



# St Barnabas' Primary School & Nursery



**Serve with Hope and Encouragement to Learn and Love**

## Educational Visits Policy

**This policy was approved by the Governing Body: October 2024**

**This policy will be reviewed by October 2026**

*(unless any changes are necessary prior to this date)*

### Context

In line with our school vision, we believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Our educational visits support the Cultural Capital areas of our school curriculum and help to broaden pupils' knowledge beyond the classroom. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes St Barnabas' CE Primary School 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:

- A deeper understanding of the curriculum
- Development of Cultural Capital opportunities
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence
- Improvements in their ability to cope with change
- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practising 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)



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- 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)
- 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 Barnabas' Primary School follows National Guidance from [www.oeapng.info](http://www.oeapng.info).

All staff are required to plan and execute visits in line with school policy (ie this document), any 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 & Approval

There are three 'types' of educational visit:

- 1. Visits/activities within the 'School Local Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
Parents give permission for local visits when their child is admitted to St Barnabas' Primary School. Information about these visits must however be shared with the parents prior to the visit and a risk assessment (appendix 3) must be completed.
- 2. Other non-residential visits within the UK that do not involve an adventurous activity.**  
Parents give permission for visits that are outside of the local areas when their child is admitted to St Barnabas' Primary School. Information about these visits must however be shared with the parents prior to the visit and a risk assessment must be completed.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**  
Parents give specific consent for these types of visit. A risk assessment is completed along with site specific risk assessments and safety guidance from the place that is being visited.



## Roles and responsibilities

**Teachers who organise class or school visits are 'Visit leaders'.** They are responsible for the planning of their visits passing this information onto the Headteacher. They should obtain outline permission for a visit from the Headteacher 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 Lauren Castle (Headteacher), 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.

The EVC checks documents being sent to parents and checks the risk assessments.

**The Headteacher** has responsibility for authorising all overseas, residential or adventurous activity visits. The Headteacher ensures that risk assessments for all overseas, residential or adventurous activity visits are approved by the Governing Body.

**The Governing Body** approves risk assessments for all overseas, residential or adventurous activity visits. The Governing Body follows guidance from [www.oeapng.info](http://www.oeapng.info):

- *We regularly discuss the place of off-site visits and outdoor learning in relation to the establishment's ethos, aims, programme and effectiveness.*
- *We are aware of our role and responsibilities for off-site visits and outdoor learning, including our particular responsibilities if we are the employer of establishment staff.*
- *Our establishment has a policy for off-site visits and outdoor learning, which includes a policy for charging for visits and activities.*
- *We have access to training to develop our understanding of off-site visits and outdoor learning and its associated guidance.*
- *We support and challenge the establishment's head/manager to provide safe high-quality off-site visits and outdoor learning.*
- *There is an Educational Visits Coordinator (EVC) in place who meets with employer requirements.*
- *If we are school governors, we understand that Pupil Premium can be used to support the provision of off-site visits and outdoor learning, and recognise the benefits that this can bring for pupils.*
- *We have arrangements and consider adjustments for young people with special needs, including medical and behavioural needs, so that our visits are inclusive.*
- *Offsite visits and outdoor learning are included in our meeting agendas and are a standing item in the head's/manager's report.*
- *The establishment has procedures in place to monitor the safety, quality and effectiveness of its off-site visits and outdoor learning.*
- *We are aware of which types of visit or activity require our specific approval or involvement, as part of the establishment's monitoring and approval procedures.*
- *An emergency plan is in place, and we periodically review and rehearse it to ensure that it remains suitable and sufficient.*



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- *We are aware that we may be involved in adjudicating parental complaints or dealing with emergencies.*
- *The establishment has access to expert advice, such as from a competent outdoor education adviser appointed by the employer.*

### **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 Headteacher 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

### **Planning arrangements**

- Staff should familiar with the area of the visit, including any 'no go areas', and have practised appropriate group management techniques
- Pupils have been trained and have practised 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 ensure the school office has a list of all pupils and staff attending the visit, a proposed route and an estimated time of return.
- A mobile phone 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)
- The Headteacher must give consent before any pupil leaves the school building
- Only staff judged competent to supervise groups in this environment are approved
- A risk assessment is approved by the Headteacher

### **Adult:Pupil Ratios**

- Nursery and Reception: at least 1:3
- KS1: at least 1:6



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- Lower KS2: at least 1:8
- Upper KS2: at least 1:10

At least two of the adults should be school staff. The minimum number of adults for any trip is 2 (even for small groups of pupils). Adults other than school staff should not be left alone with children (other than their own), unless the school has a DBS check for them (this includes supervising children in toilets). **The class teacher has ultimate responsibility for the safety of the children.**

### **Emergency procedures**

**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 Diocese and the Local Authority. The Headteacher will contact the Chair of Governors and GROW Partner in the Diocese to plan the next course of action.

### **Parental Consent**

Parents give permission for visits that are outside of the school when their child is admitted to St Barnabas' Primary School. Information about any visit must however, be shared with the parents prior to the visit and a risk assessment must be completed.

Parents give specific consent for visits that are overseas, residential, or involve an adventurous activity. A risk assessment is completed along with site specific risk assessments and safety guidance from the place that is being visited.

### **Inclusion**

St Barnabas' School is committed to providing an inclusive education for all pupils and will plan activities to ensure pupils are able to access the additional learning opportunities. The school complies with the Equality Act 2010.

### **Charging / funding for visits**



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Where possible, school visits will be free of charge to parents but sometimes a small donation may be required from parents. This is paid via Arbor (MIS). Residential trips would require funding from parents, but the school would also apply for charity funding to assist with these costs.

### **Transport**

Where possible, public transport is used for school trips and the school office is able to book free travel tickets via TfL. Two weeks' notice must be given for these tickets.

Private coach hire is used for residential trips.

### **Use of staff cars to transport pupils**

This is not an option for St Barnabas' School, but guidance will be sought from the LA/Diocese when necessary.

### **Insurance**

The school holds the relevant insurance certificates.