



Start children off on the way they should go, and even when they are old they will not turn from it.”  
Proverbs 22:6

## EDUCATIONAL VISITS & RESIDENTIALS POLICY

|             |                  |
|-------------|------------------|
| Adopted     | Autumn Term 2026 |
| Committee   | Standards        |
| Review Date | Autumn Term 2027 |

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

## Introduction

Educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must have a clear educational purpose, enhancing and enriching our children's learning experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day, but on occasions, take place after school.

## Rationale

Educational visits significantly enrich and enhance children's learning. Visits to museums, galleries, sporting events and residential visits provide children with experiences that cannot be achieved within the school grounds and which contribute to raising achievement and enjoyment in school. Educational Visits have a clear aim and targeted outcomes. They also need to be well planned and maintain a high focus on health and safety. Whilst we do not wish to reduce the positive impact of activities on pupils by attempting to eliminate all element of risk, we will manage and assess risk carefully, reducing it to an acceptable level.

## Aims

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than could be provided on the school site alone
- promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

## Curriculum links

For each subject in the curriculum there is a corresponding programme of activities (which includes visits to the school by specialists). All these activities are in line with guidance published by the LA:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to botanical gardens;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, local museums;
- Geography – use of the locality for fieldwork, village trails;
- Art and design – art gallery visits, use of the locality;
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music – a variety of specialist music teaching, extra-curricular activities, local schools' orchestra concerts for parents to hear;
- Design and technology – visits to local factories or design centres; STEM Activities
- ICT – its use in local shops/libraries/secondary schools etc;
- RE – visits to local centres of worship, visits by local clergy.
- PSHE and citizenship – visit to the fire station or an old people's residential home, visits by local police officers and health workers.

## **Risk Assessment Co-ordinator**

The Educational Visits Co-ordinator (EVC) is currently Mrs Lockett, who is responsible for monitoring all visits. The EVC can offer advice and support on completing Risk Assessments and the Forms required for a visit.

## **All visits**

Children must be reminded of our expectations of the very highest standards of behaviour towards their hosts and those accompanying them on the trip – children and adults.

## **Local Visits**

When children start at Forsbrook CE Primary School, parents and carers receive a pack which includes a form for local visits. These visits involve trips in the locality, carried out during the school day, where children walk and no transport cost is required. You will sign a consent within this pack whereby you give your consent for your child to be taken into the locality. This consent will cover all local visits throughout your child's school life at Forsbrook CE Primary School. Parents will be informed of any offsite visits via the schools text messaging service or an email. Teachers are responsible for ensuring that legal and appropriate adult/pupil ratios are maintained on these trips. These ratios will vary depending upon the location of the visit and the age of the children. A Risk Assessment must be completed prior to these activities by the class teacher.

## **Arranging a Visit**

- Teachers should aim to arrange educational visits well in advance. These must be approved by the Headteacher.
- A pre-visit may be carried out by the lead member of staff in order to assess risk and help organise the visit.
- An Evolve Form must be completed for all visits. These forms are approved by the EVC co-ordinator and the Headteacher. All residential, overseas and adventurous activities are viewed by Entrust Educational Visits Adviser and guidance added.
- A pre-visit must be carried out to any new residential centres by the lead member of staff in order to assess risk and help organise the visit.
- In consultation with the member of staff, letters will be sent out to parents and carers outlining the activities and educational value of the visit.
- The lead teacher must take a copy of the parent/carers consent form containing medical information on the visit, and leave the original in school. Children will not be taken on a visit without the consent form.
- All members of staff and volunteers taking part in the visit must have clear roles and responsibilities.
- The lead teacher or EVC must make all members of staff and volunteers aware of emergency procedures.
- The Headteacher or EVC must ensure there is appropriate insurance cover.
- Volunteers and Students accompanying the visit should have completed a DBS (Disclosure and Barring Service) online application. Volunteers without these may in some circumstances accompany the trip, but cannot lead a group of children. There must be a clear risk assessment in place and volunteers must be fully briefed.
- Volunteers and students should be briefed about the visit, expectations of behaviour and learning before the trip takes place.

## **Carrying Out a Visit**

- At least ONE member of staff accompanying the visit must be First Aid trained
- First Aid equipment must be taken on the visit
- Medication for pupils with medical needs must be taken and teachers should liaise with parents or carers to ensure that the care provided in school is maintained for the duration of the trip.

## **Residential Visits**

Entrust EVA (Educational Visits Adviser) views all residential visit forms and adds advice and guidance using the Evolve platform. All adults accompanying children on a residential visit must all be subject to enhanced DBS check. We do not take parents and carers on residential visits unless there are exceptional circumstances (e.g. medical needs)

## **Residential Activities**

Following consultation with parents, Children in Y5 & Y6 now have the opportunity to take part in a residential visit. The residential visit enables children to take part in outdoor and adventure activities as part of their PE work, as well as having links with other areas of the curriculum. We undertake this visit only with the written agreement of the Entrust EVA.

