

Flanderwell Primary School

Educational Visits Policy

September 2025-2026



Approved by: DSAT Trust Board

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‘Respect, Kindness and Compassion, Inclusion and Aspiration’

Contents

1 Vision, Values and Aims	1
2 Definition of a Visit	1
3 Legal Framework	2
3 The Value of Visits	2
4 Roles, Responsibilities and Expectations regarding the Visits Policy	2
5 Visits requiring employer (Trust) Approval	4
6 Contractor Vetting	4
7 Risk assessment process	5
8 Staffing/ Adult ratios	5
Appendix 1: Procedures	6
Risk Assessments (Evolve)	6
Local Visits	6
Significant Visits	6
Residential Visits	6
Letters to parents/carers	7
Evaluation of the visit on Evolve	7
Appendix 2	8
Appendix 3	10
Appendix 4 Educational Visits Planning Checklist – Evolve	11
Appendix 5 Planning for local visits	13
Appendix 6 Flow Chart for Planning Educational Visits	14

1 Ethos

Flanderwell Primary School is a growing, happy school with children at the heart of everything we do. Our motto, 'every child, every minute, every hope', reflects this emphasis on ensuring that each child in our care grows, flourishes and is prepared for life in the modern world.

We have high expectations for all of our children, and believe wholeheartedly that happy children learn. For this reason, we foster a warm, caring atmosphere, praise only exemplary behaviour and keep our children's interests at the heart of all we do.

Relationships with parents and families are of the utmost importance to us in enabling all children to be the best they can possibly be. We are fortunate to have a strong team of support staff, including a Pastoral Lead, to support families and children throughout their time in our school.

The Flanderwell aims

- ✿ All children will learn in a safe, nurturing, inclusive environment which engages all and enables all to achieve great outcomes.
- ✿ All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.

- All children will experience a fun, purposeful, balanced curriculum which inspires and promotes independence, and fosters individuality by encouraging all talents and abilities.
- All children will develop skills within and beyond the curriculum, so that they have the knowledge, self-confidence and freedom to become life-long learners with an inquisitive, 'have-a go' mentality.
- All children will achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching.
- All children will learn to communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- All children will be supported to take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- All children show kindness and compassion and recognise the goodness in everyone, make a positive contribution to their community and develop their own spiritual understanding.

2 Definition of a Visit

For the purpose of this Policy, a school visit is defined as “any occasion when pupils take part in learning activities which are carried out beyond the boundary of the school.”

3 Legal Framework

This policy has been created with regard to relevant legislation including, but not limited to:

- The Health and Safety at Work etc. Act 1974
- This policy has also been created with due regard to the following guidance:
- DfE (2018) ‘Charging for school activities’
- DfE (2018) ‘Health and safety on educational visits’
- HSE (2011) ‘School trips and outdoor learning activities’
- DfE (2013) ‘Driving school minibuses’

This policy should be used in conjunction with the following school policies:

- Complaints Procedures Policy
- Behavioural Policy
- Charging and Remissions Policy
- Equal Opportunities Policy
- DBS Policy

3 The Value of Visits

The Learning Outside the Classroom [LOtC] Manifesto (DCSF, November 2006) states:

“We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.”

And also:

*“Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about **what** is learned but importantly **how** and **where** we learn.”*

The local school board agree wholeheartedly with these sentiments and recognise and endorse learning in ‘the real world’. The trust support, in principle, all school visits that are not only consistent with the above but also support the principles of inclusion.

4 Roles, Responsibilities and Expectations regarding the Visits Policy

The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer. The employer for Flanderwell Primary School is DSAT.

The school uses Rotherham LAs set of *Visits Guidelines* for to follow. These are found in Evolve.

Employers have duties to ensure, so far as is reasonably practicable:

- the health, safety and welfare of all employees.
- the health, safety and welfare of young people
- the health, safety and welfare of volunteers

Employees have a duty to:

- Take reasonable care of their own and others' health and safety;
- Co-operate with their employers over safety matters;
- Carry out activities in accordance with training and instructions;
- Inform the employer of any serious risks.

