



TOOTING PRIMARY SCHOOL

Educational Visits Policy

**This policy was agreed: June 2026
To be reviewed in 2027**

This policy to be read in conjunction with; Safeguarding/Child Protection Policy and SEN Policy

Tooting Primary School Educational Visits

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Rationale

Tooting Primary School is committed to providing a broad, balanced curriculum for all pupils. Outdoor learning and educational visits are a key feature of our provision as we are committed to providing inspirational, real-world educational experiences that will enrich and enhance the children's learning.

Educational visits (including residential visits) provide a context for learning, requiring children to use their skills, knowledge and understanding in real, and often complex, situations. This helps them understand and remember what they are learning about in a meaningful way and brings the curriculum to life.

We believe that there are several key outcomes from high quality educational visits:

- Enjoyment and fulfilment: children enjoy participating and adopt a positive attitude to challenge and adventure.
- Confidence: children gain personal confidence and self-esteem
- Social awareness: children develop their self-awareness and social skills; they appreciate the contributions and achievements of themselves and others.
- Environmental awareness: children become alive to the environment, natural and man-made, in which they live, and understand important concepts including sustainable development and conservation.
- Activity skills: young people have the opportunity of developing a range of skills.
- Personal qualities: children demonstrate increased initiative, self-reliance, responsibility, independence, perseverance and commitment.
- Key skills: children develop and extend their skills of communication, problem solving, leadership and teamwork.
- Health and fitness: children learn to appreciate the benefits of physical exercise and activity and the lifelong value of participation in leisure activities
- Motivation for learning: children display an increased motivation and appetite for learning that contributes to raised levels of attainment and achievement in other aspects of their education
- Broadening horizons: children broaden their experiences and become open to a wider range of opportunities and life chances.

This policy will set out the key procedures that need to be followed when planning and undertaking an educational visit in order to ensure the visits are not only worthwhile learning experiences, but also undertaken in a safe and responsible manner.

1. Authorisation – Legal Responsibilities

- The headteacher, or senior member of staff (Mike Price) authorised by the headteacher must formally approve any educational visit or other off-site activity.
- The Chair of Governors (Dave Chamberlain) must authorise any residential trips undertaken by the school.
- The (EVC) Educational Visits Coordinator -Mike Price must:
 - Ensure educational visits meet the employer's and school's requirements.
 - Support the Head and Governors with approval and other decisions.
 - Assess the competence of prospective leaders and staff.
 - Ensure risk assessments meet requirements including
 - Organise training and induction.
 - Ensure parents are informed and give consent.
 - Organise emergency arrangements.
 - Keep records of visits, accidents or incident reports.
 - Review and monitor practice.
- The Visit Leader must: Be approved to carry out visit and be suitably competent and knowledgeable about the school and Wandsworth policies and procedures.
- Any other specific responsibility determined by Graveney Trust.

2. Types of Visits

- All visits to comply with this **Educational Visits Policy**.
- All local visits to be approved by the EVC (Mike Price)
- All residential visits to be authorised by Chair of Governors (Dave Chamberlain)

3. Risk Assessment

All visits must be Risk Assessed

- A risk assessment (Appendix 1) must be undertaken identifying significant risks and the precautions that will be implemented to reduce these risks to an acceptable level.
- Where these risks are controlled by generic control measures i.e. 'codes of practice' or 'operating procedures' refer to the relevant sections of these documents.
- Use of a 'provider', for example accommodation or adventurous activities, we will contact them and obtain their risk assessments for these elements of our visit including checking public liability insurance for activity provider, coach travel and accommodation. We will also ask the provider for a copy of their Adventurous Activity License for activities such as climbing ropes and any water activities.
- One risk assessment may cover a programme of similar activities, provided it is reviewed at least annually and consideration is given to the needs of the individual pupils on each occasion.
- All staff must be encouraged to report any safety concerns they have regarding the conduct of the visit.
- When travelling on a coach staff must ensure that children have had a toilet opportunity before departing. If a child desperately needs the toilet mid journey, all efforts must be made to ensure that the coach stops in a suitable place.
- All staff must carry a mobile phone so contact between individuals and school can be made.

4. Parental Consent

Signed parental consent must be obtained, unless the local activity is covered by prior agreement.

One parental consent may cover a programme of similar activities over a maximum of one year. (Sporting fixtures, local walks etc)

Parents must be supplied with full information regarding the visit.

