



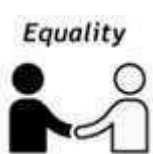


Darell Primary and Nursery School

Educational Visits Policy

Governors' Committee Responsible	Resources
Status	Non-Statutory
Review Cycle	In line with the H&S policy
Date written/last review	March 2026
Date of next review	March 2027
Approved By: Joe Porter Headteacher	
Approved By: Laura Morgan - Chair of Governors	

At Darell, our values drive everything that we do. As a school, we value:



- Equality - we celebrate our differences and treat everyone equally and fairly.
- Responsibility - we take responsibility for our behaviour. We are kind and caring to ourselves and others.
- Enjoyment - we are passionate about learning and look for enjoyment in everything we do.
- Aspiration - we place no ceiling on what we can achieve. We challenge each other to be the best that we can be.

Our aim is that all visits from school should be:

- **Safe**
- **Educational**
- **Enjoyable**

Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience.

Purpose

Educational Visits will have a clearly defined educational purpose and can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Planning educational visits

The organisation of an educational visit is crucial to its success. With rigorous planning, organisation and control, a visit should provide a rich, learning experience for the pupils. Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. The following guidelines support the planning and implementation of Educational Visits organised at Darell Primary and Nursery School.

Parents should be given information about the purpose and details of the visit in advance. Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would.

For residential trips, parents will be invited to a briefing session. Special arrangements may be necessary for parents for whom English is a second language.

Parental consent

Routine visits in the locality of the school are covered by the parental consent in Arbor. Darell Primary and Nursery School will seek consent for all other visits. A parental consent form must be completed on Arbor for each child in the group, if parents pay for a trip online, this may be taken as consent for children to go on the visit. If parents wish to withhold consent, they will be invited to meet with the Deputy Headteacher to discuss their concerns.

If consent is withheld, the pupil will not be taken on the visit but the curricular aims of the visit will be delivered to the pupil in some other way, wherever possible children should attend school as normal on the day of the visit otherwise this will be recorded as an unauthorised absence.

Risk Assessments

A risk assessment visit will be carried out in advance of the visit to identify hazards, ascertain who may be affected by them and the steps needed to reduce the risks to an acceptable level. The risk assessment should also think through "Plan B" scenarios. Risk assessments should be shared before the visit with the EVC and also passed to the Head teacher. Please see the additional guidance for major incidents appended to the end of this policy.

Risk Assessment forms are available from the shared staff resource area. Before any visit takes place, the following forms must be completed:

Trip permission form (Appendix 1)

Risk assessment form (Appendix 2)

Parental forms (Appendix 4) – shared with parents prior to the visit

The Risk Assessment should be discussed with and authorised by the Educational Visits Co-ordinator/Headteacher and added on the Smartlog risk assessment tool. A copy will be printed and taken on the trip.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For all trips there should be at least one trained first-aider in the group. First aid kits should be taken on all visits. If the visit involves splitting into groups a kit should be taken for each group. The first aider on the trip will have the responsibility to administer medication if required. Normally children with medical needs are kept in the group with the first aider for example if they require an epi pen or inhaler.

Staffing Ratios

It is important to have a sufficient ratio of adult supervisors to pupils. The following ratio of adults to children is recommended as a minimum:

- 1 adult for every 4 pupils (Nursery)
- 1 adult for every 5 pupils (Reception)
- 1 adult for every 6 pupils (years 1 – 3)
- 1 adult for every 10-15 pupils (years 4 –6)
- 1 adult for every 15 – 20 pupils (year 7+)
- Minimum 1:10 for visits to countries other than that of residence.

There must always be a minimum of two adults In practice, the ratio should be determined by factors such as type of activity, any SEN or medical needs, experience of the staff, venue, transport and weather conditions.

Regardless of the visit's nature, the Visit Leader must implement systematic head counts at predefined intervals and during every transition (e.g., boarding transport, entering/leaving a venue). The Visit Leader is responsible for establishing clear rendezvous points and ensuring all participants—adults and pupils alike—fully understand the "lost person" protocol should they become separated from the group.

Whatever the length and nature of the visit, regular head counting of pupils take place when leaving the school site, on and off public transport, comfort breaks, and regularly during travelling to and from the venue on foot. The Visit Leader should establish rendezvous points and tell adults and pupils what to do if they become separated from the party. I will remove this section

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected and why rules must be followed.

Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

If there is the possibility that a pupil may be excluded from the visit due to behaviour issues, a meeting will be arranged with the Deputy Headteacher or Headteacher in advance to discuss concerns and agree what action is to be taken. If necessary, parents will accompany their child on a trip where there are behaviour concerns.

Pupils with special educational and medical needs

The Headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort will be made to support them whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage, and added to risk assessment.