Responsibility Chain

1. Employer: DSAT
2. Local Governing Body
3. Headteacher
4. EVC
5. Visit Leader
6. Other employed staff supporting the trip
7. Other adults accompanying the visit
8. Parents
9. Pupils

The ESB has a responsibility to ensure that:

- There is an appropriately trained Educational Visits Co-ordinator (EVC) in place (the LA provides initial and update training for EVCs)
- A commitment to ensure that those staff who need it - EVC, Visit Leaders, in particular, and all staff accompanying visits - receive appropriate training (Group Leader training is provided by the LA)
- There are notification and approval processes both at school level and between the school and the employer
- Visit leaders follow the employer's guidance
- Governors are made aware of any visits requiring LA/employer approval
- The school visit policy supports the principles of inclusion
- There are monitoring procedures in place for all visits and the GB receives regular (appropriate) reports about visits - especially about those requiring LA/employer approval and any where there are relatively serious incidents or near misses

The Headteacher

- Must follow the employer's guidance
- Formally authorise all visits and has overall responsibility for their safe planning and execution.
- Appoint an Educational Visits Co-ordinator (EVC)
- Be satisfied that visit leaders have the correct qualifications (if appropriate) training, experience and personal qualities to undertake responsibility for the planned visit.
- Ensure appropriate training, where necessary.
- (In order to help facilitate sufficient leaders with the above qualities/experience etc. an "apprentice" approach to visits is recommended)
- Ensure there is access to high quality first aid on all visits
- Ensure that Visit Leaders (as well as other appropriate staff) are aware of the procedures for Critical Incidents and that Visit Emergency Procedures are in place for each visit and are understood by all staff involved.
- Ensure that relevant visits (outlined above) receive Employer Approval prior to the visit

The educational visits coordinator has overall responsibility for:

- Overseeing all issues and controls regarding extra-curricular activities and trips.

- Liaising between all appropriate parties, including the local outdoor education adviser, during the planning and organising of extra-curricular activities and trips.
- Working with the local outdoor education adviser to help staff assess and manage risks.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy.
- Conducting risk assessments prior to school trips and educational visits to ensure pupil and staff safety.
- Creating an itinerary prior to an educational visit or school trip and distributing it to parents and staff to ensure the day is well organised and safe.
- Appointing an appropriate member of staff to be the designated leader of the trip.
- Ensuring that the requirements of this policy are carried out across all schools.
- Ensuring that any problems are raised in a meeting with the governing board.

The designated leader in charge of the trip is 'in loco parentis' and has a duty of care to all pupils on the trip. They are also responsible for:

- Checking the schedule is free on the school calendar prior to planning an educational visit.
- Identifying the educational purpose of the extra-curricular trip or activity and presenting its benefits to the headteacher.
- Completing all essential documentation for the trip, including a risk assessment, with the headteacher.
- Informing parents of the proposed extra-curricular trip or activity up to 6 weeks in advance of the trip (unless unforeseen circumstances prevent this).
- Distributing permission slips to parents up to six weeks prior to the trip and chasing up any permission slips that have not been returned one week prior to the trip.
- Understanding and operating safeguarding measures throughout the planning, organisation and delivery of the extra-curricular trip or activity.

Delegating responsibilities to other staff members on the school trip.

- Ensuring all adults on the trip are aware of their responsibilities and that the necessary checks have been carried out on volunteers in line with the DBS Policy.
- Staff are responsible for:
- Adhering to this policy and applying its principles when participating in extracurricular trips and activities.
- Ensuring the safety of the pupils is maximised throughout any educational visit or activity.
- Liaising with the designated leader to understand personal responsibilities and ensuring the smooth running of the school trip or activity.
- Ensuring that any outdoor space visited, e.g. a park and playing field, is kept clean and free from litter during the trip.

5 Visits requiring employer (Trust) Approval

- Visits abroad; residential visits (*including overnight camping*); hazardous locations (*mainly coast/beaches or natural inland waters*); adventurous activities (*climbing, sailing, canoeing, abseiling etc.*); remote supervision

6 Contractor Vetting

When considering external providers for activities, the educational visits coordinator will check whether they hold the 'Learning Outside the Classroom Quality Badge' to indicate they meet nationally recognised standards.

If a provider does not hold the badge, the educational visits coordinator will check the following to ensure they are a suitable organisation to work with:

- Their insurance arrangements
- Their adherence to legal requirements
- Their control measures
- Their use of vehicles
- Staff competency levels

- Safeguarding policies
- The suitability of their accommodation
- Any sub-contracting arrangements in place
- The presence of necessary licences

If it is deemed appropriate to engage with an external provider, a written agreement will be created outlining what each party is responsible for.

