


<u>Responsible Body</u>	<u>Title of Policy</u>	
<u>Governing Body of Flyford Flavell First School</u>	<u>Educational Visits and Learning outside the Classroom Policy</u>	

Last reviewed on Date: 30th May 2025

Next Review Date: 30th May 2028

Signature..... (Chair of Governors)

Print Name.....

Introduction

School visits are a means of enriching the curriculum and stimulating interest and enthusiasm amongst pupils.

Aims

- to use direct experiences to embed and enhance knowledge, awareness and understanding of curriculum objectives.
- to strengthen personal development and the process of self-discovery (curiosity, perseverance and independence)
- to develop a sense of community and the ability to live with and co-operate with others in a group or team context.
- to nurture an aesthetic and tolerant understanding of the locality and wider world in which we live.
- to support the development of a respect and understanding for the environment and sustainable means of utilising it for educational and recreational benefits.

Governors' Roles and Responsibilities

- To ensure that the Head Teacher and the Educational Visit Coordinator (hereafter referred to as EVC) have adhered to the guidelines contained within the above aims.
- To ensure that visits have appropriate educational merit.
- To define which type of visits should be approved by the Governing Body, and/or the Head Teacher, and/or or the EVC.
- To ensure that that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence.
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?
- To ensure measures exist to obtain parental consent on a basis of full information.
- To investigate parental complaints.
- To review the EV policy and procedures including incident and emergency management systems.

Head Teacher and EVC Roles and Responsibilities.

The Head Teacher is the person with overall responsibility for all off-site visits. There will be a designated EVC who has completed, and maintained their EVC training.

- To provide adequate documentation to support planning of all trips and visits.
- To ensure all off-site visits are thoroughly planned using standardised whole-school documentation.
- To ensure all staff are aware of the guidelines concerning their particular visit, and that their training is revisited every three years, or on staff change.
- To assign competent people to lead or otherwise supervise a visit. Competence of other adults proposed to provide support or lead activities within a visit will commonly be done with reference to accreditations from an awarding body and/or previous experience and on the job training.
- To ensure visits have appropriate support ratios and adequate cover for health and safety, first aid, medication and behaviour management.

- To work with the Visit Leader (VL) to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- To organise the emergency arrangements and ensure there is an emergency contact for each visit.
- To keep records of individual visits including reports of accidents and 'near accidents' (sometimes known as 'near misses').
- To ensure that appropriate documentation has been completed in compliance with guidelines.
- To ensure that visit evaluation is used to inform future visits and training needs. Further staff training should be made available where a need is identified.
- To arrange for the recording of accidents and the reporting of serious injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.
- To review systems and, on occasion, monitor practice, and ensure that own training is updated every three years.

Visit Leader Role and Responsibilities

All Visit Leaders have completed training. All visit planning and organisation must be shared with the EVC and Headteacher.

The Visit Leader has full responsibility for the safe running of the activity including pre planning and following guidance and ensuring all participants are aware of their roles.

To achieve this, the Visit Leader will;

- Identify the clear purpose and objectives of the visit.
- Complete visit documentation and obtain EVC approval for any visit off-site, no matter how short its duration, or regular [? Does regular refer to frequency of visits?].
- Plan the itinerary in such a way as to account for all times on the visit including meal and 'down' times particularly on residential trips.
- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for. To ensure that each pupil knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of the pupils assigned to them.
- To ensure that all adults involved are aware of the expected standards of behaviour.
- To continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.

Health and Safety

It is essential that all educational visits are carried out with the highest regard for the safety and welfare of the pupils taking part in them and it is the policy at Flyford Flavell First School to follow the guidance set out in the WCC Educational Service documents which can be accessed on line at www.oeapeg.info

Prior Notification and Approval of Visit Plans

All visits that are outside a 50 mile radius, have an overnight stay or are deemed higher risk need to be entered into the Worcestershire County Council evolve system and approved by the appropriate person.

Risk Assessments

For guidance in completing a risk assessment, refer to the EVC or Head Teacher.

The risk assessment forms, as in line with County, are kept in a shared folder on the network drive. A copy of each risk assessment should be shown to the Head Teacher or EVC prior to a visit.

Accident Reporting

Records of any accidents to staff or pupils during a visit must be recorded into the usual first aid lists and reported to the Head Teacher/EVC on return to school. Appropriate forms must be completed in the event

of a serious accident.

Residential Visits

A Parental Information Meeting must be held before any residential visit takes place. This should be included in the visit planning process of that particular visit.

Transport

Parents should always be informed of the type of transport to be used for a school trip. Appropriate levels of supervisory staff will ensure the safety and welfare of all pupils. The driver of the coach has no responsibility for the behaviour and conduct of the pupils. Parents are occasionally asked to transport their own child to a venue. If they are asked to take a friend of their child they will be asked to sign the consent form, as will the parent of the friend. If staff are required to transport a child to a venue, parental consent must be given and member of staff will need business insurance on the vehicle.

