

Green Park Primary School



Educational Visits and Activities Policy

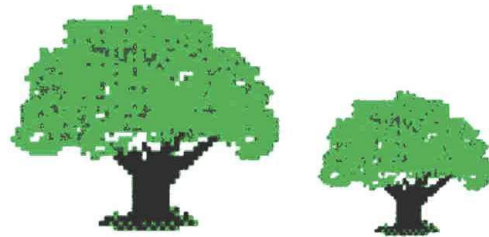
Approved by the Headteacher on _____

Signed _____

September 2025

GREEN PARK PRIMARY SCHOOL

Educational Visits and Activities Policy



**This policy was reviewed in September 2025
by the EVC
It will be reviewed next in Spring 2027**

This policy should be read in conjunction with the guidance given in:-

Health and Safety of Pupils on Educational Visits Health and safety on educational visits - GOV.UK which can be obtained from the headteacher.

EDUCATIONAL VISITS CO-ORDINATOR

It is good practice for each school to have an Educational Visits Co-ordinator.

**At Green Park Primary School the EVC is:-
Mrs K Latham**

With the exception of ordinary sports fixtures/swimming all arrangements must be checked by the EVC before the visit.

The EVC will report on visits to the governors. If a visit is planned which the EVC considers to present greater risk than routine visits made by the children then the EVC will consult with governors beforehand.

Context

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 Green Park 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:

- 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.
- Adding to a child's cultural capital.

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, Green Park Primary School:

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). Sefton uses EVOLVE www.seftonvisits.org.uk and our policy requires schools to seek LA approval for visits that take place overseas or are adventurous activities led by own staff.
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 this school policy, 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 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. These consist of walks around the local area, Green Park Local Park, walks to St James' Church, as well as local shops in addition to visiting the canal at the top of Green Lane etc. See Appendix A for map.
2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc. These are entered onto a trip template which is then entered onto EVOLVE and submitted by the EVC to the Head for checking and approval.
3. Visits that are overseas, residential, or involve an adventurous activity. These follow 2. above, but the Head then submits the visit to the LA for approval.

Roles and responsibilities

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

The Educational Visits Coordinator (EVC) is Mrs Latham 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. The EVC and Head manages EVOLVE and uploads generic documents where needed.

All risk assessments must be carried out online using EVOLVE. Sefton officers have access to the visit schedule and risk assessment. All risk assessments must be authorized by the EVC.

The Head Teacher has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. Governors will be asked to review the Educational Visits and Activities policy for ratification.

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.

Educational Visits Checklist

Green Park Primary School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Parental Consent

Consent is not required for activities within the 'School Learning Area' that are part of the normal curriculum during normal school time. School Registration forms contain blanket permission to walk to places within the defined 'School Learning Area'. The school obtains consent for certain other routine activities, eg. after school fixtures, etc. through a traditional paper consent form. Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting through a traditional paper consent form or ParentApp consent form.

Inclusion and Equal Opportunities

SEND Pupils are encouraged to attend and participate in all school activities. SEND support plans should be referred to to support and inform planning of visits. Every effort should be made to ensure that school visits are available and accessible to all who wish to participate.

Charging / funding for visits.

The teacher in charge of the visit should calculate the amount to ask from each child to cover the cost of the visit and agree this with the headteacher. Green Park Primary School may only run visits if we receive sufficient voluntary contributions to break even in line

with our charging policy. See National Guidance www.oeap.info for more information. If the visit is expensive, then the FOGP may contribute to the cost. If staff think that a child is not going on a trip because of financial reasons they should advise the headteacher so that the family may be contacted in confidence so arrangements can be made for the child to participate.

Transport

At Green Park Primary School we have access to the MADCOS cluster of schools' mini bus which can be driven by staff who have passed Sefton LA Mini Bus Training. Other school trips would use local reputable coach/bus companies.

Use of staff cars to transport pupils – At Green Park Primary we discourage use of staff cars for transporting pupils unless in an emergency. From time to time parents are asked to help with transporting pupils at their own risk particularly for sports fixtures.

Insurance

Crosby Hall Education Trust (CHET) Insurance is purchased on a yearly basis. All visits are covered by Sefton's Insurance Scheme

General

Visits/activities within the 'School Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below. The 'School Local Learning Area' includes local area walk up to and including Green Lane roundabout and up to Parkhaven Trust, Green Park Park, Canal and shops by MCA in a loop back around to the Round Meade, visits to Church/postbox on Swalegate, pathway through the farmer's field opposite school. Any visits which require walking down country lanes without pavement require an additional risk assessment.