Adventurous Activities

All adventurous activities for example, canoeing, climbing are supervised by qualified instructors at the site we are visiting. All venues are checked prior to booking for all relevant qualifications, DBS checks and risk assessments covering activities.

Qualifications can be checked with the National Governing Body of each sporting activity.

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit, they should not be coerced into activities they fear. Pupils whose behaviour is such that the Visit Leader is concerned for their or others' safety, should be withdrawn from the activity.

All sites should be visited prior to the activity taking place and staff should be confident that they know how to move safely around sites.

Residential Trips

Residential trips will be planned well in advance and arrangements will be overseen by the Education Visits Coordinator. Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending.

The Visit Leader should be an experienced, member of staff. Residential trips must be approved by the Local Authority's Advisor for Outdoor Education.

Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming.

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will not be allowed. Paddling will only be allowed as part of a supervised activity and only in recognised bathing areas which have official surveillance.

Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Water Margin Activities

Where pupils might participate in learning activities near or in water, such as a walk along the riverbank, collecting samples in ponds or stream or paddling in shallow water, then the guidance contained in the OEAP National Guidance – 'Group safety at water margins' should be followed.

[\(https://oeapng.info/downloads/download-info/7i-group-safety-at-water-margins/\)](https://oeapng.info/downloads/download-info/7i-group-safety-at-water-margins/)

Farm visits

Darell Primary and Nursery School recognises that farms can be dangerous even for the people who work there. Taking children to a farm will be very carefully planned. The risks to be assessed include those arising from the misuse of farm machinery and the hazards associated with E coli food poisoning and other infections, clean grounds and public areas. An exploratory pre-visit must be carried out.

Roles and responsibilities

The Governing Body

- The Governing Body will approve the Educational Visits policy and will ensure it is reviewed regularly alongside the Health and Safety Policy.

Headteacher – Joe Porter

- The Headteacher will ensure a suitable Educational Visits Co-ordinator is appointed. The Headteacher will ensure suitable Visit Leaders are appointed.
- The Educational Visits Co-ordinator will sign off the Risk Assessments.

Educational Visits Co-ordinator (EVC) – Laura Gavin

- The Educational Visits Co-ordinator has been trained by the Local Authority and is responsible for ensuring visits comply with the school's Education Visits Policy. Training is updated every three years.
- The EVC (or Headteacher) will sign off the Risk Assessment.
- The EVC will oversee arrangements for residential visits and will ensure all approvals are received including the approval of the local authority.

Visit Leader

There will be a named Visit Leader who is responsible overall for the supervision of the visit and will be appointed by the Head teacher.

- The Visit Leader is responsible for ensuring a pre-visit is carried out and that a Risk Assessment is completed and approved by the Educational Visits Coordinator (or Head teacher) in advance of the visit. The Risk Assessment will include the ratio of adult to children supervision and the number of first aiders or appointed persons needed.
- The Visit Leader will brief all staff and helpers involved in the visit.
- The Visit Leader is responsible for ensuring that the school mobile phone, first aid kit and pupil medication are taken on the visit.
- Other teachers and staff involved on school-led visits act as employees of the Local Authority and will, therefore, be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head teacher and Governors if some of their time on the visit falls outside normal hours.

Parent Helpers

We welcome the invaluable contribution that parents bring to Educational Visits and are grateful for appropriate parent support on school visits. Any parent attending a visit will be briefed by the Visit Leader before the visit and be given a written list of the children in their group. All helpers must hold a valid DBS check and have completed the school safeguarding training.

Additional guidance – Educational Visits to London and other major towns or cities in the UK

Threat level: Substantial

This guidance is intended to prompt schools to plan effectively for visits to major towns and cities in the light of recent major incidents including, but not exclusively, those related to terrorism. School groups are perhaps more likely to become involved in disruption following an incident, rather than to be specifically involved, but should be well prepared. Enhanced visit planning can help to reduce the stress for staff leading visits who may have to respond dynamically to any change in circumstances or plans, to reassure children that there is no need to worry unduly, and to ensure that parents can be confident that the schools' visit planning is thorough and that they are kept appropriately informed about the action taken should any incident arise.

Visit planning

Ensure that visits outside of the LBRuT have been logged with Mick Bradshaw the Outdoor Education

Adviser via e-mail.

Ensure all staff at the venues/activities hold valid DBS checks.

Stay alert to local and national news relating to your destination. Consider following social media feeds from BBC News, Metropolitan Police or the local Police force, Transport for London or other over ground rail providers as appropriate, and any major venues being visited.

Ensure a 'home contact' is identified at school (– the role of the home contact is to receive emergency calls from the visit leader and then cascade information/contact the various key people on behalf of the trip leader). Where the home contact is not a member of the senior leadership team, then it is vital that they are able to contact a member of the SLT.

