

Springhill Academy



Educational Visits Policy

September 2025

Date Completed: 1st September 2025

Review Date: 1st September 2028

Educational Visits Policy

The Governors and staff of Springhill Academy acknowledge the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils.

Under 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 DfES requirements and LEA guidelines.

Our current EVC is Jack Edwards (Headteacher). The EVC is supported by the Deputy Headteacher, Kelly Tuttle.

To enable children and staff to gain a full and enjoyable educational visit it is essential that the following guidelines and policies are adhered to.

These guidelines are to be read in conjunction with the regularly updated information provided by Staffordshire County Council website.

- School visits benefit young people in many ways, including:
- being able to apply a different range of skills than those used in the classroom
- enabling, supporting and complementing the work of the National Curriculum, experimental (first hand) and memorable learning assessing and managing risks (safety)
- developing latent talents, abilities and interests, which can be motivational and have lifelong relevance

Planning A Visit

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'

All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff should be familiar with the roles and responsibilities outlined within the guidance and agree to adhere by them.

Procedures

Staff wishing to plan and undertake a visit (prospective visit leaders) should apply verbally to the headteacher (EVC) for permission to plan the visit.

Outline permission will be granted if the visit meets the requirements laid out in this policy, if the visit can be accommodated within the school timetable and as long as the ethos of the visit is one with which the school wishes to be associated. If the trip involves higher levels of risk, school will seek country approval through the EVOLVE system.

Once outline permission has been approved, the visit leader can complete the planning, organisation and bookings for the visit.

Where the visit includes the use of a venue/ provider, assessment of this provider should be made.

Wherever possible, school will make use of any established approval schemes, including Learning outside of the Classroom certification (LOTC badge). In any cases where this is not available for a provider, school will

complete the form EVC1/2 form, which can be downloaded from the Staffordshire Learning Net, to complete its assessment.

Organisations may or may not include the completion of a formal risk assessment using the form available as Appendix A; in line with the requirements laid out in the DfES document 'Health and Safety - advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies (2014)' school need not carry out a risk assessment when undertaking an activity which usually forms part of the school day, e.g. taking pupils to a local venue which it frequently visits such as a swimming pool, park or place of worship. Any risks of these routine visits will already have been considered and a regular check to make sure precautions remain suitable is all that is required. Where an activity is planned which involves higher levels of risk and is more infrequent, then staff should review an existing assessment.

If, however a new activity is planned, then a specific assessment of significant risks must be carried out by the visit leader, with support from the EVC if required. The person completing the risk assessment should have a good understanding of the risks, be familiar with the activity that is planned and wherever possible should have made a preliminary visit, to check the venue or provider. Visits to the County Outdoor Education Service and School Swimming Service are self-approving and do not require further notification or action.

Parental Consent

The DfES document (2014) states that written consent from parents is not required for pupils to take part in the majority of offsite activities (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. Springhill Academy, however, in line with advice from SCC, will request blanket consent from parents on admission to Springhill Academy to cover any such activities. Parents will then be kept informed as to the whereabouts of their child at all times and of any extra safety measures required when an activity is due to take place. Written consent will be sought individually for any activities that need a higher level of risk management, which take place outside of school hours and/or which require a monetary contribution or transport to venue. Parents have the right to choose to withdraw their child from any such trip.

Staff: Pupil Ratios

Springhill Academy follows Staffordshire County Council guidance on ratios, ensuring that the level of supervision and group management is 'effective';

Ratios are determined by age, gender issues, ability of pupils (including SEND and medical needs), nature and local of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions) and staff competence.

According to <http://oeapng.info>, which is adopted by Staffordshire County Council, the Early Years Foundation Stage (EYFS) Statutory Framework no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing.

The appropriate ratio on an outing is always likely to be lower than the legal minimum that applies otherwise (either 1:8 or 1:13 in early years settings and 1:30 in infant classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

As a guiding principle, we follow the following ratios:

- Nursery – one adult to four children
- Reception - one adult to four children
- Years 1 - 2 - one adult to six children
- Years 3 - 4 - one adult to eight children
- Years 5 - 6 - one adult to ten children

The above ratios can be a combination of staff and parent helpers, however the number of staff will always exceed the number of parent helpers.

Charging & Remissions

For information regarding charging for visits please see the 'Charging & Remissions policy'.

Visit Review & Evaluation

Following each visit, the leader will undertake a review. Any incidents or accidents will be reported in accordance with the reporting requirements. Leaders of visits that have involved considerable time or financial resources, such as residential visits, will provide the EVC/ Headteacher with a short report evaluating the travel and transport, facilities, quality of any providers and the success and value of the visit.

Responsibilities

The headteacher is the responsible officer for ensuring visits are approved as necessary, that all visits approved can be accommodated within the timetable and that the ethos of each visit is one with which the school wishes to be associated. This role is supported by the School Business Manager.

