



DOROTHY BARLEY JUNIOR ACADEMY EDUCATIONAL VISITS POLICY

Other related policies:

- Teaching and Learning
- Inclusion
- Curriculum
- Health & Safety
- REAch2 Charging & Remissions Policy
- Safeguarding and Child Protection

This policy was devised and adopted in January 2017

It was last reviewed September 2025

Next review: September 2026

1. INTRODUCTION

Dorothy Junior Barley Academy serves a richly diverse community therefore we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

Our curriculum is based on the National Curriculum. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (secondary school ready), and enable them to be successful in the community.

2. School Values and Aims

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises.

Each year the school arranges a number of educational activities and visits that take place off the school site and/ or out of school hours, which support the aims of the school. These include:

- Out of hours' clubs
- Inter school team sports, such as football, tag rugby and Sports Hall Athletics
- Regular nearby visits (libraries, parks, shops, places of worship)
- Day visits for particular year groups (theatres, museums, art galleries, environmental activities)
- Residential visits and activities, which might be classed as adventurous.

3. Roles & Responsibilities

Under the statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfES requirements and LA guidelines. This school's EVCs are the DHT and HT. The HT must ensure that all EVCs must complete an accredited Outdoor Education Advisers Panel (OEAP) EVC training course before they are put in-role.

The specific responsibilities include:

- Local Authority/REAch2 – to approve overseas, residential and adventurous activities
- Headteacher – to approve visits and assesses competence of visit leaders
- EVC – to approve visits, maintain records, provide advice and documentation, assess competence, produce and monitor a school policy, liaise with LA/REAch2
- Visit leader – to plan visits in line with procedures in this policy, including liaising with the office and EVC, completing risk assessments and relevant forms and continually assess risks
- Supervising teachers and other adults – to supervise children, continually assess risks, manage risks in line with risk assessment
- Pupils – to follow instructions and procedures in line with the risk assessment

As long as the school and local authority guidance is adhered to, any problem resulting in injury will normally be considered an accident.

4. School Protocol: Approval Procedure

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc. – will require the prior approval of the headteacher and EVC. The Governing Body can access copies of letters to parents about educational visits, so they are kept informed of all visits.

In addition, visits that are either:

- Overseas
- Residential or
- Involving adventurous activity

will require the additional approval of the LA/REAch2. Further approval may also be required from the governing body for visits of these types.

If an external provider or tour operator is being used, they must complete the detailed Form EV4 at the time of the provisional booking.

AALS licences/Adventure Mark badges are required for providers that offer adventurous activities that are in scope (*an adventurous activity is defined as an activity which is exciting and challenging and which involves significant inherent risk of harm, without which the activity would lose much of its value, and/or which takes places in a remote or hazardous location*). It is important that trip leaders/EVCs ensure that providers are only used for adventurous outdoor activities if they hold such licenses, and they are in date.

It is essential that all visits have sound and clearly stated educational aims. Trips ‘for the sake of it’ will not receive approval.

5. Parental Consent

Parents should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed basis (known as ‘Acknowledgment of Risk’).

The letter to parents should therefore give full details of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements, and ensure that the detail of other incidental activities is included. The letter should also state the cost of the visit per child. (Please see REAch2 Charging and Remissions Policy for further details)

Written consent is expected for all educational visits and children will be prevented from attending visits if written consent is not returned.

"I give permission for my child _ to take part in I have read and understand the information about the visit. I enclose my voluntary contribution."

In the case of sports fixtures, the reply slip should read: -

"My child _ is able to play in the match (at) on"

I have read and understand the information in the letter, and give permission for my child to take part."

6.Staffing

a) Competence

Any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits this will be assessed by the Headteacher and/or EVC.

b) Ratio

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

	Local or using coaches		Using public transport	
Age	Adult/pupil ratio	Example class of 30	Adult/pupil ratio	Example class of 30
Nursery	1:2-3	10-15 adults plus visit leader	1:2	15 adults plus visit leader
Reception	1:3-4	8-10 adults plus visit leader	1:3	10 adults plus visit leader
KS1	1:8	4 adults plus visit leader	1:6	5 adults plus visit leader
KS2	1:10	3 adults plus visit leader	1:8	4 adults plus visit leader

However, a professional judgement must be made for each visit, by the Visit leader, EVCs 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 (including Behavioural, SEND and Medical)
- Experience and competence of staff and accompanying adults
- Nature of venue/activities and risk
- Weather conditions at that time of year
- Nature of transport involved
- Any changes which have occurred just prior to the visit after the initial Risk Assessment or Pre-Visit has taken place

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

c) Supervision

Pupils must be supervised throughout all visits.

