



# **Educational Visits Policy**

## **2024-2026**

### **Mission Statement**

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Resources
Agreed by Governors on	June 2024
Chair's Signature	
Staff Member Responsible for Review	Educational Visits Co-ordinator
Date for Review	June 2026

## **Context**

We believe that educational visits are an integral part of the curriculum and learning experience for every child. Appropriately planned visits and visitors enhance learning and improve attainment, and so form a key part of what makes the Sacred Heart Primary School a supportive and effective learning environment.

Our Educational Visits Policy is written in accordance with 'Health & Safety: DfE Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies' (2012) and Merton's guidance 'There and Back Again' (2013). It aims to provide a clear and coherent structure for the planning and evaluation of our educational visits.

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 practising 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, i.e. 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. Our priority at Sacred Heart is to ensure that all visits are Safe, Educational and Enjoyable!

## **Application:**

- As employers, the governors are responsible for all educational visits. They may scrutinise all or specified visits.
- The head teacher is responsible for the approval of all risk assessments and the final approval of all educational visits.
- The Educational Visits Co-ordinator is responsible for ensuring all teachers are aware of the correct procedures for organising educational visits.

- Party leaders are responsible for all aspects of the planning, risk assessment and organisation of educational visits.
- The party leader will be a qualified teacher with at least one year's experience. ECTs can be deputy leaders, but their classes will need to be accompanied by an approved party leader.
- Teachers who are new to the school will also be accompanied by an approved party leader until it is deemed appropriate for them to be party leaders.

#### **School approval system:**

- The party leader will normally be a class teacher, who will be responsible for the planning and management of the educational visit.
- As part of this process, they will:
  - Complete an initial approval form, which will be signed by the head teacher, before the trip is booked.
  - Go on a pre-visit if required to assist with risk assessment.
  - Complete a risk assessment, signed by the head teacher.
  - Send a consent letter to the parents.
  - Complete a list of children and staff's medical requirements and contact details, which must be taken on the trip.
  - Complete an itinerary for the day, including transport, workshops, lunch slots and groups (see appendix)
  - Meet with and prepare written instructions for parent helpers, outlining the expectations and aims of the day. A copy of the itinerary and risk assessment should also be included.
  - Obtain final approval from the head teacher, at least two weeks in advance.
  - Complete an evaluation form upon return, identifying any first aid administered and any issues that arose.
  - A copy of all the above documents should be filed in the school office.

#### **Risk assessment:**

- A risk assessment should be completed by the party leader for each educational visit.
- The school uses the Merton standard risk assessment form. This outlines general information about the educational visits, generic risks, site-specific risks and ongoing risks that need to be considered. The venue's risk assessment may be referenced for any site-specific risks.
- Risk assessments should be signed by the party leader, the Educational Visits Coordinator and head teacher.
- A pre-visit to the visit's destination must be undertaken by all party leaders to assist with risk assessment, unless they have already made a previous visit to the same destination. This may be within school hours, if deemed appropriate by the head teacher. During this stage, the possibility of all adults and/or children wearing high visibility jackets should be considered.

#### **Ratios**

For a class of up to 30 children, there should be at least 3 adults on each educational visit: one party leader (a qualified teacher with at least one year's experience), one deputy leader (a member of

school staff) and one responsible adult. However, actual ratios will depend upon the age of the children, the venue, activity and means of transport.

Any parent helpers who are acting as responsible adults must be given written information about procedures they should follow, and a copy of the itinerary for the educational visit. They should also be directly supervised by staff who have been DBS checked.

Children with an EHCP may need to have 1:1 support. The supporting adult should only be responsible for this child, and is in addition to the expected ratio.

### **First Aid**

All EYFS visits must have a qualified First Aider accompanying the group. For other age groups, if this is not possible, there must be a designated First Aid provider, who carries basic First Aid equipment. All medications for individual children listed on the risk assessment must be carried by the appointed first aider and administered as instructed.

### **Behaviour**

To ensure the safety and enjoyment of all on the trip, behaviour rules and expectations for school trips should be clearly articulated through our four behaviour rules. These need to be adapted to suit the trip e.g. a zoo, near water etc. (see appendix). For younger children or for pupils with SEND, social stories about trips should be used.

### **Transport**

Journeys should be via the easiest route, which may not always be the quickest or most direct. This pre-planned route must be followed at all times. If for any reason this route cannot be followed, a member of the Senior Leadership Team should be contacted for further advice.

- EYFS and Y1 should use only coaches to provide transport for their educational visits. Y1 may also use buses within the local area.
- Y2 and KS2 classes should use buses, trams and/or trains as transport methods.
- Y5 and Y6 classes may also use the tubes, if the journey is approved by the head teacher.
- Tickets should be booked as far in advance as possible (at least 14 days) and transport staff should assist boarding and alighting the train, if possible.

### **Parental Consent**

Before each educational visit, parents will be sent a consent letter detailing the trip's date and location and anything their child may require. If any parent does not wish for their child to attend the trip, they will be responsible for their child on the day of the educational visit.

If there is a cost for the educational visit, parents will be asked for a voluntary contribution. However, if there are insufficient funds, the visit will not go ahead.

Parental consent will be required for any educational visits outside of the normal school hours.