These visits/activities:

- do not require individualised parental consent – see School Registration Forms/SIMS record
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular.
- should be recorded on EVOLVE as a LAV (Local Area Visit).
- It is good practice to inform parents that a class may be going off-site within the school local learning area at some point during that day/week.

Operating Procedure for School Local Learning Area

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

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.

- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, Assistant Head or Teacher and will require verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Local Learning Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of three 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 (road safety awareness in Y1).
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school. For infant pupils hi vis tabards are worn, where they serve a purpose.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available. Medication administered should be recorded on a medical administration sheet when out on visits and returned to school on return.
- Staff will deposit in the office a list of all pupils and staff and an estimated time of return.
- Staff take personal mobile phones and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

PLANNING AND ORGANISATION

We should try to give our children as many opportunities as possible for first-hand experiences out of school while at the same time showing consideration for the financial situation of parents. Each class should aim to have two trips per year with educational foci where possible. Other more local, cheaper or free visits may be arranged as required.

Visits should be organised far enough in advance to give plenty of notice to parents and preferably at the beginning of term so that the trip can be included on the list of dates sent to parents.

A Risk Assessment of the visit should be made prior to the visit taking place and if familiarisation visits are offered, it is good practice for teachers to take up the offer. Staff to record visit on  Evolve Template for EVC/Head to upload to EVOLVE.

Checks should be made with the EVC as to the number of helpers required on the trip. (See Section on Staff/Pupil ratios). In general the school follows the guidance issued by the Authority's insurers and <https://neu.org.uk/advice/educational-visits>. In the case of mixed groups, there should be a minimum of one male and one female member of staff, if at all possible, but it is recognised that at Green Park Primary School this is often not possible. **The final decision on ratios rests with the Headteacher.**

A letter giving full details of the visit and how medicines should be sent in should be issued shortly before the visit; asking for contributions towards its cost and obtaining the consent of parents/guardians. The school's policy on charging for visits is on the website.

A First Aid kit should be taken on any visit off the school premises. The named person in charge of the visit is responsible for ensuring that the kit is complete but a check should be made at least 24 hours before the visit and trip leaders should make a final check on departure. **If items are used on a visit please replace on your return.** Spare clothes and underwear should also be taken.

For further advice on first aid see *Guidance on First Aid in Schools* available from DfE Publications Centre.

STAFF: PUPIL RATIOS

The determination of staff/pupil ratios is a key area, for which no fixed numbers can be given. Many factors will need to be taken into account, through a process of risk assessment, before the ratios can be agreed upon, as the level of supervision will depend, primarily, on the nature of the activity to be undertaken and the knowledge of the children. Any activity which takes place off the school premises must be assessed. The final decision on ratios rests with the Headteacher.

Any responsible and competent members of staff can accompany the trips, at the discretion of the Headteacher; it is not restricted to teaching staff alone. The Headteacher must be satisfied, however, that other staff are competent to lead and supervise a group of pupils.

DANGEROUS ACTIVITIES

If a trip involves any particularly hazardous activities staff must ensure that all health and safety aspects are considered in the risk assessment (as with any activity) and that relevant guidance is followed.

In relation to the Authority's School Journey Policy, if the proposed activity is ***not*** included in the Authority's premium guide, prior notice **must** be given to the Authority's insurance section (telephone 0151 934 4059). **If you are unsure as to whether a proposed activity is included or not then check with the EVC who will check with the insurance section.**

When certain activities are being undertaken, eg pony trekking, the LA should be contacted

to check which qualifications should be held by the provider and the visit should only go ahead if proof is given that these qualifications are in place. EVOLVE can indicate whether a company has already submitted their provider form.

DAY OF VISIT

A list of all children and adults on the trip must be taken by the teacher in charge and a copy left in school. All supervisors should carry a list of all pupils and adults involved in the visit at all times.

The Medical Information Cards should be checked for details of medical problems, allergies, etc. Medication which needs to be administered should be recorded on a medicine administration form and returned to school after the visit.