During longer residential visits it is essential that staff work closely with external staff (when appropriate) to maintain supervision of the children. An off duty rota could be arranged with the visit leader so that a minimum of 2 adults are on duty at all times. All such arrangements should be authorised by the Headteacher.

7. Risk 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).

All trips must have their own risk assessment documents which consider fully all of the below-listed levels of risk, as well as risks relating to individual needs.

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 self-assessment.
- Event Specific Risk - any significant hazard or risk relating to the specific activity that is not covered in the generic policies. These should be recorded on Form EV5.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

Risk assessments must also account for the specific needs for all of the group. This may include, but not be limited to, medical needs, physical needs, emotional needs, as well as personal emergency evacuation plans (PEEP) where applicable. Staff must be aware of the needs and risks associated with individual pupils and not adopt a complacent attitude as a result of previous risk free visits.

Pupils should be involved in risk assessment and management. This may include identifying potential risks and discussing their role in reducing risks. Through this they will develop risk awareness – an educational issue as well as a safety issue. It is an essential life skill.

The publication 'Group Safety at Water Margins' must be consulted when assessing risks where the visit involves walking along the seashore, collecting samples in ponds or rivers, or paddling in shallow water.

The health and safety of those involved in a visit overrides any disability act.

On the day of the Visit

- Refer to the checklist
- Collect Hi-vis jackets
- Collect first aid kit(s)
- Take asthma pumps and AAI/medication as necessary
- Brief supervising adults, including parents
- Ensure mobile phones are working, that the office has the number(s) and that they are switched on during the whole visit
- Count number of pupils regularly, and always when changing locations

8. Inclusion and Access to trips- managing behaviour/vulnerability risks

We are an inclusive school and as such we expect all children to attend school visits.

Please note, exclusion from a trip will only be considered based on the following persistent behaviours, vulnerability concerns:

- Absconding around the school
- Repeated refusal to engage with/follow the instructions of adults
- Other unsafe behaviour (climbing fences etc.)
- If a child's additional needs would make the trip unsafe, or upsetting. This risk will be managed where possible to ensure that the child still accesses the trip

If there are concerns around a child's behaviour or access to trips the following procedure will be in place:

- 5 days before the trip the Class Teacher raises concerns with the year group lead who makes an initial call to the parent. Notice is given that the parents may need to accompany the child on the trip or that they may not be allowed to go at all unless behaviour improves. For children with special educational needs the details of the trips and access arrangements will be discussed with the parents to assess suitability and any additional arrangements
- Behaviour/access is monitored daily and feedback given to parents
- The morning of the day before the trip the parents are informed about the school decision

The decision to exclude a child from a school trip is the responsibility of the Headteacher or Deputy Headteacher.

9. Plan B

Despite the most detailed and careful pre-visit planning, things can go wrong on the day, e.g. 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.

10. Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc. If travel is by coach or minibuss, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule.

If any pupils are to travel by car, the driver must complete Form EV6. This is also relevant to sports fixtures. A new form must be completed every academic year.

11. First Aid

The level of first aid provision should be based on risk assessment. On all visits there should be a responsible adult who has a good working knowledge of first aid. The Appointed Person First Aid Certificate is the minimum requirement for residential visits.

First aid kits are available from the medical room/main office. If the visit involves the party splitting up, a kit should be taken for each group. If a child has a care plan in place a copy of this must be taken on the trip, along with any medication that has to be taken with regards to that care plan.

12. Water 'Margin' Activities

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfES 'Group Safety at Water Margins' and OEAP (Outdoor Education Advisers' Panel) 7i Group Safety at Water Margins (April 2018) is relevant. All staff should be provided with a copy of these documents prior to the visit. Staff to note that both documents are located on the staff drive T:\Policies\Health & Safety\2018-2019 Policies.

13. Educational Visits Checklist

The Educational Visits Checklist is an essential part of the risk management process and should be adhered to for all visits.

14. Evaluation

Within a week of a visit, the visit leader should evaluate the visit with the other supervising adults and inform the EVC of any aspects to be considered in future planning.

15. Booking Procedure

Please inform the following people about proposed visits out of school before booking:

- Headteacher and Deputy Headteacher
- Educational Visits Co-ordinator (EVC)
- Admin Officer

If the Headteacher and EVC have not agreed to the visit, and the necessary forms are not completed, then **THE VISIT MUST NOT GO AHEAD.**

16. Review

This policy is reviewed annually. It is next due for review in **September 2025**



Signed: C Leicester, Headteacher 30.08.24

Appendix 1 – Educational Visits Protocol/Flowchart for Staff

Please note the school uses Evolve for planning and risk assessing its educational visits. Evolve is an online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities.

