St Luke's Primary Educational Visits Policy Date: November 2025

Introduction

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St Luke's Primary a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

• Improvements in their ability to cope with change.

• Increased critical curiosity and resilience.

• Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.

• Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).

• Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.

• Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.

• Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.

• Greater sense of personal responsibility.

• Possibilities for genuine team working including enhanced communication skills.

• Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.

• Improved awareness and knowledge of the importance and practices of sustainability.

• Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, St Luke's Primary

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE)

2. Adopts National Guidance www.oeapng.info (as recommended by the LA).

3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (ie this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

• Routine local / ad hoc visits follow the 'Local Learning Area' policy

• Day visits within the UK that do not involve adventurous activity e.g. farms, museum, theatres etc.

• Visit that are residential, and/or involve an adventurous activity. And are submitted by the HOD to the LA for approval

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Monica Russell, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Governors are provided with information on trips and visits at the CCPS committee meetings.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

• An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.

• Supervision by senior staff on some educational visits.

• Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

• Relevant experience.

• Previous relevant training.

• The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.

• Knowledge of the pupils, the venue, and the activities to be undertaken.

Supervision

• Teachers should be aware of the "duty of care" which is placed upon them. The overall responsibility rests with the Headteacher as overall manager of the school. The school's Supervision Policy and Child Protection Policy will be implemented during all off site activities.

• The EVC will assess the competence of the adults accompanying the activity. He/she will maintain a record of teachers' training, experience and qualifications.

• The appointed Group Leader should manage the whole activity. The role of the visit Leader will be as follows:

- complete preparations for activity using LBI guidance.

- complete all relevant paper work before and after the activity as required.

- demonstrate a knowledge of the venue of the visit/activity by making a preliminary visit

- clarify the roles of all adults involved in the activity, providing them with a list of pupils in the care along with their personal details in case of emergency

- ensure all adults accompanying the activity understand the "care of duty".

- ensure that all risk assessments have been completed.

- ensure that ongoing risk assessment are carried for the duration of the activity and amend organisation if necessary.

- ensure that regular counts take place during the activity

- ensure that all pupils are aware of the purpose of the activity.

- ensure that all pupils involved in the activity understand the expectations of their behaviour during the activity.

- provide the EVC or appointed school contact with a list of pupils being taken off site.

- be aware of the school's emergency procedure – "School Contingency Plan"

• The minimum adult: pupil ratio should be 1:15 for all visits. However, a higher ratio is necessary when:

- public transport is used 1: 12 minimum

- nursery classes 1: 2 minimum – 13 adults
- reception classes 1: 4 minimum – 8 adults
- years 1 -3 1: 6 minimum – 5 adults
- year 4 1:10 minimum – 3 adults
- year 5-6 1:15 minimum – 2 adults
- pupils are involved in adventurous activities 1: 10 minimum
- visits are residential 1: 12 minimum
- visits abroad 1: 10 minimum

The recommended minimum ratios may be relaxed at the discretion of the Headteacher or EVC.

• Each off-site activity should be risk assessed to ascertain the level of adult supervision required It is desirable that an adult of each gender should accompany mixed groups of pupils if possible.

• If the activity requires remote supervision, parents/carers must be informed.

• Newly qualified teachers should be accompanied by an experienced member of the teaching staff on their first visits.

• Supervising adults should always include someone who has a basic knowledge of first aid.

• Supervising adults should know of any special medical details relevant to a pupil.

• Any adult who is not a member of staff should not be left to supervise any children on their own

• Adults should never travel alone with children in their own vehicle.

• Supervision is "full time". There should be no reduction in levels of supervision on routine or no routine activities. Responsibility for the pupils lies with the group leader and staff at all times.

• All "free time" should be planned for and supervised.

• Always have a plan 'B' in case of bad weather, accidents, etc.

• A list of all participants – children and adults – should be held at the school and by each adult taking part in the activity.

Approval

The approval process is as follows for each type of visit:

Local visits follow the 'Extending learning locality' policy (Appendix 1).

Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 10 days in advance, and then forwarded to the HOD for approval.

Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

Emergency procedures

If a child or children become separated from the group the visit leader should follow these steps:

• If the child/ children are with a volunteer then the visit leader will attempt to contact them by phone to locate them.

• A staff member will be sent to look for the child/ children (even if they are with a parent volunteer) whilst the visit leader remains with the group. Written by Catherine Lawrence October 2019 Reviewed February 2020, September 2020, September 2021

• If the child/ children have not been located within 5 minutes this will be reported to a member of the school senior leadership team and to the venue security.

• The visit leader will follow instructions from the venue security and the school senior leaders

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Educational Visits Checklist

St Luke's Primary School Educational Visits Checklist forms part of the risk management process for visits and off-site activities.

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Local Learning area' (see Appendix 1). Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, parent mail, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

St Luke's Primary School complies with the Equality Act of 2010 in ensuring all children have access to off-site trips and visits wherever possible. We believe all children have the right to experience the benefits offered by Learning Outside the Classroom and when selecting venues and activities make every effort to ensure children Written by Catherine Lawrence October 2019 Reviewed February

2020, September 2020, September 2021 can access them regardless of any SEN or disability. We will liaise with external providers where necessary to support access to venues and activities. Where a child's additional needs or behaviour places that child or others at risk the school will assess as part of the risk assessment process whether that child can attend an offsite visit. We will make every effort to make reasonable adjustments to include the child e.g. providing additional staffing, inviting the child's parent/carer to accompany them; but may make the decision that the risk outweighs the benefit of the child participating in the activity. The child's parents and carers will be made aware of this decision and the reasons behind it.