If an organisation does not meet the school's standards, they will not be considered.

7 Risk assessment process

Our risk assessment process is designed to manage risks when planning trips, while ensuring that learning opportunities are experienced to the fullest extent.

The individual carrying out the risk assessment process will have the skills, status and competence needed for the role, understand the risks involved, and be familiar with the activity.

The process is as follows:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record findings and implement them

Review assessment and update if necessary

A generalised risk assessment form is available in in the Evolve website.

8 Staffing/ Adult ratios

Except in Early Years, the law does not prescribe activity-specific staffing ratios; however, it does require that the level of supervision and group management is 'effective'. Effective supervision should be determined by a risk assessment that takes account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place

There will be sufficient staff to cope in an emergency and generally. Our minimum staff/ adult to pupil ratios are as follows:

- EYFS Day trip visits: 1:5
- KS1 Day trip visits: 1:6
- Y3 Day trip visits: 1:10 (preferable 1:8)
- Y4-6 Day trip visits: 1:15 (preferable 1:10)
- Residential: 1:8 High risk: 1:6
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Statement

The Trust and Headteacher of Flanderwell Primary School accept their responsibilities under the Health and Safety at Work Act in relation to school visits.

Appendix 1: Procedures

Risk Assessments (Evolve)

The school currently use the Evolve system from Rotherham Metropolitan Borough Council for the planning and risk assessment of all educational visits. As well as a checking and planning tool Evolve provides generic template risk assessments to assist in the completion of a risk assessment. There are also more specific risk assessments for activities such as trips to the seaside etc.

The initial stages of planning an educational visit (local, significant and residential) should involve reference to the risk assessments in Evolve. Care should be taken when planning trips to the seaside, lakes and rivers and residential visits etc as the approval process is more stringent and thorough due to the increased levels of risk involved.

For more information and log on details for Evolve, please see the school office team

Local Visits

Local visits are defined as visits for which no transport is required (i.e. within walking distance) and there are no associated costs e.g. local church, mosque, schools etc.

As part of the admissions process and annual data collection, parents are asked to sign to consent to local visits. However, although parents are not required to give written permission for each visit, the class teacher must ensure that parents are advised in writing that a visit is taking place. A risk assessment must be undertaken by the trip leader before the trip takes place. This risk assessment must be approved on the Evolve system before the visit can take place.

When planning the staff to pupil ratios it is important to remember that all visits must have at least two adults accompany the group. Ratios are dependent on the age and needs of the children.

Significant Visits

Significant visits are usually further afield and involve some form of transport (other than walking) and often have cost implications. It is important to note that the planning of significant visits will take considerably longer and depending on the complexity of the arrangements it may involve liaising with a number of parties within school and external service providers. Due to more complex nature of the planning, all significant visits must be authorized by the Headteacher and the rationale behind the visit stated clearly. The Educational Visits Request and Information Form (see Appendix A) should be completed by the visit leader and passed to the Head to be authorized. At this stage the visit leader should not enter into any formal agreement with service (transport and venue) providers.

Once authorized the trip leader should then complete the Costing and Planning an Educational Visit Proforma see Appendix B and pass to Carole McLean who will contact coach companies to ensure availability and the cost of the transport. The price per pupil costs for the trip will then be calculated and final approval obtained from the Head.

Once the trip and final costs have been agreed in principle the trip leader should then complete the Evolve process. The planning checklist on Evolve will require a risk assessment for travel and for the venue, details of the travel company, venue details, letters to parents and the adults accompanying the visit.

A copy of the Evolve planning checklist is included in Appendix C.

Once the Evolve checklist has been completed, the form must be submitted for checking by the EVC (Educational Visits Coordinator) and authorized by the Head Teacher.

Residential Visits

Residential Visits will require more planning and risk assessing. Permission for such visits must be granted by Head following consultation with the trust. The same principles apply as for Significant Visits but permission must be sought from parents a term in advance. Information around the medical and educational needs of the children invited to attend must be sought before the risk assessments are completed and must

take into account any information provided by the parent. The appropriate adult/ratio will then be considered as part of the risk assessment. The Risk Assessments for Residential Visits must be approved by the Local Authority and the visit cannot go ahead until the approval has been received.