## **Principles for Intimate Care on Trips / Residentials**

The following are the fundamental principles of intimate care upon which our policy guidelines are based. Every child has the right to: -

- be safe;
- personal privacy;
- be valued as an individual;
- be treated with dignity and respect;
- be involved and consulted in their own intimate care to the best of their abilities;
- express their views on their own intimate care and to have such views taken into account;
- have levels of intimate care that are appropriate and consistent

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.

Young children and children with special educational needs can be especially vulnerable. Staff involved with their intimate care need to be particularly sensitive to their individual needs.

### ***1. Involve the child in the intimate care***

Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and, where possible, give choices.

Check your practice by asking the child or parent about any preferences while carrying out the intimate care.

### ***2. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.***

Care should not be carried out by a member of staff working alone with a child unless in an emergency or where unavoidable with appropriate safeguarding measures in place.

### ***3. Make sure practice in intimate care is consistent.***

As a child may have multiple carers a consistent approach to care is essential. Effective communication between all parties ensures that practice is consistent.

#### ***4. Be aware of your own limitations***

Only carry out activities you understand and feel competent with. If in doubt, ask. Some procedures must only be carried out by members of staff who have been formally trained and assessed.

#### ***5. Promote positive self-esteem and body image.***

Confident, self-assured children who feel their bodies belong to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

#### ***6. If you have any concerns you must report them.***

If a child is accidentally hurt during intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's personal file.

### **Following a Visit**

- The Headteacher or EVC should be informed of any issues that caused concern on the trip (pupil behaviour, poor quality of trip etc.) These may need to be followed up with the establishment.
- The Headteacher or EVC should be informed of the success of the trip. A particularly good visit can be followed up with the establishment and a note can be made to use that venue again.
- Poor behaviour outside of school is taken very seriously and will not be tolerated. Poor behaviour on a school trip affects the reputation of all the children attending Forsbrook CE Primary School. The school reserves the right to refuse to take children on a trip if their behaviour has been poor during previous visits, or if their behaviour is likely to bring the reputation of the school into disrepute.
- Complete an evaluation on Evolve.

### **How visits may be authorised**

The EVC will appoint a party leader to be responsible for running the activity. This will normally be a teacher employed at the school.

The school's educational visits coordinator, who may be the headteacher, will be involved in the planning and management of off-site visits. S/he will:

- ensure that risk assessments are completed;
- support the headteacher and governing body in their decisions on approval;
- assign competent staff to lead and help with trips;
- organise related staff training;
- verify that all accompanying adults, including private car drivers, have had satisfactory police checks;
- make sure that all necessary permissions and medical forms are obtained;
- keep records of visits, and ensure there are regular generic assessments of the risks (for example road-crossing) where there are frequent visits to local venues (for example a swimming facility).

Staff arranging or otherwise involved in off-site activities must familiarise themselves with the regulations, advice and procedures published by the LA (and available from the school office). All off-site activities must take place in accordance with the LA's instructions and Entrust EVA Guidance

Where staff are proposing to arrange an off-site activity, they must seek and obtain the approval of the EVC before any commitment is made on behalf of the school. A comprehensive visit plan should be provided by

the member of staff to allow for an informed decision to be made. The EV pack is available from the staff handbook, school office, or EVC.

Where the activity involves a period of more than 24 hours, an overnight stay, or a journey by sea or air, the Headteacher will notify the governing body and the Entrust EVA.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that s/he is included. We may seek guidance from parents and providers to help us adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities. Any such adjustments will be included in the risk assessment.

### **Staff using cars to transport children**

Under no circumstances will the school ask parents to transport other children to and from sporting events. They may be asked to transport their own child in certain circumstances where private arrangements have been made between parents.

### **Communication with parents**

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities.

Funding for off-site activities is provided mainly by voluntary parental contributions. This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents are encouraged to seek support from the Headteacher if and when these circumstances arise.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

### **Further health and safety considerations**

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided. Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

### **Group Leaders' planning**

Group Leaders must read thoroughly the appropriate guidance for off-site activities and familiarise themselves with the contents of this policy.

## **Visit plan**

The visit plan for intended educational visits must include the following:

- risk assessment;
- report on preliminary visit;
- applications for approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full plan of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts and procedures;
- general communications information;
- guidance for party leaders;
- guidance for the emergency contact and headteacher;
- medical questionnaire returns;
- first-aid bag from the classroom
- red inhaler bag
- Itinerary

To comply with GDPR procedures, personal information such as medical forms does not need to be added to the Evolve form.

## **Monitoring and review**

Visit leaders are encouraged to review visits, taking into account the successful and less successful parts of the visit, and considering ways in which the visit could have been improved. Informal conversations might take place between the visit leader(s) and the EVC or Headteacher regarding the outcome of the visit

## **Equal Opportunities**

Adult to pupil ratios are a minimum guide only. If a child has significant additional needs then appropriate 1:1 support will be provided, even if 1:1 support is not received in school. The lead teacher should ensure children with additional needs receive appropriate support and supervision throughout the visit. The school aims to include all pupils on school trips and will provide additional support for children with physical, learning or behavioural needs. However, if a child's behaviour in school indicates a significant risk to the safety of themselves or the people (adults and children) with them, or the reputation of the school, they may not be allowed to participate and will remain in school.