Depending on the type of trip these may include:

- Venue(s) and travel arrangements
- Dates and times of departure and return where visits exceed beyond the school day
- The nature of activities planned
- Kit list
- Arrangements for supervision – the nature of trip and age of children will determine the adult/child ratio
- Code of conduct or standard of behaviour expected during the visit
- Financial contribution expected from parents – pupils who are eligible for Pupil Premium Funding may have an allocated fund apportioned towards trips. Parents will be informed of the trips in advance so they can choose which is most appropriate.
- Insurance arrangements

- Contact system in case of emergency
- Any expectations placed on parents, for example to resume responsibility for their child in the event his or her conduct requires sending home from a visit outside of school hours will be at the parent's expense.

5. Staffing – competence and training

- There must be a competent person in charge as visit leader. He or she must oversee the selection of pupils, and the appointment and delegation of responsibilities to other staff.
- All staff should be assessed for competency and training provided for visit leaders. (see appendix 2. National Guidance oeapng.info)
- The staff-pupil ratio must be determined as part of the risk assessment. Staffing ratios for visits: referring to any code of practice and/or good practice.
- Considerations: SEN / behavioural / age / activity / location / transport / Visits lasting longer than one day / Visits of one day or less
- Staff may include teachers, teaching assistants, or other adult helpers. The visit leader must ensure that all staff understand their responsibilities, and are competent to assume these.
- Trust policy must be followed with regard to DBS checks.
- If adults other than employees or volunteers engaged by the school take charge of pupils, assurances of competence and suitability must be considered, following Trust guidelines relating to the activity.
- A member of staff who is first aid trained to attend the trip.

6. Supervision

- Responsibility for pupils extends for the full duration of the visit, including any period of 'down time' when pupils are not engaged in structured activity.
- The visit leader must determine when supervision must be 'direct' and when it may be 'remote':
 - Direct supervision – pupils remain within sight and hearing of the member of staff in charge of their group. Group leaders must know for which pupils they are responsible, and pupils must know who is in charge of their group
 - Remote supervision - pupils are allowed to operate unaccompanied, but in sight in groups of 4 when they are in Years 5/6. They must be given clear instruction as to where they may go, what they may do, and when they must return, and be able to make verbal contact in case of an emergency.
 - A decision to permit remote supervision must be made on a careful assessment of the environment, the activity, the age and maturity of the pupils and any training they have received.
- Any other school determined consideration.

7. Insurance

Zurich Insurance provides liability cover all pupils/adults on Education and Off-site visits.

8. Emergency Planning

- Group leaders must have a means of making emergency contact with the Visit Leader at all times.
- Group leaders must have a means of making contact with the emergency services if required, plus access to first aid equipment and a nominated person with first aid knowledge.
- If the visit extends beyond school opening hours, two emergency home contacts must be identified, normally members of the school's leadership team. The emergency home contacts must have means of contacting Graveney Trust in the event of a serious incident that requires additional support.
- A list of pupils with parental contact and medical information must be held by the visit leader. A copy must also be left at school. Outside school opening hours, the emergency home contacts must have access to this list.

9. Summary Checks

- Seek approval in principle from EVC.
- Plan and prepare for visit.
- Complete submission form.
- Assess risks.
- Define roles and responsibilities of other staff and pupils.
- Ensure effective supervision of pupils and what they do.

10. Residential Visit Arrangements

In line with the Graveney Trust School Journey Procedures Policy:

- The first time a member of staff plans to take a group of pupils/students on a residential trip, that member of staff must provide the Headteacher/EVC with details of their relevant qualifications, experience or prior knowledge that equips them to take responsibility for a residential trip.
- Where the trip will cost more than £250 per pupil/student, a breakdown of the costs/budget must be provided to the Headteacher for their approval. Trips must be planned sufficiently in advance to ensure that parents can reasonably make payments, and instalment schemes should be made available where possible.

- In the event of oversubscription to any residential trip, there must be transparent arrangements for choosing participants, which must be outlined in the letter to parents.
- There must be an information event for parents whose children are participating in a residential trip, well before the trip leaves.
- A medical questionnaire form will be required from parents when a child is attending a residential
- All residential trips and trip risk assessments must be signed off by the Chair of Governors.

Appendix 1



SCHOOL COMMUNITY VISITS FORM

Risk Assessment and Risk Management Record

These forms are to be completed for all community visits where by teaching is completed at an off-site location. A school trip risk assessment should be completed when the class are travelling further than the local community, the trip lasts for the whole day or a trip to a location where more detailed information is required such as a farm or water/seaside location.

This form should be completed at least two weeks prior to the visit and handed to the EVC for approval.