School procedural expectations are as follows:

1. Inform the Headteacher and Deputy Headteacher, check that proposed dates are convenient and ensure it is added to the calendar.
2. At least 3 WEEKS before the trip the Year Group Lead needs to prepare trip letter and notify the office team.
3. At least 3 WEEKS before the trip the allocated administrator needs to set up parent pay, book tickets where necessary according to trips timetable for the academic year.
4. At least 2 WEEKS before the trip member of staff organising the trip should thoroughly plan and carry out research to ensure all aspects are covered relating to the suitability and safety of the pupils and staff. Where possible a pre visit to the location by the member of staff should be undertaken.
5. Risk assessments to be completed and signed by Headteacher. Template risk assessments are available and some organisations have their own risk assessments which you can attach.
6. Educational Visits Approval form (EVA1) to be completed and authorised by the Headteacher.
7. Complete an Emergency Contact List for staff.
8. Add on to Evolve and upload all documents. Click blue tab 'add', complete form, upload documents.
9. Submit on Evolve to EVC – Admin EVC and DHT. Send notification.
10. Pass paperwork signed by Headteacher to the allocated administrator.
11. Allocated EVC administrator to check all paperwork is present and authorised. Check this is all uploaded onto Evolve.
12. Allocated EVC administrator to ensure all bookings and payments for the trip have been processed.
13. Letter to be uploaded on to Evolve.
14. EVC and DHT to evaluate on Evolve and submit to Headteacher for final approval.
15. Headteacher to check and authorise. If not satisfied with Evolve details return to EVC, with notes to be followed up with trip organiser asap prior to the trip.
16. Allocated EVC administrator compiles trip pack for organiser. If any information is missing allocated EVC administrator to notify either the EVC or Head with sufficient time to resolve concerns prior to the trip.

17. Allocated EVC administrator to file all paperwork in the main office.

2/3 days before the trip:

1. CT/TA to check that all permission slips have been returned. TA/CT to chase any which have not been returned. Remind parents that children will be stopped from going on the trip if we do not have written consent. Verbal consent is not accepted.
2. CT/TA to check who needs medication and chase for the trip if necessary
3. CT/TA to check that trip resource packs are in good order. Check First Aid Kit and contents, check school phone is charged and has credit.

PLEASE NOTE: Phone credit, charge and First Aid Kits are checked weekly by a member of the admin team. This check is logged at the front of the Risk Assessment File.

On the day of the trip:

1. Ensure all details on the RA are still relevant, make written notes/amendments to the documentation if necessary e.g. changes of staff.
2. Check First Aid Kits and school phone for any last minute issues.
3. Ensure all medication for individual children is available for the trip and that all adults are aware of who needs medication and any procedures for administering.
4. If a child has a care plan in place a copy of this must be taken on the trip, along with any medication that has to be taken with regards to that care plan.
5. Ensure all children have lunches. Check this as children enter the classroom in case someone needs to call parents to ask them to bring a lunch in.
6. Ensure children take coats/suitable clothing. Check this as children enter the classroom in case someone needs to call parents to ask them to bring a coat in.
7. Make sure all children are given the option to go to toilet before leaving the building.
8. Ensure groupings are known and headcounts are done. Make sure a final headcount is done when at the Office and about to leave.
9. Ensure children walk in pairs close to their allocated group lead and in a straight and controlled line.
10. Ensure road safety rules are in place e.g. children always walk on the pavement as far away from the edge as possible, adults to stand in the road to stop the traffic and wave children across when crossing, use designated crossing areas where possible.
11. It remains the responsibility of the class teacher to lead the trip assisted by any support staff.
12. As a general rule pupil's should never be left behind on a trip while the rest of the group start their return journey. If a child falls ill or is injured there may be a need for them to remain on site while help is sought. In these exceptional circumstances they should remain on site with **two** adults for safeguarding reasons. Allocating two adults will compromise your pupil-staff ratio so advice should always be sought from SLT by contacting the School Office should such circumstances arise.
13. As soon as you have arrived at your destination and are settled call the school office to let them know you have arrived safely. They will then let SLT know via email.
14. Ensure group and class headcounts are done at regular intervals and at main transition points.
15. When you are ready to leave, allow time for the children to use the toilet.
16. Ensure you have checked the area for any belongings left behind.
17. Make a final group and class headcount.
18. Call the School Office to inform them that you are about to leave and give an ETA. The Office will then email SLT.

19. Should you encounter any problems en-route call the School Office who will advise or who will call SLT for advice.

Use the 8am morning briefing to go over these procedures with staff before the start of each trip.

REMEMBER: You must not leave the school building without ensuring you have the following:

1. Signed Risk Assessment and pupil contacts
2. Pupil medication and care plans
3. First Aid packs
4. School phone (personal phones must not be used)
5. Adequate pupil-staff ratios
6. Lunches
7. Appropriate clothing