Consider whether normal supervision ratios would be adequate if the group was separated, and how the leadership team would manage an enforced group split.

Brief children what to do if they are separated from each other. Tell children to ask for help from venue staff or a police officer. Consider all children being given an emergency contact card containing contact numbers for the visit leader, other visit staff and the school.

Liaise with venues such as museums, theatres, galleries, etc. in advance so that you know what their security arrangements are for school groups, and where they will evacuate the premises to.

Consider that it may take longer to enter some sites, due to bag checks.

Assess whether any additional arrangements or supervision are needed for children with SEND including whether additional medication may be needed if the group are delayed.

Plan alternative travel routes should a station or train line become unavailable and consider using alternative transportation systems. For example, if you are travelling by Tube, consider what buses you can use to get back home, if the Tube service is suspended.

During a visit

Remind children to be alert and report anything concerning to staff.

Minimise waiting times around entrances to major public sites, and at busy transport venues.

Carry out frequent head counts.

Ensure staff have each-others' contact details available. Parent volunteers will be given the school mobile number.

When travelling by coach ensure that the visit leader and coach driver(s) are in contact, so that should a planned meeting point become inaccessible an alternative can be arranged.

Carry sufficient water and snacks in case of travel disruption or long delays. Where age appropriate, encourage children to retain a snack for the journey home.

Consider the benefit of younger children wearing easily identifiable items (such as hi-vis jackets or brightly coloured caps) to ease identification of children in crowded areas.

In the event of an incident

Visit leaders should attempt to keep everyone together, but may have to be prepared for the party to be separated into smaller more manageable groups to allow more speedy movement. Group leaders should liaise with the visit leader to ensure all children and staff are accounted for.

The visit leader should notify the home contact as soon as possible, and give the whereabouts of the group and the action that will be taken. If the group has become separated and communication cannot be established between groups and the visit leader then group leaders should inform the home contact directly of those accounted for and their whereabouts.

Continue to monitor news feeds from relevant sources and follow advice given.

The home contact should inform the Outdoor Education Adviser and Health and Safety Adviser as soon

as possible, and use the normal communication methods to inform parents where possible. Ensure only accurate and unambiguous information is given and advise when updates will be given. Emphasise if possible that the group are all accounted for. The school's Chair of Governors should also be informed by the Home contact.

Home contacts may need to activate the school incident plan, depending on the circumstances of the incident.

Arrange return transport when this is possible, and advise parents of the meeting time when known, and meeting point if this is not to be the school itself.

Following the incident

Arrange a debrief between the visit leader and accompanying staff, home contact and other senior leadership as appropriate.

Communicate to parents in writing the action taken.

Consider how the incident is followed up in school (e.g. assemblies/ PSHE lessons) and whether it is necessary to draw on outside expertise from Educational Psychology colleagues or other counselling services.

Useful Contacts

Outdoor Education Adviser: Mick Bradshaw

Email: mbradshaw@suttonmail.org Tel: 07736 338471

(Sutton) Health and Safety Consultant: David Charles

Email: david.charles@sutton.gov.uk Tel: 0208 770 5023

(Kingston) Health and Safety Consultant: Caroline Woodliffe Email:

caroline.woodliffe@kingston.gov.uk Tel: 020 8547 5161



EDUCATIONAL VISIT

Permission Form

No visits may take place without this form being agreed and signed by the HT/DHT/EVC

CLASS: _____ **DATE:** _____ **TIME:** _____
VISIT TO: _____

ADDRESS: _____
CONTACT NUMBER: _____
TEACHER IN CHARGE: _____

No. OF ADULTS: _____

NO. OF CHILDREN: _____

EDUCATIONAL CONTENT: _____

TRANSPORT REQUIREMENTS: (please attach) _____

TRAVEL COST: _____

TOTAL TRIP COST: _____

TIMETABLE FOR THE DAY: (please attach) _____

GROUPS: _____

WET WEATHER ARRANGEMENTS: (please attach) _____

SPECIAL REQUIREMENTS: (Please attach) _____

PERMISSION (To be authorised prior to booking) _____

Initial Permission _____

Authorisation _____ **(HT/DHT/EVC)** **Date** _____

RISK ASSESSMENT:

- Have Risk Assessments been carried out? Yes/No
 - Are there any other issues which need to be looked at? Yes/No
- (If yes please attach details.)
- Has the risk assessment been shared with the children? Yes/No

A. Venue:

- Have Teachers in charge been to the venue? Yes/No
- Have location toilets been checked? Yes/No
- Has there been a check for any potential hazards at the venue? Yes/No

(Please attach Risk Assessment form.)