Approved by: _____ (Mike Price – EVC) on _____

SECTION 1

Full Location and purpose of visit

Date of visit

Community Visit

Staff on the trip – Ensure guidance for volunteers form is handed to parent volunteers

Role	Name	Mobile Number
Group Leader:		
First Aider(s):		
Other Staff:		

Group size and Classes included on trip (List individuals if it's selected children from different classes) Include overall ratio e.g. 6:24

Ratio's: EYFS - 1:6, KS1 – 1:8, KS2 – 1:12

First name	Surname	Adult Support required	Medical Needs	Emotional/Behavioural Needs

Adult and Child Groupings – Delete tables where necessary

Group 1 - Adult	Group 2 - Adult	Group 3 - Adult	Group 4 - Adult
List children	List children	List children	List children

Group 5 - Adult	Group 6 - Adult	Group 7 - Adult	Group 8 - Adult
List children	List children	List children	List children

Transportation – Please detail method of travel and route – (Include transport journey and any walking route from station/stop to venue)

This risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.
Trip leader will need to amend hazards and control measures based on the risk assessment of the specific trip.

HAZARD	CONTROL MEASURES
Walking to the venue	Plan route to and from venue. Discuss road safety. Children to walk in pairs or with adult. Adults to hold hands with selected children in higher risk situations throughout trip. Adults to walk on the traffic side of the road.
Travelling on public transport	Pre-plan supervision and ensure sufficient staff. Ensure pupils understand arrangements, that they are part of a school party and must stay with group and follow instructions. Have a list of who is in the group. Head count when leaving school and returning to school and at key points e.g. when leaving a building or venue. All children to be seated. Adult to block exit doors.
London Underground (including emergencies)	Inform station staff that we have arrived and require assistance travelling to..... Hold on to the moving rail when travelling on the escalator Stand on the right-hand side of the escalator in single file Stand close to the wall of the platform, away from the yellow line Board the front two carriages of the train Groups to sit together in the same section of the carriage Children to stay with their group leader Children to sit if possible, hold on to a handrail if not Mind the gap – help children on and off the train In the event of a fire/evacuation, listen carefully to station/train staff/emergency services and follow evacuation procedures, leaving the train/station via the nearest emergency exit. Adult at exit doors, last to enter or disembark. CTs to be first on and off, TAs to be last on/off. • If a child get separated, they are to a) wait on the platform they are on. A member of staff will come back to that stop. Tell anyone who approaches they are to wait for an adult. Communicated with children prior to leaving school • Get off at the next stop and wait against the wall by the door they got off at. (If an adult tries to help them, explain that they have been told to wait there, an adult is coming to get them. Ask for a member of station staff

	to wait with them).
Trips/Falls	Key staff to take first aid kits (CT's). First Aider to attend trip.
Lost Children	Adults to register pupils in their group at regular intervals. Adults to hold hands with child throughout trip.
Adult Supervision	A Code of behavior is established with pupils and staff prior to departure. Ensure staff and pupils are aware of their responsibilities. Pupils know how and where to contact staff. Pupils work in groups and not alone. All children supervised to toilet. Children with Special Needs given extra support. Adults to hold hands with child throughout trip.
Dysregulated Child	Child specific – please see needs in table above

Timetable for Trip – Detail timetable for the day including journey to and from venue

Feedback/Evaluation: Please list anything that would help to improve the planning/organisation of the trip next time



National
Guidance
oeapng.info

Approval of Leaders

Employers should have clear processes for approving people to lead visits or activities. This should ensure that leaders are **accountable, confident, and competent** to lead the specific visits or activities for which they are approved.

Being **accountable** means that the leader has been engaged through an appropriate recruitment and selection process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the leader is employed, contracted, or acts as a volunteer, but in all cases should be thorough. Regardless of a leader's employment status, they should understand the chain of accountability, what is expected of them, and the establishment's policies and procedures.

Being **confident** includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations. Being confident does not mean being complacent.

Being **competent** means that the leader has demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place.

Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

The Process of Approval

All leaders, especially those who are to work with children or vulnerable adults, should be subject to appropriate vetting to ensure that they are suitable for their role. Whether vetting should include a DBS check depends on the circumstances. See OEAP National Guidance document [3.2g "Vetting and DBS Checks"](#).

Approval of a leader to lead a particular visit or activity should involve professional judgement as well as evidence of technical competence. The Head/Manager, or someone delegated by them, should make a judgement about the suitability of that person to lead that group on that visit/activity in that environment.

Employers should consider whether to require leaders of certain activities, such as adventure activities, to be approved by a competent person appointed by them, such as an Outdoor Education Adviser, in addition to approval by the establishment's Head/Manager. See OEAP National Guidance document