Letters to parents/carers

A letter to parents must be produced for all trips outside the school grounds. For local trips a letter stating that the trip is taking place and a brief description of the destination and reason for the trip is sufficient. For significant visits, which involve a voluntary contribution and travel other than on foot, a permission slip is required. It is vital that permission is gained from all parents before a visit takes place. Any children who have not had prior permission will not be allowed to go on the trip. It is therefore important that regular (daily) checks are made for the return of permission slips so that parents can be contacted in good time.

A letter template is provided by the school office.

Evaluation of the visit on Evolve

On return from the visit, it is good practice to evaluate the trip on the Evolve system. The feedback from the Evaluation can be used to support future trips and to ensure that the proposed outcomes were met.

Appendix 2

Educational Visits Requests and Information

Please complete and return to Carole McLean. The form must be received at least 5 weeks in advance. Approval may not be given if not within this timescale.

Year Group	
Educational Visit requested	
Topic visit is linked to	
Main Aim or objective of the visit	
Link to Medium and Short Term planning	Pre visit learning
	Learning during the visit
	Follow up
Preferred Date	
Any Workshops required	

Cost of visit	
Amount of voluntary contribution	
Any other requirements (wellies, warm clothes etc)	

Staff members required	
Number of volunteers staff will take	
Photographic permission needed	

Staff Requesting Visit: _____

Date: _____

<i>Visit Approved</i>		<i>Not approved</i>	
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SLT Member approving visit: _____

Date:_____

Appendix 3

Costing and Planning an Educational Visit

Section A

VENUE	
Date	
Time of Departure	
Time of Return	
Number of children	
Number of adults	
Teacher in charge	
<u>Risk Assessment</u>	A risk assessment was completed on _____ by _____ (member of staff)
<u>Cost of admission per pupil</u>	£

Section B

<u>Quotations from coach companies</u>	1. £	Name of Firm:
	2. £	Name of Firm:
	3. £	Name of Firm:
<u>Agreed Cost of coach</u>	£	Name of Firm:
<u>Total cost of admission</u>		
<u>Total cost of trip (coach+admission)</u>		

<u>Cost per pupil</u>	£	
<u>Final Headteacher approval</u>	Sign:	Date:

Appendix 4 Educational Visits Planning Checklist – Evolve

Visit name:

Visit Date:

Visit Leader:

	Checklist	Tick as appropriate Yes, No, n/a
	Before visit	
1.	Aim/Purpose and benefits of visit clear and understood by all?	☐ yes
2.	Visit agreed in principle by school/establishment head and by EVC?	☐ yes
3.	EVC informed before plans are advanced & updated at all stages	☐ yes
4.	Visit appropriate to all members of group? Age, ability, special needs? Appropriate adjustments made to cater for those with additional needs?	☐ yes
5.	Do the young people need to be specifically prepared for the visit? If so, has this been planned into the visit preparation?	☐ yes ☐ n/a
6.	Visit leader familiar with employer Educational Visits Guidelines and visit complies with these?	☐ yes
7.	Visit complies with other specific employer guidelines where relevant?	☐ yes ☐ n/a
8.	Relevant employer Generic Risk Assessments referred to and followed for <u>all</u> activities. (NOTE: 1 & 2 relate to all visits.)	☐ yes ☐ n/a
9.	If external provider or tour operator used – assurances specified on “Provider Form” obtained?	☐ yes ☐ n/a
10.	If visit involves adventurous activity led by external provider – AALA license and safety standards checked?	☐ yes ☐ n/a
11.	If visit involves adventurous activity led by own staff – they are suitably competent, qualified and experienced?	☐ yes ☐ n/a
12.	Appropriate insurance cover in place?	☐ yes
13.	Employer finance regulations followed?	☐ yes ☐ n/a
14.	Location pre-visit undertaken? If not, outline how you are able to complete a suitable and sufficient planning and risk management process: If No – recommended by a colleague ☐ yes OR – Low risk environment and spoken to staff ☐ yes Other – please state -	☐ yes ☐ no
15.	Proportionate risk assessment carried out for all aspects of the visit and outcomes recorded and acted upon? (refer to Generic Risk Assessments and Event Specific Risk Assessment templates/examples on EVOLVE)	☐ yes
16.	All staff involved understand their roles and are suitably competent?	☐ yes ☐ n/a
17.	At least one member of staff knows the young people involved, including relevant personal details if any?	☐ yes
18.	Where other adults are involved, they are approved by head/manager and CRB cleared where necessary?	☐ yes ☐ n/a
19.	Parental consent obtained – and sufficient information provided about nature and purpose of visit? (NOTE: single consent can be granted for a series of visits)	☐ yes