**B. Names of accompanying adults:
(Please list)**

Have accompanying adults been:

- Police cleared? *(this usually only needs to happen if adults will have substantial unsupervised access to children, e.g. residential, swimming)* Yes/No
- Given a list of children in their group? Yes/No
- Given their instructions for the day? Yes/No
- Told what to do if they lost a child? Yes/No
- Told what to do if a child is injured? Yes/No
- Given procedures for looking after the rest of the children? Yes/No
- Told how often to check their group? Yes/No

Have CONSENT FORMS been returned by every child going on this educational visit?

(If "No", please see the EVC as soon as possible)

YES/NO

Signature of teacher in charge: _____

Remember to take: CONTACT FORMS, SCHOOL MOBILE PHONE and the FIRST AID BOX

Permission given
for the above visit:

_____ (HT/DHT//EVC)

Appendix 2

Darell Primary & Nursery School Risk Assessment Form				
<u>Date & Timings of proposed trip:</u>		<u>Site visiting:</u>		
<u>Route taking:</u>		<u>Alternative route:</u>		
<u>Visit leader</u>		<u>Additional adults</u>		
<u>Benefits of the activity or visit:</u>				
<ul style="list-style-type: none"> Why is the trip taking place – curriculum link/benefit of the activity 				
Hazard	People at risk	Existing control measure		Risk Rating:
STAFF (ADULTS) What hazards might there be: <ul style="list-style-type: none"> Adults getting injured Adults getting lost Adults losing children from their group Adults not knowing route taken/alternative routes 	All	List control measures, examples included below: <ul style="list-style-type: none"> Party leader is sufficiently experienced & has knowledge of the venue from experience or pre-visit Appropriate ratios are in place Adults have DBS checks Copy of paperwork for each adult All adults briefed on responsibilities Mobile phone numbers shared, but not available to parents Sufficient adults know the group, & of any specific needs Staff briefed on what should happen in case of emergency 		Low
ACTIVITY What hazards might the activities pose: <ul style="list-style-type: none"> Any dangerous equipment being used Any risk of separation due to activity being undertaken Other adults supervising children due to activities 	All	<ul style="list-style-type: none"> Clothing & equipment is used appropriate to the activity Adventurous or hazardous activities are delivered by competent staff or by other providers First aid (Available 24hrs at centre) First Aid kit is taken off-site List of medical needs List of children (medical info & other needs) Mobile phone for each adult 		Low
GROUP Which pupils are going? What are their specific needs and do they need to be supported? <ul style="list-style-type: none"> Medical needs Food allergies SEN Behaviour 	Pupils	<ul style="list-style-type: none"> Pupils are organised into smaller groups (each supervised by an adult?) Regular head counts are made including when getting onto or off of transport e.g. coach or train. Buddy systems are used Pupils are well briefed and aware of meeting places and times Behaviour policy/ expectations emphasised regularly Systems are in place to ensure children have access to medication (including inhalers and EpiPen's) Group leaders made aware of needs of their group members and given medication that may be needed during the day (e.g. inhalers or EpiPen's) 		Low
ENVIRONMENT What are the hazards at the type of place being visited? Weather conditions including river levels and tides Local topography and terrain can increase the likelihood of slips and trips Steps, slippery or uneven floors Coastal defence structures Local flora and fauna eg brambles/ nettles/ fungi/ poisonous plants or dangerous animals Accommodation	All	<ul style="list-style-type: none"> Weather forecasts are considered Local knowledge (e.g. lifeguards or coastguard) consulted for information on tides and currents Staff and group have clothing (footwear and waterproofs) appropriate to the prevailing conditions Not removing shoes and socks unless safe to do so Being aware of uneven surfaces causing slips, trips and falls No entry into out of bounds areas Being aware of vehicle movements on site Not going on or near coastal defence structures Not disturbing or touching any creatures they may find (e.g. jellyfish on beaches) Public toilets – accompanied by a member of staff All made aware of evacuation procedures in case of fire or emergency Fire drill on first day at arrival 		Low
DISTANCE (including TRAVEL) What are the hazards identified with the type of transport being used? Walking, coach, public transport, minibus, ferry etc	All	<ul style="list-style-type: none"> Pupils counted on and off transport Adult is last to board any public transport to ensure no-one is left behind Note position of emergency doors, fire extinguisher and first aid equipment Equipment available to deal with travel sickness Pupils remain seated and wear seat belts at all times Minibus and car drivers take regular breaks on longer journeys Map / directions for driver Children and staff aware of destination and route when on public transport. Briefing given in the event of becoming separated from the group <u>Walking when off-site</u> Adults at front and back, and between pupils and road at regular intervals Orderly manner, low noise level, comfortable pace, stay together Keep to paths or pavement and not stray near to the edge of roads, river banks or cliffs 		Low