Charging / funding for visits

All trips and visits should be approved by the Headteacher, who will consult with the School Business Manager around any financial costs. We ask that parents and carers make a voluntary contribution to trips and visits wherever possible. If the school does not receive adequate voluntary contributions a trip may have to be cancelled. We aim to keep these contributions low and subsidise all trips and visits to ensure equality of access for all children.

Transport

Whatever the forms of transport used on a visit, both adults and children must be made aware of the expectations of behaviour and how this relates to safety issues. TfL free school travel must be booked at least 14 days in advance using the school's login details.

Use of staff cars to transport pupils: Use of staff cars to transport pupils – Staff may only use their own car if they have the consent of the Headteacher, the parents/carers of the children and have the appropriate insurance. See LA guidance for further information.

Insurance

St Luke's Primary School has appropriate insurance cover through the LA for visits and additional insurance is only mandatory for overseas visits. See LA guidance for further information.

Other topics

Swimming Lessons: both male and female changing rooms will be supervised by an appropriate member of staff with a DBS check in place.

Appendix 1 –

Local Learning Area

A Local Learning Area visit is within walking distance of your school and is not adventurous. Everything else is a visit form.

General

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

These visits/activities:

• must be recorded on EVOLVE via the 'Local Area Visit' module.

• do not require parental consent – parent will be informed by text in advance.

• do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the local learning area includes, the following frequently used venues:

• St Giles Church – Barbican

• St Clements Church – Kings Square

• Wesley's Chapel – City Road – we go under Old street station

• Bunhill Cemetery

• Barbican Centre

• Finsbury Leisure Centre / football pitches

• Kings Square Park

• Ironmonger Row Swimming baths

• St John's street library

• The Museum of London

• Angel shopping Centre – Vue cinema

Please note: if the whole school are walking to any areas stated above please complete a full risk assessment.

'No-go' areas within the Boundaries

• The canal (requires visit form risk assessment, water margin activity)

Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

• Road traffic including cyclists

• Other people / animals

- members of the public - we remain vigilant
- animals – such as stray dogs, foxes and rats

• Losing a pupil – headcount before we leave, whilst on the visit and before we return.

• Uneven surfaces and slips, trips, and falls.

• Weather conditions.

• Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

• The HOD or AHT must give verbal approval before a group leaves.

• Only staff judged competent to supervise groups in this environment are approved.

• There will normally be a minimum of two adults.

• Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group 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.

• 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.

• Staff will record the activity on EVOLVE (Local Area Visit module), and leave a completed 'Signing out' sheet with the office.

• A mobile is taken with each group and the office have a note of the number.

• Appropriate personal protective equipment is taken when needed (gloves, googles etc)

Appendix 2 –

Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).

2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.

3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.

4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.

5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.

6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
a) An LA Emergency 'Card' (see EVOLVE Resources), or

b) An OEAP National Guidance Emergency action card (Available via www.oeap.info)

7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

8. For visits that take place outside the 'extended learning locality', the visit leader will carry an LA Emergency 'Card' (see EVOLVE Resources).



Appendix 3 –

National Guidance
oeapng.info

Ratios and Effective Supervision

Establishments must ensure that the staffing of visits enables leaders to supervise participants effectively. Decisions about the staffing and supervision should take account of:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and any other changes (e.g., time of year).

A useful framework for assessing requirements for ratios and effective supervision is **STAGER**. See OEAP National Guidance document 1b "Foundations":

- **S**taffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **T**iming: How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?
- **A**ctivities to be undertaken: what do you want the group to do and what is possible?
- **G**roup characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.
- **R**emoteness: do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base

be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

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.

Early Years

In England, the Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children up to age five, and for childminders working with children up to age eight – see www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

In Wales, the National Minimum Standards for Regulated Childcare sets out legal minimum ratios and staffing qualifications during outings for children up to age twelve – see www.careinspectorate.wales/regulations-and-national-minimumstandards-child-care-and-play.

The appropriate ratio during an outing with Early Years children is often likely to be higher than the minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing. It is not unusual for a ratio of 1:1 to be necessary.

Staffing

In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, participants (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

During some activities, staff inexperienced in that activity may need to be counted as participants rather than leaders when considering ratios.

There is no absolute requirement for participants to be accompanied by staff of the same sex, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support. See OEAP National Guidance document 6q "FAQ – Staff Supervising Mixed-Sex Groups".

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g., when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

For information about ensuring the suitability of staff, see OEAP National Guidance document 3.2d "Approval of Leaders".

Supervision

For detailed advice on effective supervision, see OEAP National Guidance document 4.2a "Group Management and Supervision".

Further Advice

You can find further advice in the following OEAP National Guidance documents:

- 4.1a "Avoiding Accidents and Emergencies";
- 4.4b "First Aid";
- 4.4i "Special Educational Needs and Disabilities";
- 4.4k "Coronavirus".

Panel Ymgynghorwyr Addysg Awyr Agored
Cyngor, cefnogaeth a monitro ymweliadau a dysgu awyr agored
Outdoor Education Advisers' Panel
advice, support & monitoring of visits & outdoor learning