Evaluation of Visit

Visit Leaders will discuss with the Head Teacher/ EVC about how the visit met the objectives and if it had the desired learning opportunities and outcomes. This would enable the teacher to decide how effective a visit has been and whether the visit should be repeated on another occasion.

Review of Educational Visits

Monitoring of the visits will be undertaken by the Visit Leaders and by the EVC. Any requirements to change procedures as a result of monitoring will be discussed by staff and Governors and the policy amended. This policy will be reviewed and updated in the event of changes in guidance and advice from Worcestershire County Council.

Organisation of Visits

The purpose of this section is to give an outline of actions involved in organising an educational visit. It must be emphasised that the organiser of a school visit has a responsibility to ensure that they comply with this policy and Worcestershire “Off-site Visits, Field Studies and Outdoor Education Guidelines”.

- 1) Research the proposed location for the visit. This should include a pre-visit, however if this is not possible details should be sought from the proposed location and as much information gathered to make a judgment on risk.
- 2) Consult with the Head Teacher to share the proposal costing and the educational objectives so that approval for the school visit can be given.
- 4) Enlist the support of Business Manager [check whether this is different from school administrator referred to below] to organise transportation/booking of the proposed location.
- 5) When the visit and transportation is booked, make a full risk assessment and share this with the Head Teacher and EVC.
- 6) Included in the risk assessment will be consideration of supervision levels. ‘Higher risk’ activities will require more staffing – refer to section 4 County guidelines and p6 and 7 will clarify definitions of higher risk and give information of required levels of supervision. This is guidance and the school may use discretion based on the specific cohort that is on the visit.
- 7) Highlight the identified Learning Outcomes for the visit on the Evaluation Sheet. Prioritise and target the critical LO’s only.
- 8) Clarification about appropriate personnel can be sought from the Head Teacher/EVC or school administrator. The leader of the groups will need to feel confident about the reliability of colleagues and voluntary helpers supporting the visit. A list of volunteers is kept in the school office and helpers will be chosen from this list when possible. An adult without a DBS certificate will not be left unsupervised with children.
- 9) Approximately 3 to 4 weeks before the visit, appraise the Head Teacher and school administrator of the

key details of the educational visit so that a letter for parents can be written and distributed. This letter will have advised dates for return slips for permission and contributions.

10) Insurance information and cover is detailed on p21/22 of the County guidelines.

11) Voluntary contributions are requested for educational visits - please refer to Charging and Remission Policy, May 2025.

12) A check list for Visit Leader's use is provided.

13) A week before the visit, the Visit Leader needs to check with the school Business Manager that the returned contributions and consents have made the visit viable.

14) The Visit Leader needs to ensure a first aid kit, provision for travel sickness, any maps, work sheets, contact numbers/a copy of risk assessment and required cheques are ready for the visit on the day before the scheduled visit. Copies of the contact numbers/consent forms/risk assessment/phone numbers of the location will be kept in the school office.

15) The Visit Leader should also complete an Emergency Action Plan sheet. All relevant contact details for venue/staff/coach company and WCC critical incidents numbers are to be written on this. A copy should be handed to all adults participating and one copy to the school office. The leader/organiser should ensure a school mobile phone is available for the duration of the visit.

16) The Visit Leader should brief all voluntary helpers and give them a copy of risk assessment and emergency action plan.

17) On return the Visit Leader needs to make a brief evaluation of the visit against the Learning Outcomes originally identified.

Evaluation

School: _____

Visit /Activity Venue/Provider: _____

Date of Visit / Activity: _____

Score the provision of the quality indicators below on a scale of 1 to 5, where:

1 Poor

2 Requires improvement

3 Satisfactory

4 Good

5 Excellent

A high quality learning experience should demonstrate the indicators in the matrix below. Where appropriate, the indicators should be modified to fit the nature of the visit/activity/experience.

Activity	Score
Activity designed to have clear learning outcomes that are discussed with the group from the beginning and are regularly revisited throughout the session.	
Activity is inclusive and shows differentiation to meet the needs of all learners.	
Activity leader creates a safe and positive learning environment where the level of risk is appropriate to the aims of the session.	
Group members encouraged to contribute to the discussion of safe practice and risk management.	
Activity linked to wider curriculum outcomes to enhance transfer of learning.	
Activity maximises achievement of learning outcomes.	
All group members play an active part and are fully engaged.	
Activity is well-paced and shows progression and clear development of skills, behaviour and knowledge.	
Group have the opportunity to be creative and apply what they are learning.	
Group can describe what they are learning (as opposed to what they are doing) and understand how the learning can be applied in a different context.	
Group have the opportunity to reflect and review, achievements are recognised and there is discussion of how the learning can be applied.	

Completed by: _____ Dated: _____