

# St Alban's C.E Primary School



## Educational Visits policy

**May 2025**

Updated: May 2025  
Review date: May 2026

This policy forms part of our documentation that supports our commitment to safeguarding and promoting the wellbeing of children and young people.

# Our school vision



Our vision is that all our pupils should grow in:

**Faith** in God, or be inspired by faith, and in their own ability to fulfil their potential,

**Hope** to be the best of examples, to work to change themselves and the world for the better, and

**Love**, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

***FAITH, HOPE AND LOVE***

1 Corinthians 13:13

## **EDUCATIONAL VISITS**

### **1. INTRODUCTION**

This policy covers all educational visits that occur off the school premises, and those which take place outside the classroom while remaining on the school premises. This includes any member(s) of staff taking an individual child, groups of children, whole classes, key stages or all the children in the school, and ranges from mini beast searches in the school grounds, walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities.

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education at St. Alban's Primary School. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect. The benefits include; Developing Individual Potential, Spiritual and Emotional Development, Improved Understanding and Awareness of the Environment, Other Cultures and Real World Learning, Improved Learning Skills, Improved Teamwork and Improved Relationships. The school runs a wide range of Educational Visits. These include:

- Walks around the local area, sport activities in the cage, including visiting the local church, Coram's Fields, Grey's Inn and Leather Lane market.(Appendix 1 )
- Sports and Art activities in the local area organised by CSSA.
- Half-day or full day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- An annual residential visit for children in year 5 and 6 with a focus on the 'Outdoor and Adventurous' curriculum.

### **EMPLOYER'S POLICIES, OEAP NATIONAL GUIDANCE and Evolve**

The London Borough of Camden has adopted the OEAP National Guidance and Evolve for its Guidance for Off-Site Visits and Related Activities and learning Outside the Classroom (LOtC) activities. St. Alban's Primary School also uses this Guidance when planning and taking children on school visits as well as the requirements of this school policy. It can be found on the Evolve system at <https://evolve.edufocus.co.uk/evco/assets/camden/2016%20camden%20final.pdf>

If there appears to be any conflict between them, then our school policy must be followed and clarification sought from the EVC.

## **2. ROLES AND RESPONSIBILITIES**

The **Local Authority** are responsible for:

- Approving overseas, residential and adventurous activities
- Giving advice to Educational Visits Co-ordinator.
- Giving access to appropriate training.
- Ensuring relevant risk assessments are completed and in accordance with London Borough of Camden guidance.
- Monitoring work of Educational Visits Co-ordinator.

**Governors** are responsible for:

- Supporting the Educational Visits Co-ordinator.
- Being aware of visits and asking questions about their educational objective.
- Ensuring the Educational Visits Co-ordinator has explored all risks, put in place safety procedures, included all pupils and informed London Borough of Camden if necessary.

**Head teacher** is responsible for:

- Appointing an Educational Visit Co-ordinator and ensuring that the EVC has received training for their role;
- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that each visit has an appropriately competent Group Leader;
- ensuring that all teachers are aware of the LA guidance;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff.

**Educational Visits Co-ordinator (EVC)** is responsible for:

- training staff in how to use the Evolve system for risk assessments and educational visits and liaising with staff about these visits;
- reviewing and evaluating risk assessments for submission to the Headteacher for approval;
- keeping an up to date Educational Visits Policy, transport and medical forms for each class and making these available to the staff;
- Monitoring the Evolve system and ensuring risk assessments are submitted in time for approval and evaluated;

- ensuring accreditation / verification of providers has been checked;
- ensuring correct ratio of adults to children and first aid supervision in place;
- ensuring transport and accommodation arrangements meet standards required by LA;
- keeping copies of accident or incident reports with support of the office staff;
- organising related staff training;
- sending out a generic consent forms at the beginning of every year for local visits keeping a master copy in the school office;
- ensuring parents are informed of trips by group leaders and have given consent if a donation is requested or the trip takes place out of school hours;
- reviewing systems and monitoring practice;
- ensuring teachers update their risk assessment record for their class general information about pupil's medical conditions, special needs and behaviour for every trip;
- ensuring visits are evaluated to inform the operation of future visits when necessary.