## **Residential Visits**

A member of the Senior Leadership Team should be present on any residential event where possible.

Before any residential visit, a meeting will be held for the parents, informing them of the itinerary for the trip, and providing them with an opportunity to ask any questions they may have.

All parents must provide the school with updated details of any medical and/or dietary requirements their child may have. A copy of these should be carried on the trip.

Before departure, an itinerary must be written for each day's activities, including lunch arrangements and evening entertainment.

During each evening of a residential visit, the daily itinerary will be reviewed and activities for the next day will be finalised, depending on the weather. Any changes made to the original itineraries will be approved by the head teacher and a record of these will be made. Members of staff accompanying the residential visit will take it in turns to be the main adult responsible for each evening on the trip.

## **Emergencies**

All teachers should be familiar with the emergency procedures. (Guidance provided by schools Health and Safety Policy) In cases of a critical incident follow critical incident advice by site visited or adhere to school Critical incident advice within Health and Safety Policy. 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 member of the Senior Leadership Team allocated as emergency contact.

Each class will be allocated a member of the Senior Leadership Team, who will not be in class, to act as an emergency contact for the visit's duration. They should be contactable directly via the school mobile phone, in case of an emergency. They should also be provided with a list of all the children and adults on the visit, including their emergency contact details and medical requirements on the morning of the visit.

Any serious accidents will be reported to the School Business Manager.

### School Trip – Behaviour Expectations

Year/Class:

Trip:

<b>We are safe</b>	<b>We make good choices</b>
<ul style="list-style-type: none"> <li>- Listen to the adults around me</li> <li>- Stay near the adults and only use the spaces my adults tell me</li> <li>- Notify an adult immediately if I feel unwell</li> <li>- Notify an adult if I feel unsure or unsafe</li> <li>- Respect the privacy of others especially when using public bathrooms</li> </ul>	<ul style="list-style-type: none"> <li>- Show excellent behaviour and represent my school well</li> <li>- Respect the authority of all staff to make decisions</li> <li>- Be willing to take responsibility for myself and my actions</li> <li>- Respect the building or environment that we are in</li> </ul>
<b>We are kind</b>	<b>We do our best</b>
<ul style="list-style-type: none"> <li>- Respect the privacy and feelings of others</li> <li>- Respect the leads/adults</li> <li>- Respect and encourage my peers</li> <li>- Respect the environment and surroundings</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and rules</li> <li>- Be willing to take part in all activities and try my best</li> <li>- Look after my belongings</li> </ul>

If I follow these rules, I will:

- Be safe
- Keep others around me safe
- Have a fun time!
- Earn house points
- Earn Golden Time/extra play

If I do not follow these rules, these are the following consequences:

- I am spoken to by a staff member
- I lose out on some activity time
- I may not be able to eat or have free time with my friends
- I do not take part in activities
- I am sent home

## School Trip – Behaviour Expectations on Residentials

Year/Class:

Trip:

<b>We are safe</b>	<b>We make good choices</b>
<ul style="list-style-type: none"> <li>- Listen to the adults around me</li> <li>- Stay near the adults and only use the spaces my adults tell me</li> <li>- Notify an adult immediately if I feel unwell</li> <li>- Notify an adult if I feel unsure or unsafe</li> <li>- Maintain good hygiene</li> <li>- Respect the privacy of others especially when in the bathroom, getting changed etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the authority of all staff to make decisions</li> <li>- Be willing to take responsibility for myself and my actions</li> <li>- Be willing to give up things I want to do for the benefit of others</li> </ul>
<b>We are kind</b>	<b>We do our best</b>
<ul style="list-style-type: none"> <li>- Respect the privacy and feelings of others</li> <li>- Respect the leads/adults</li> <li>- Respect and encourage my peers</li> <li>- Respect the environment and surroundings</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the instructions and rules</li> <li>- Be willing to take part in all activities</li> <li>- Look after my belongings</li> </ul>

If I follow these rules, I will:

- Be safe
- Keep others around me safe
- Have a fun time!
- Earn house / team points
- Earn extra free time / play

If I do not follow these rules, these are the following consequences:

- I am spoken to by a staff member
- I lose out on some activity time
- I may not be able to eat or have free time with my friends
- I do not take part in activities
- I am sent home

Appendix 2 : Table for groupings of adults and children

<b>Year ___ Trip to _____ - Groupings</b>			
<b>St A Class</b>		<b>St B Class</b>	
<b>Class Teacher 1</b>	<b>Teaching Assistant 1</b>	<b>Class Teacher 2</b>	<b>Teaching Assistant 2 – First Aid</b>
<b>Parent 1</b>	<b>Parent 2</b>	<b>Parent 5</b>	<b>Parent 6</b>
<b>Parent 3</b>	<b>Parent 4</b>	<b>Parent 7</b>	<b>Parent 8</b>

Appendix 3 : Itinerary / timetable of the day

<b>Year ____ Trip to _____ - Itinerary</b>	
<b>Time</b>	<b>Activity</b>
8.30	Arrive and wait in the office Re-read the risk assessment and group allocation
8.55	Registration / joining your class
9.00	
09:10	
09:30	
10:00	
10:05	
10:20	
10:50	
11:00	
12:15	
12:30	
14:50	Depart London Zoo