We do not discriminate against families due to inability to pay voluntary contributions for trips. In these circumstances, where possible the school will fund any additional payments. Where there is insufficient funding to subsidise the school trip, it may be mean that a trip cannot go ahead as planned.

Children's ethnicity and religion may need to be taken into account on rare occasions. While this may not mean a trip does not go ahead, it will be considered when planning events.

## Electronic Tracking Devices (Including AirTags and Tracking Apps)

The school recognises that some parents and carers may consider the use of electronic tracking devices (such as AirTags or tracking apps on mobile phones) to monitor their child's location during an educational visit. This often arises from understandable concerns about children's safety when away from home. However, in line with **OEAP National Guidance**, the use of personal electronic trackers on school visits is discouraged.

Electronic trackers present several challenges and risks, including:

- unreliability due to flat batteries, signal loss or device failure;
- false alarms or inaccurate location information;
- a false sense of security that may undermine agreed safety procedures;
- potential safeguarding concerns, including the risk of unauthorised tracking;
- the possibility of creating mistrust or tension between parents and visit leaders;
- reducing children's sense of independence, confidence and trust, which may be an intended learning outcome of the visit.
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The school has robust arrangements in place for the supervision, care and identification of children on educational visits, including clear staffing ratios, group management systems and established emergency procedures. These arrangements do not rely on individual tracking devices.

For these reasons:

- Parents and carers are asked not to place electronic trackers in their child's bags, clothing or belongings for the purpose of monitoring them during an educational visit.
- Any use of electronic trackers must not interfere with the school's supervision, safeguarding procedures or visit leadership.

The school and visit leaders will not monitor, manage or respond to data from personal tracking devices. If a tracker is discovered during a visit, staff may ask for it to be switched off or removed where this is considered necessary for safeguarding or to ensure the smooth running of the visit.

Where the use of tracking technology is considered appropriate for a specific visit, this will be provided, managed and controlled by the school or an approved external provider, and clearly communicated to parents in advance.

## Appendix – Local Area Visits Policy

This document has been prepared in accordance with:

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

<https://oeapng.info/download/1184/> - OEAP NG 5.3b How to write an establishment visit policy.

<https://oeapng.info/download/1144/> - OEAP NG 4.3c Risk management – an Overview

This policy applies to visits/activities within the 'Local Learning Area' which are part of the normal curriculum, take place during the normal school day, are within the local area and can be accessed without the need for hired transport. If the activity is not curriculum based or beyond the school day, then full planning, consent and approval will be needed in line with the EVC policy.

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day following the Operating Procedure below.

### **These visits/activities:**

Must be recorded on EVOLVE via the 'Local Area Visit' module.

Do not require parental consent but state how parents are to be informed in advance. Families should be fully informed and up to date with Local Learning Activities.

Do not normally need any additional risk assessments / notes (other than following the Operating Procedure below).

Require staff to be engaged and part of regular reviews of the risk management measures involved with Local Area Visits.

### **Boundaries**

The boundaries of the Local Learning Area include, but are not limited to, the following frequently used venues:

BBHS swimming pool  
Blythe Bridge Library  
Cheadle Road (from Blythe Bridge to Forsbrook)  
Blythe Recreation Ground  
Springcroft Primary School  
St Peters' Church  
Blythe Bridge Methodist Church  
William Amory Primary School

### **Local Learning Area LLA**

Operating Procedure

**The following are potentially significant issues/hazards within our Local 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 fieldwork (nettles, brambles, rubbish, etc).

Railway crossing

River Blithe

**These are managed by a combination of the following:**

The Head or Deputy Headteacher (also EVC) must give 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 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.

There will normally be a minimum of two adults however during sports fixtures this can be reduced to one. Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.

Pupils have been trained and have practised standard techniques for road crossings in a group. Where appropriate, pupils are fully briefed on what to do if they become separated from the group. Pupils' clothing and footwear is checked for **appropriateness** prior to leaving school.

Staff are aware of any relevant pupil medical information and ensure that any required medication is available.

Staff will record the activity on EVOLVE (Local Area Visit module)

A mobile is taken with each group and the office have a note of the number.

Appropriate personal protective equipment is taken when needed (eg gloves,)

**IMPORTANT**

**PLUS**, you must add any specifics relating to your local area, eg:

When crossing Cheadle Road, two adults will go into the road to stop traffic before children are allowed to cross

When walking to the Methodist Church, children will use the pelican crossing.

When walking to Blythe Bridge, children will be walked through BBHS to reduce walking on the public footpaths.

First Aid Policy for LLA

As Local Learning Areas are close, contactable, and easily reached, a minimal first aider policy based on the schools existing procedures and the likely activities undertaken, should be sufficient.

Review Period for the Local Learning Area

This policy will be reviewed termly to take into account seasonal variations

Monitoring for the Local Learning Area

The Head teacher and/or EVC will be responsible for monitoring visits regularly.

This policy will be shared with all stakeholders, including pupils