The **Group Leader** has overall responsibility for the supervision and conduct of the pupils during the visit and must:

- Use the 'Educational Visit Checklist' (Appendix 2) to plan the visit.
- Carry out preliminary visit risk assessment to decide the level of planning required.
- If appropriate, ask whether the provider holds a valid Learning Outside the Classroom (LOtC) Quality Badge. (Details of the badge and a list of holders can be found at [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)) This will be covered using the Evolve System
- If not, then the provider is required to complete the 'Provider Questionnaire' (Appendix 5), and a preliminary visit may be required to assess the risks.
- Complete the Evolve Risk Assessment and attach group Medical/Behavioural and Transport forms, as well as add event specific notes that would not be included in a generic risk assessment.
- Ensure correct ratio of adult supervision.
- Make pupils and other adults aware of all aspects of the visit, including risks, groups, behavior expectations, what to do if lost and the focus of the trip.

#### **Continually assess risk during the visit.**

- Take a first aid box, sick bags, two sets of all inhalers and epi-pens.
- Take a charged mobile phone for emergency use.
- Take a copy of the risk assessment and give a copy to the second member of staff on the trip.
- Inform parents of their child's participation in a particular visit. The letter will be a reminder of consent given and will also be an opportunity to update participant information. Activities that involve a charge, or that include agreement to any payment or cancellation terms, will need individual consent by parents to the financial arrangement.

- Obtain permission from parents, unless they have signed the yearly consent form and it is a local visit.
- Recognise children's medical, SEN needs and behaviour requirements by using the class medical/behaviour form (Appendix 1) up to date, put appropriate measures in place to reduce the risks and add these to the event specific notes on Evolve.
- If trip is outside school hours; take a list of children's names, addresses and telephone numbers, in case parents need to be contacted.
- 'Check out' and 'check in' before and after a visit by phoning the school office on arrival and when leaving the venue. If it is a residential visit, leader to phone HT or DHT am and pm and a text sent to parents.
- Ensure all pupils and supervisors arrive back at school safely.
- Complete the trip evaluation on Evolve within 30 days after the trip to inform future planning and document any incidents if necessary

**Other adults** are expected to:

- Follow guidelines from group leader.
- Ensure the safety of the group they are responsible for: this means parents should not lead a group that their own child is in or bring younger children with them that are in their care

**Pupils** are expected to:

- Wear appropriate clothing and footwear.
- Behave appropriately.
- Consider their safety and the safety of others.

Visit Leaders must refer the 'Education Visit Checklist' as part of the risk management process (appendix 2). A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. The Evolve model: based on STAGED: Staffing, Transport, Activity, Group, Environment, Distance from base should be used to determine the level of planning and whether an additional risk-benefit assessment form is required.

When using an external provider, such as an activity centre, for which you have received appropriate assurances, you need to assess the risks only for those aspects of the visit where St. Alban's staff are in charge (e.g. transport to and from the venue and supervision during non-programmed time).

When using a provider, you do not need copies of their risk assessments. If they hold a valid Learning Outside the Classroom (LOtC) Quality Badge (or, in the case of adventurous activities within the scope of the schemes, an AALA licence or Adventuremark) this provides assurance that they meet accepted standards of risk management. Otherwise you should seek written assurance that they have appropriate risk management systems in place.

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended learning benefits.

### **Generic risk assessments**

Regular local visits and activities such as; swimming lessons at the Caledonian Pool, CSSA sporting fixtures, Camden events, walking visits around London and coach travel are all covered by generic risk assessments which form the agreed principles for conducting these visits. However, these will need to be accompanied by Evolve, SAGED risk benefit assessment, described above, if any of these aspects are not covered adequately in the generic risk assessment.

### **Ongoing Risk Assessment**

Monitoring of the visit must be on-going during the visit, and this contributes towards both enjoyment and safety.

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (eg Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain etc.

