



Great Sampford Primary School

Educational Visits Policy

Updated: January 2026

Reviewed: January 2028

1. Introduction

1.1 The Local Authority has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Great Sampford School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- *THE OEAP National Guidance - Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.)* see website link : www.oeapng.info/
- The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy

NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.

2. Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Great Sampford school, we offer a range of educational visits and other activities that add to what they learn at school.

3. Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in 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.

3.2 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 LEA: e.g.

- English - theatre visits, visits by authors, poets and theatre groups;
- Science - use of the school grounds, visits to local woods and parks;
- Mathematics - use of shape and number trails in the local environment;
- History - castle visits, study of local housing patterns, museums;
- Geography - use of the locality for fieldwork, field work further away
- Art and design - art gallery visits, use of the locality;

- PE - range of sporting fixtures, extra-curricular activities;
- Music - range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- Design and technology - work with local secondary schools;
- Computing - its use in local shops/libraries/secondary schools etc;
- RE - visits to centres of worship, visits by local clergy.

NOTE - when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.

4. Gaining approval for a trip

4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an Overnight stay or Overseas Visit. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits including Local Area Visits

The Governors have adopted a charging and remissions policy which sits alongside this policy.

4.2 The Headteacher or EVC

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 8)

- is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- should ensure the suitability of all staff appointed to the visit.
- should ensure that the visit leader fully understands his/her responsibilities.
- should implement effective emergency contact arrangements.
- should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- should have a system in place to record, audit and monitor school off-site visits.

4.3 The electronic submission process **EVOLVE** is used to log, audit, approve the following:

Overseas	Yes and formal approval by	Head and LA
Residential	Yes and formal approval by	Head and LA
Adventurous	Yes and formal approval by	Head and LA
Day Visits with transport	Yes and formal approval by	EVC and Head
Local Area Visit	Yes and verbal approval by	EVC

5. Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider.

See Section <https://oeapng.info/downloads/download-info/4-4h-preliminary-visits-and-provider-assurances/>

6. Parental Consent

OEAP National Guidance Document <https://oeapng.info/downloads/download-info/4-3d-consent/>

Parental consent is needed for all off-site activities.

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

7. Visits and staffing

7.1 Complete Visit leader checklist via EVOLVE.

<https://oeapng.info/downloads/download-info/3-3e-visit-leader-check-list/>

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

7.2 It is the responsibility of the Visit Leader to carry out Risk Assessment for the visit. For Risk Assessment guidance see <https://oeapng.info/downloads/download-info/4-3g-risk-management-what-to-record-and-how/>

7.3 Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

7.4 Visit Leader Training

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser.

8. The visit

8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A).
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.

8.2 During the visit

All children must be supervised at all times by the adults involved. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place.

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.)

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

8.3 On return

Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

A teacher must remain with uncollected children until all parents have arrived and all children have departed.

9. Financing the visit

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit.
- Stipulate the School's policy concerning parents who are unable to offer a voluntary contribution - which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.
- Some visits may incur vast amounts of money (example ski trip for 80 students £90,000)
- A formal approval from the Headteacher must be sought before deposits paid.

10. Insurance

10.1 Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

10.2 The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

10.3 The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

10.4 In respect of pupils, schools have a legal duty to take care of the well being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

10.5 There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

11. Transport

See guidance from OEAP NG -

<https://oeapng.info/downloads/download-info/4-5a-transport-general-considerations/>
<https://oeapng.info/downloads/download-info/4-5c-transport-in-private-cars/>

12. Emergency / Critical Incident Procedures

See OEAP National Guidance document :

<https://oeapng.info/downloads/download-info/4-1b-emergencies-and-critical-incidents-overview/>

- All leaders must carry the school's following the emergency procedures outlined in the EVOLVE form and contact the school as soon as possible if an emergency arises.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

13 Monitoring and Evaluation

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Headteacher and the employer's advisory team.

Appendix 1 - Extended Learning Locality (Local Area Visit)

Boundaries

This area includes the following frequently used venues:

- Cricket ground
- Park
- Baptist Church
- St Michael's Church

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

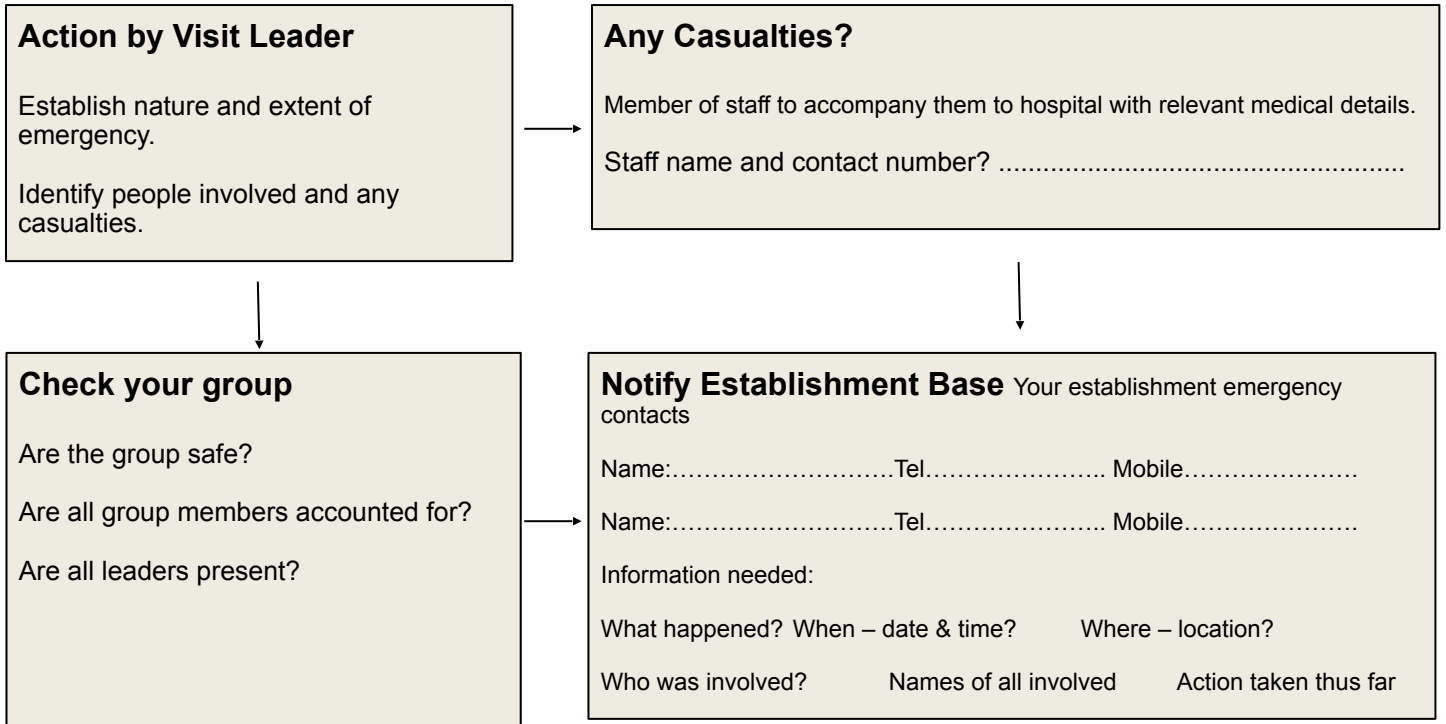
- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- 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 available.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



Agree contact numbers to use and pattern of future contact.

Action by Establishment

