



Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Educational Visits Policy

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Osborne
Co-operative Academy Trust

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1. Introduction

Osborne Cooperative Academy Trust (OCAT) has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Warren Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

This policy is in line with 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 / Co-Headteachers/ EVC / Visit Leader / etc.) see website link : www.oeapng.info/

The DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) and the 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. Rationale for Educational Visits

2.1

Schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, social, mental well-being 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. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Warren Primary School, we aim to offer a range of educational visits and other activities to enhance what they learn within the school environment.

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 or groups, 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. For example, these include:

- 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 – visits to historical buildings, 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 for sketching/photography, natural art
- PE – range of sporting fixtures, extra-curricular activities, adventurous visits
- Music – opportunities for specialist music teaching, extra-curricular activities, concerts for parents and children to hear
- Design and technology – work with secondary schools, STEM organisations, businesses
- Computing – links with other Trust schools, Trust computing lead, local businesses and shops.
- RE – visits to centres of worship, visits by local religious leaders.

- All visits may give enrichment and support elements of spiritual, moral, social and cultural development and Citizenship, personal, social and health education.

4. Gaining approval for a trip

4.1 Governors

As part of their responsibility for the general conduct for the school, the Local Governing Body has adopted this policy for the effective and safe management of educational visits and is in line with the recommendations from Juniper Education.

Approval Procedure

The OCAT mandates that all visits will be uploaded to the Evolve on-line system to facilitate the approval by the EVC and Co-Headteachers ahead of any final endorsement required by Consultant Educational Visits Advisor from Juniper and then any final MAT sign off.

An electronic submission process (**EVOLVE**) is used to log, audit, and approve the following:

Overseas	formal approval by	EVC, Co-Headteachers & CEO
Residential	formal approval by	EVC, Co-Headteachers & CEO
Adventurous	formal approval by	EVC, Co-Headteachers & CEO
Day Visits involving transport	formal approval by	EVC / Co-Headteachers
Local Area Visit	formal approval by	EVC / Co-Headteachers

The Governors have adopted a charging and remissions policy in accordance with recommendations from the OEAPNG's Charges for off-site activity.

4.2. The Co-Headteachers

In line with DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018) the Co-Headteachers:

4.2.2 are responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

4.2.3 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

4.2.4 should ensure the suitability of all staff appointed to the visit.

4.2.5 should ensure that the visit leader fully understands his/her responsibilities.

4.2.6 should implement effective emergency contact arrangements.

4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

4.2.8 should have a system in place to record, audit and monitor school off-site visits.

5. Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider to ensure that it is a recognised or appropriate provider e.g. holds Learning Outside the Classroom Quality Badge. (See [OEAP](#) Section 4.4f 4.4g and 4.4h)

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

6. Parental Consent :

Written consent from parents/carers is not required for pupils to take part in the many local offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents/carers should be told where their child will be at all times and of any extra safety measures required. Parents' and carers' will be asked to give consent for any visits involving transport. Parents/carers will be informed of any visit out side of school site.

See: OEAP National Guidance Document for further information

www.oeapng.info 4.3d-Parental-Consent

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

7. Visits and staffing

The Visit Leader should refer to the current Educational Visits Procedure for Warren Primary when planning a visit. Further guidance is available from the OEAPNG - Visit leader www.oeapng.info 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader.

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

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. For Risk Assessment guidance see [oeap](#) 4.3g Risk Management. Updated Risk Assessment proforma for visits is available on EVOLVE.

7.1 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.

7.2 Visit Leader Competence

Visit Leaders should be fully aware of their role and responsibilities when planning a visit and should seek relevant professional development, support and advice from the EVC / Co-Headteachers and other colleagues such as SENCO,

TOD as necessary. All visit leaders have completed appropriate Visit Leader training. Visit Leaders are supported by the leadership team where necessary. Visit Leaders of residential visits are experienced in residential visits.

8. The visit

Visit Leaders should ensure that they plan and carry out the visit in accordance with the Educational Visits Procedure for Warren Primary. Once planned in liaison with the EVC and in accordance with the agreed procedures, the relevant documentation should be submitted via EVOLVE.

8.1. On the day

Visit Leader should ensure that:

- Office staff have an accurate list of children present and participating in the visit along with those absent if appropriate.
- Office staff have a full list of volunteers and staff and groups of children for which they are responsible
- Office staff have the itinerary for the entire day including leaving and return times.
- They have essential equipment including appropriate First Aid Kit, sick bucket, inhalers, AAls and other medication, mobile phone, emergency contact information.
- Accompanying volunteers have given emergency information and are fully briefed on the visit
- Copies of Emergency cards given to all leaders.

8.2 During the visit

Ratios should be appropriate to the age and needs of the child(ren) and the itinerary of the visit in order to maintain effective supervision at all times. See [OEAP](#) guidance.

There should be a system in place to safeguard young people at all times.

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

Accompanying adult volunteers should help to ensure the safety and well-being of the pupils and inform the visit leader or another member of staff of any relevant incident involving pupils as soon as possible.

Every staff member will have an emergency procedures card.

All volunteers will receive guidance on expectations of conduct and briefed about the visit.

8.3. On return from visit

8.3.1 There should be an agreed system to check that all children are safely arrived back at school or agreed collection point. Visit Leader should put appropriate measures in place to ensure that children are collected by known adult or going home alone if pre agreed and appropriate within normal safeguarding arrangements.

8.3.2 The visit leader should remain with uncollected children until all parents/carers have arrived and all children have departed.

9. Financing the visit

When informing parents/carers of the planned visit it should be clear where the requested voluntary donation has come from (e.g. admission costs, travel etc.).

Whilst the donation is indeed voluntary it should be stated that unless financial support is not given by enough parents/carers, the visit may not be able to proceed. Parents/carers whose children are in receipt of FSM are invited to contact the school should they need financial help with the donation.

Care should be taken to ensure that adequate time is given to allow for parental financial planning where the cost of the visit (e.g. a residential) is higher and enough warning of the forthcoming trip should be given well in advance.

The Support Manager should be fully involved in the financial arrangements by the Visit Leader, from the initial planning stage. All communications around payment should be approved by the support manager before corresponding with parents.

10. Insurance

All parties, including staff and parents, should be clear about the nature and level of cover provided by insurance and whether additional insurance might need to be obtained. The school should provide as much information as possible to ensure that all parties are informed.

Any further information should be clarified by the School's Support Manager.

Insurance Provision

Teachers should be aware of the school provision for insurance including that for residential visits (See School Journey Zurich policy).

11. Transport

Permission from parents/carers will be sought where the visit involves transport and further information given accordingly. The Visit Leader should take into account the [OEAP guidance](#) section 4.5

Lone staff members will not transport children.

12. Emergency / Critical Incident Procedures

For further information see OEAP National Guidance document:

<http://oeapng.info> 1a-Critical-Incident-Management-Employer

All leaders must carry the school's Emergency Card with Emergency Telephone contacts and action plan should an incident happen.

On return, the visit leader must comply with the school's normal accident reporting procedures.

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

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 informing the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Co-Headteachers and/or the employer's advisory team. Feedback can be provided via the EVOLVE system.

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