## **3. RISK MANAGEMENT AND RISK-BENEFIT ASSESSMENT**

'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

**In considering risk, there are 3 levels of which visit leaders should be mindful:**

- **Generic Risks - normal risks attached to any activity out of school. These will be covered by reference to the 'Educational Visits Checklist', and the school's generic risk assessments.**
- **Event Specific Risk - any significant hazard or risk relating to the specific activity that is not covered in the generic risk assessments. These should be recorded on Evolve in the event specific notes and using Camden risk assessments**

- **Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.**

### **Supervision Ratios – Routine (Category ‘A’) Visits**

The DfES HASPEV Guide recommends the following ratios for routine visits and

#### **Camden has adopted these as the minimum ratio:**

- 1 adult for every 6 young people Years 1 – 3 (higher ratio with those less than 5 years of age)
- 1 adult for every 10 – 15 young people Years 4 – 6

There should be a minimum of one qualified teacher on every school trip (*as in loco parentis* remains applicable) and there should always be a minimum of 2 adults on any trip, unless risk assessment can justify otherwise.

The educational objectives of the visit should be borne in mind when determining the number of teaching staff and classroom assistants accompanying the visit.

Swimming ratios should be determined through risk assessment and local guidance. The DfES recommends a minimum ratio of 1 adult to 12 young people in Years 4 – 6. For pupils in Year 3 or below, the ratio should be higher.

#### **Ratio**

As a general guide and in normal circumstances, the adult /child ratio may be:

1 teacher: 6 KS2 children

1 teacher: 3 KS1 children

1 teacher or nursery nurse for 2 EYFS children

However, a professional judgement must be made for **each visit**, by the Visit leader, EVC and Headteacher, as a range of characteristics relevant to the particular visit should determine the ratio.

These are:

- Type, duration and level of activity
- Needs of individuals within the group medical, SEN and behaviour
- Experience and competence of staff and accompanying adults
- Nature of venue
- Weather conditions at that time of year
- Nature of transport involved

The competence of supervisors and the supervision arrangements are more important than ratios.

### **St Alban’s guidelines on supervision ratios for classes 25-30 children.**

**Key Stage 2: 2 paid members of staff and at least 3 adults (1 adult to 6 children.)**

**Key Stage 1: 3 paid members of staff and at least 6 adults (1 adult to 4 children.)**

**Reception: 4 paid members of staff and at least 6 adults (1 adults to 3 children.)**

**Nursery: 4 paid members of staff and at least 9 adults (1 adult to 3 children.)**

**There has to be at least this amount of adults for the trip to proceed.**

**Where the party is of mixed ages the youngest children must be supervised at their given ratio.**

**Smaller groups are at the Head Teacher's discretion according to the particular children, mode of transport length of visit etc with a minimum of:**

**1 teacher: 6 KS2 children**

**1 teacher: 3 KS1 children**

**1 teacher or nursery nurse for 2 EYFS children**

### **Transport**

Classes may be taken on the bus, tube, train and coach or the class can walk to the venue. If you do walk, and this takes more than 30 minutes, public transport must be taken for the return journey.

**A member of staff should be first on and last off any form of transport, including lifts and escalators**

Free tube travel is available from [www.transportforlondon.gov.uk/schoolparty](http://www.transportforlondon.gov.uk/schoolparty) at least two weeks in advance.

### **4. VOLUNTEERS**

When going on a trip, volunteers who are not DBS checked, should not be in-charge of a group or left alone with any children.

### **5. RESIDENTIAL ACTIVITIES AND OVERNIGHT VISITS**

When going on a school residential the trip leader must ensure that they have the emergency contact details, parental consent and medical forms for each child participating in the trip. In cases where there are significant medical or behavioural needs a care plan must be created for the child with the trip leader and parents on the advice of medical professionals.

There should always be a male and female member of staff on school residential trips. If this is not possible, the school needs to ensure they have asked all male members of school staff and governors and informed the parents know that there will not be a male member of staff on the residential.

Visit leaders should be housed in the same building and where possible the same floor as the children.

A parents information meeting must be given before a residential takes place and a record of attendance taken.

If the residential is overseas, school journey insurance is required.