The teacher in charge must ensure that all helpers are aware of their responsibilities, what activities are taking place and where to meet in an emergency. **(Please refer to section on Parent Volunteers)**

The teacher in charge must ensure that everyone is aware of who is carrying a First Aid kit or where first aid can be obtained. **(Please refer to section on First Aid)**

It is important to remember that at all times teachers are in charge of the children and if, in their opinion, a helper is putting the children at risk in any way then the teacher should intervene. This applies equally to guides or instructors who may be leading the group.

On transport, the usual standards of discipline should be enforced. In particular staff should ensure that children all have their seatbelts fastened and that bags do not block aisles or cause obstruction. If travelling in cars both drivers and children should be reminded of the need to wear seatbelts.

During the visit, head counts should be made at regular intervals and always prior to leaving a venue.

The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group. Name badges **should not** be worn but for younger children it may be advisable to issue badges with the name of the school and an emergency number.

If any accidents, incidents or 'near misses' have taken place on the visit the group leader should inform the EVC as soon as possible on return to school. For more serious incidents, please refer to section on Emergency Procedures.

INFORMATION TO PUPILS

The school is rightly proud of the reputation it has for the good behaviour of its pupils when

on visits. It is the responsibility of staff to ensure that on visits the standards of discipline which we have in school must be continued, and even tightened where necessary, to ensure pupils' safety. This will be easier to carry out if the children are well instructed as to expectations and what they will encounter on the visit.

The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils. Pupils should understand:

- the aims and objectives of the visit/activity.
- the background information about the place to be visited.
- how to avoid specific dangers and why they should follow rules.
- why safety precautions are in place.
- why special safety precautions are in place for anyone with disabilities.
- what standard of behaviour is expected from pupils.
- appropriate and inappropriate personal and social conduct.
- who is responsible for the group.
- what not to bring back with them, such as sharp objects etc.
- what to do if approached by anyone from outside the group.
- rendezvous procedures.
- what to do if separated from the group.
- emergency procedures.
- Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.
- If at any time there is a change in the planned schedule new activities should be assessed and pupils provided with the appropriate information.

PUPILS WITH MEDICAL NEEDS

Any medication sent with the child for the trip, including travel sickness tablets, must be in a labelled container/envelope clearly showing the child's name, dosage and when it should be administered. Medication which needs to be administered should be recorded on a medicine administration form and returned to school after the visit. With the exception of inhalers, which can stay with the pupil, these should be kept by the person in charge of the group containing the pupil.

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

Where necessary, the group leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- details of medical conditions.
- emergency contact numbers.
- the child's GP's name, address and phone number.
- information on whether the pupil has spent a night away from home before and their ability to cope effectively.
- written details of any medication required (including instructions on dosage/times)
- parental permission to administer.
- parental permission if the pupil needs to administer their own medication or agreement.
- for a volunteer teacher to administer.
- information on any allergies/phobias.
- information on any special dietary requirements.
- information on any toileting difficulties, special equipment or aids to daily living.
- special transport needs for pupils who require help with mobility.

PARENT VOLUNTEERS

Parent volunteers can be a valuable resource for schools and can be involved in both school based activities and school trips and visits. A parent who volunteers to help on a trip must be carefully vetted and selected and must understand what his or her role and responsibilities are. Parents/adults who volunteer for one-off visits do not require a DBS but will be unable to be left alone with a child. **It must be made clear that regardless of the parent's particular responsibility it is the teachers on the trip who are primarily responsible for the supervision of the pupils in accordance with School Teacher's Pay and Conditions.**

It is important that parent volunteers are properly briefed about a school visit or activity. Whenever a parent volunteers to help with a school activity the teacher in charge of the activity should ensure that the parent receives information about the activity and associated procedures. This can be done either verbally or by giving the parent copies of relevant information, or both. It must always be remembered that however well known a parent is in school it is unlikely that he or she will be familiar with the school's procedures, the code of conduct and its safety procedures including emergency procedures.

Whether or not to allow volunteers to be in charge of a group depends on a number of factors. The risk should be assessed carefully and discussed with EVC if unsure.

EMERGENCY PROCEDURE

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

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.

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 School Learning Area, 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)

Staff in situ:

- assess the situation and establish the nature and extent of the emergency as quickly as possible.
- ensure that all the group are safe and looked after.
- attend to the casualty and get immediate medical attention for them
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures.
- ensure that a teacher or teaching assistant accompanies anyone requiring hospital attention and that the rest of the group are adequately supervised at all times and kept together.
- inform the school contact. The school contact number should be accessible at all times during the visit.

Appendix A

