time before we find you, whom can you talk to? (Someone from the venue, a shop worker, a uniformed police officer
- The risk assessment will identify the safe staff to pupil ratio
- All adults should be briefed.
- Individual pupils may need a risk assessment to assess their suitability for the trip and any necessary precautions should be taken.
- Pupils should be in manageable groups. The adult with the group should count the children frequently.
- Pupils should be given clear instructions about which adult they should be with and where to go if lost.
- If areas become too crowded or too difficult to manage, then the children must be taken to a safer place immediately.
- Adults should have all phone numbers for all adults.

Terror Threats

The school recognises that recent events have raised concerns over trips to significantly populated areas, including London. The Local Advisory Board has made the decision that planned visits should go ahead as long as 'no travel' advice has not been issued. We will follow the recommendations of the following:

- The Local Authority
- The Home Office
- The Police
- The Foreign Office (for overseas visits)

Whilst on a visit, advice from the same organisations will also be acted on.

Extra care is always taken during planning of trips to such areas. This will include:

- designated safe zones (these can be arranged by phoning nearby churches or schools, or other similar areas)
- extra staff members
- emergency contact information given to children and staff
- children made aware of what to do in case of separation from the group
- coach company made aware of possible alternative routes and pick-up points
- visits by leaders prior to the trip are essential in order to determine alternate routes for walking and driving to avoid busiest areas.

It is the responsibility of the Local Advisory Board and the Head Teacher to determine whether or not a trip should go ahead, and they will take into consideration the risks associated and the potential benefit to the children. Whilst the school will take every precaution to prioritise the safety of the children and the adults taking part in the visit, children's involvement in trips is at the discretion of the parents. Parents may wish to deny permission for their child to attend trips, although any money paid may not be able to be refunded. In this instance, the child will be required to attend school as normal and the class teacher will leave appropriate activities for the child to complete within another class.

Visits planned to take place during the time after terror events can clearly be very emotive for parents. Each visit will be considered as a special case and we will always put the children's safety and education at the heart of our decisions.