### **6. EMERGENCY PROCEDURES AND INCIDENT REPORTING**

Visit leaders must identify a school contact and telephone number for Emergencies on the Evolve Risk Assessment. The Emergency Contact(s) should have access to all details of the visit, including the itinerary, venue details, names and emergency contact details for all participants including staff. In the case of an emergency, teachers and visit leaders should follow the guidance in Action in an Emergency (appendix 3 and 4). If for any reason the visit leader is unable to contact the Emergency Contact then they should phone the Camden Emergency number 0207 974 4444.

**Plan B**

Despite the most detailed and careful pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of a Plan B. Not having a Plan B has been a common cause of accidents. The Plan B must be included in the Evolve risk assessment.

**6. INCLUSION**

All children are entitled to participate in all our Educational Visits. Adaptation or modification to activities is to be made if needed and possible to include all children unless the Headteacher has evidence to deem the trip a danger to the child's safety and/or wellbeing.

School is in a position to support those families who are unable to make donations for educational visits. Parents are encouraged to contribute but no child is excluded if they do not bring their financial contribution.

**7. HEALTH AND SAFETY**

The School's Health and Safety Policy will be adhered to fully when taking children out of school.

Signed by the Chair of Governors.....  
Signed by the Headteacher.....

## Appendix 1 – Consent form for visits in the local area

### CONSENT FORM FOR VISITS IN THE LOCAL AREA

Please sign and date the form below if you are happy for your child,

\_\_\_\_\_

- a) To take part in school trips and other activities that take place off school premises but in the local area
- b) Play sports at lunchtime in the school playground and local playground next to the school premises
- c) To be given first aid or urgent medical treatment during any school trip or activity.

#### Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
  - Visits off school premises in the local area including:
    - Local sports pitch
    - Local Church
    - Grey's Inn Square and Gardens
    - Leather Lane
    - Local Mosque
    - Coram's Fields

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school's curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

#### MEDICAL INFORMATION

Details of any medical condition that my child \_\_\_\_\_ suffers from and any medication my child should take during off-site visits:

.....  
.....  
.....

**Signed**.....

**Date**.....

## Appendix 2 – Educational Visit Checklist

St Alban's C.E Primary School Educational visits	
Class:	
Name of teacher in charge of visit: Class	
Date of teacher's pre-visit:	
Proposed date of visit:	
Aim of the education visit:	
Cost details:	
Activity the children will do on the visit:	
The following information to be given to the school office: Times:  Leaving:  Returning  Lunch:  Lunch arrangements:	
<b>Check list – please tick:</b>	
Headteacher informed	
Risk assessment completed on Evolve and given to HT	
Packed lunches ordered in writing to office at least a week before trip (free lunches should have a packed lunch)	
Printed class list to take on trip and given to school office (make sure the register is taken before you depart)	
First aid box checked	
Medication including asthma pumps that need to be taken: (name children)	

Wrist bands and yellow vests – KS1 Yellow vests – KS2
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Any other relevant information:
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### **Appendix 3-Action in an Emergency**

- ◆ Despite good planning and organisation there may be accidents and emergencies which will require an on the spot response by the leaders. These cannot be comprehensively defined but range from temporarily lost children, minor injuries and food poisonings to more serious injury or fatality. A recommended framework of procedures to be followed in the event of an incident resulting in serious or fatal injury is provided below.
- ◆ Activity Centres should have their own emergency procedures. Organisers should request a copy of these in advance of the visit and compare them with the LA standard. If the Centre procedures are significantly different or are deficient by comparison, before the visit gets under way, organisers should agree with the Centre management exactly what procedures will be followed. **Centre and school staff supervising the party should be made fully aware of what is agreed.**
- ◆ On the reconnaissance visit, the Group Leader / Teacher-in-Charge should assess the emergency procedures against the information provided and the LEA's standard.
- ◆ The recommended procedures are:
  1. Establish the nature and extent of the emergency.
  2. Make sure all members of the party are accounted for and are safe.
  3. If there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid.
  4. Establish the name(s) of the injured and call whichever emergency services are required.
  5. Advise other party staff of the incident and that the emergency procedures are in operation.
  6. Ensure that an adult from the party accompanies casualties to hospital.
  7. Ensure that the remainder of the party is adequately supervised throughout and arrange for their early return to base.
  8. Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
  9. In the event of a fatality take immediate advice from the relevant Emergency Service.
  10. If abroad, the British Embassy or Consulate should be contacted as soon as possible.
  11. Control access to telephones until contact is made with the Headteacher, emergency contact point or designated senior member of staff and until they have had time to contact those directly involved.
  12. Give full details of the incident,;