20.	Leader understands the overarching duty of care remains with them even when partial responsibility is shared with a Provider?	☐ yes
21.	Where necessary, additional consent gained and training provided for the administration/management of specific medication/injections etc?	☐ yes ☐ n/a
During visit		
22.	Staffing levels sufficient at all times for the visit, and comply with employer guidance?	☐ yes
23.	Behaviour expectations known by young people?	☐ yes
24.	Visit leader aware of medical/other needs of all young people AND adults within group?	☐ yes
25.	First Aid competence exists within staff team – appropriate to the nature and location of visit? First Aid kit carried?	☐ yes ☐ yes
26.	“Plan B” exists – contingency for changed conditions or circumstances? (weather, illness to staff or young people etc)	☐ yes ☐ no
27.	Emergency contact information for all group and staff available?	☐ yes
28.	Emergency procedures in place for group and available to 24/7 base contact as appropriate and can be dovetailed with the school's Critical Incident Response procedures if required?	☐ yes
29.	Visit staff aware of appropriate action in event of accident/emergency?	☐ yes
30.	Copy of full details of visit held by Emergency Contact – available to them 24/7 as appropriate?	☐ yes
Prior to Visit (6 weeks Britain, 10 wks abroad, 20 wks expedition)		
31.	Visit details registered on the EVOLVE online visit approval system and approval obtained (4 wks, 8 wks, 16 wks) at appropriate level in advance of the visit taking place (Head for local, regular visits; Employer for abroad, residential, adventurous and hazardous locations)?	☐ yes ☐ n/a
After Visit		
32.	Accidents and near misses will be reported in line with employer guidance?	☐ yes
33.	Evaluation of visit will take place to inform future visit planning?	☐ yes

Suggested minimum contents of Visit Leader Pack

- Pupil and Adult Attendance list
- Pupil and Adult attendees Emergency Contact details
- Health/dietary and other Special Needs requirements of Pupils and Adults (where applicable)
- Programme / Itinerary
- Specific Risk Assessment
- School based emergency contacts 24/7 phone numbers (there should be 2 of these, one of whom should be the Head or other Senior member of staff)
- Location(s) Contact details (if applicable)
- Provider(s) Contact details (if applicable)
- Insurers contact details (especially important if not Sheffield CC Insurance)
- First Aid Kit, Torch
- Foreign and Commonwealth Office (FCO) contact details (for overseas visits)

The 2 school based 24/7 Emergency Contact individuals should have access to the same information throughout the duration of the visit

Appendix 5 Planning for local visits

Generic Operating Procedure	
Why do it?	
Who Can Run It	
Recommended Working Ratios	
Specific Hazards & Issues	
Ensure these things are in place	
Notes	

Appendix 6 Flow Chart for Planning Educational Visits

Complete Educational Visits Requests and Information Form and pass to Head

Visit authorised by
Head

Complete Section A of the Costing and Planning an Educational Visit form and pass to the office

CLASS TEACHER

Start Planning Checklist and download generic risk assessments from Evolve

Preliminary visit to venue to complete risk assessment

Plan staffing including First Aiders

Upload risk assessment(s), letter to parents and staffing on to Evolve and submit for approval

Once visit has been approved on Evolve. Send letters home to parents and collect in reply slips and voluntary contributions.

Office

Obtain quotes from coach companies

Prepare letter for parents including voluntary contributions and permission slips

Arrange packed lunches with the kitchen

Collect voluntary contributions & return slips from class – daily checklist maintained

Allergy and healthcare plans checked prior to visit

On the Day

1. Give copies of risk assessments to all staff
2. Give copies of the itinerary to all staff
3. Allocate groups and group leaders
4. Collect rucksacks, hi viz vests and packed lunches
5. Collect petty cash (if required) from Office Manager
6. Collect allergies lists, medication (if applicable), first aid kits and sick buckets from Office.