- Your Name
  - Nature, date and time of incident
  - Location of incident
  - Details of injuries
  - Names and telephone numbers of those involved
  - Action taken so far.
13. The Headteacher will inform the Chair of Governors and agreement must be established on:
    - means of informing parents
    - contact point for the media.
  14. On being informed of a fatality the Headteacher or designated senior staff member should alert the Local Education Authority by contacting the Director of Education or in his absence the senior officer-in-charge of the Department on 020 7974 1505 or 020 7974 4444 (Council switchboard out of office hours). Please note that the Education Department has arrangements for 24 hour contact with a senior officer.
  15. It is not for the party leader or any other staff member of the party to discuss matters with the media. The contact point may be the Headteacher, Chair of Governors or another Governor. Alternatively the school may wish to use all the services of the Council's Press Office. Twenty-four hour contact can be made using the telephone numbers given above.
  16. The Head should arrange to contact parents/ carers of those involved. For a serious incident the Head should contact parents of all party members.
  17. The party leader should write down all relevant details while they are still fresh in the memory. Other party staff members should also be asked to do so. A record should be kept of names and addresses of any witnesses. Any associated equipment should be kept in its original condition.
  18. Legal liability should not be discussed or admitted.
  19. If the journey has been organised by a tour operator or other provider they should be contacted as soon as possible.
  20. Complete all accident forms and contact insurers and the Health and Safety Executive if appropriate. Receipts for any expenses incurred have to be kept as they will be required by the insurers.

## Appendix 4: Risk Assessment for children getting lost or left behind on an Educational Visit (including swimming)

### St Alban's CE Primary School – Risk Assessment for children lost on a school trip:

Before trip –

- Children EYFS, KS1 and year 3 and 4 wear wrist bands and high vis vests with school name on the back. Year 5 and 6, high vis vests with school name on the back.
- Teacher to review what children should do if they get lost:
  - **Stay put**
  - Wait for a **worker** if on tube or public place museum etc.
  - If on streets, a friendly looking **member of public**
  - Explain what has happened and tell them the **name of your school**
  - They need to call the school and we **send a member of staff**
  - **HT** to contact **Camden: Rhianne Swaine and LDBS: Helen Ridding** and alert them of what has happened.
  - **DHT** to update the **school risk assessment**
  - **Parents** to be contacted and meeting set up

### St Alban's CE Primary School – Risk Assessment for children left behind on a school trip:

- Teacher to take a register before **leaving the school** and compare this against the **register taken in the morning**. Explain to children what to do if they get lost during transit.
- Teacher to **retake register** when arriving at the site of the school trip and **phone school** to let them know they have arrived.
- Teacher to take **head counts** and have them **double checked** by another member of staff at **regular intervals** during the trip.
- When **arriving** at destination – allocate a **lost spot** that is visible and accessible for children. Explain if they get lost, then head straight there and **wait**.
- Take head counts to and from **bathroom trips**.
- **Before leaving** venue take another **register** and explain what to do if they get **lost during transit**.
- **Phone school** and let them know you are returning
- **HT** to contact **Camden: Rhianne Swaine and LDBS: Helen Ridding** and alert them of what has happened.
- **DHT** to update the **school risk assessment**
- **Parents** to be contacted and meeting set up
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## Appendix 5: London Borough of Camden Guidance for Off-Site Visits and Related Activities with National Guidance & Evolve.

Please click on or copy and paste the link below:

<https://evolve.edufocus.co.uk/evco/assets/camden/2016%20camden%20final.pdf>