The Educational Visit Co-ordinator's role is:

- Approval of visits and other decisions
- Ensuring that all activities and visits meet guidance requirements
- Ensuring that any visits that require it are formally notified and/or approved
- Ensuring that staff induction and training needs are identified and addressed/ that the visit leadership team are sufficiently confident and competent for this visit with this group
- All visit leaders, including volunteers, are engaged through an appropriate process (including vetting and barring checks where required)
- Staff are aware of how to respond in the event of an emergency
- Accidents and incidents are reported and investigated

The designated visit leader, usually the class teacher, is in overall charge of the group and remains responsible throughout the visit. The designated administrator will ensure timely completion of all bookings and documentation prior to the visit as well as a follow up final evaluation. See Appendix B.

Emergency Procedures

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the school day this includes designating a home contact from the school, who may be needed as a link between the party, the parents, the school and the County Council in the event of an emergency.

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any attending participant, staff member or volunteer, then the school must be contacted as soon as possible to inform the Headteacher or designated Deputy so that they can decide: -

- A) If the incident is of a less serious nature then the next of kin or parents of those affected will be informed about what has happened (e.g. that the party will be returning late or that an incident has befallen a party member) and the action that has been taken so far. In appropriate circumstances the visit leader will be designated to undertake this task.

In the event of a party being overdue and without contact by more than 1 hour, the school, or the home contact, must investigate the reason and may, where appropriate, need to involve the police.

Insurance

Springhill Academy subscribes to the DFE Risk Protection Arrangement scheme for School Journey Insurance which means that all trips and visits undertaken are appropriately insured.

Inclusion and Entitlement

Springhill Academy believes that all pupils are entitled to participate in educational visits, irrespective of social background, culture, race, gender, differences in ability and disabilities in line with the duties under the Equalities Act 2010. With this in mind, teachers will set appropriate learning challenges, responding to pupils' or young people's diverse learning needs and school will make provision, with well-planned reasonable adjustments made to support pupils, enabling them where possible to participate effectively in all educational visits.

Safeguarding

It is the responsibility of the Visit Leader, Group Leaders, and all other staff and adults involved, to safeguard and promote the welfare of children and young people during outdoor learning, off-site visits and learning outside the classroom.

Visits Leaders should ensure that they are informed of any children and young people who may be particularly vulnerable or have specific safeguarding needs, and ensure that other staff/adults are made aware as necessary.

Adults are in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. They are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should operate, and be seen to operate, in an open and transparent way.

Safety During the Visit

- The designated leader should carry a list of all the pupils and adults involved in the visit with appropriate medical and contact details.
- A first aid kit should be carried by a responsible adult and at least one adult should be a qualified First Aider.
- Essential medical items must be carried by a designated adult.
- Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue.
- All staff should be fully briefed as to the visit, itinerary, safety and medical procedures and know what to do in the event of an emergency, including having the contact number of the school and the visit leader. Staff should carry a list of the pupils in their group.

Staff Mobile Phones

Staff mobile phones, smartphones and social media such as Facebook (or Padlet) and messaging services may be useful as part of visit organisation; for example, they can be used for keeping parents informed about the progress of a residential visit, about changes in arrangements such as travel times, or in the event of an emergency.

Staff should follow the guidelines laid down in the 'E-Safety and Social Media policy' and the 'Staff Code of conduct' at all times.

Adult Volunteers

Additional adults on the visit should be clear about their roles and responsibilities during the visit. They must:

- Do their best to ensure the health and safety of everyone in the group

- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

Pupils

The group leader must make it clear to pupils that they must:

- Follow the instructions of the leader and other helpers including those at the venue
- Not take unnecessary risks
- Dress and behave sensibly and responsibly, in line with the school's Behaviour Policy and expectations
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it

For safeguarding and security reasons, pupil mobile phones (or gaming technology) are not permitted on trips or residential and parents are asked to support staff in enforcing this.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Behavioural Policy
- Business Continuity Plan
- Health and Safety Policy
- Charging and Remissions Policy
- Equal Opportunities Policy

Local Trips and Visits

This section of the policy applies to all local trips and visits organized by Springhill Academy within the local area (typically within a 10-mile radius), including but not limited to:

- Educational field trips
- Cultural and historical site visits
- Sporting events
- Community service activities
- Local competitions and performances
- Outdoor learning at local parks and woodland

Consent

As stated previously in the policy, written consent from parents is not required for pupils to take part in the majority of offsite activities (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. Springhill Academy, however, in line with advice from SCC, will request blanket consent from parents on admission to Springhill Academy to cover any such activities. Parents will then be kept informed as to the whereabouts of their child at all times and of any extra safety measures required when an activity is due to take place.

Planning and Approval

All Local Area Trips need to be approved in advance by the Headteacher. With at least 2 weeks notice, staff will need to complete Local Area Trip Microsoft form which will detail:

- The lead teacher and other staff
- The number of children
- Location of the trip
- Time and date of the trip
- Purpose
- Attach all relevant risk assessments for approval.

Once approved by the Educational Visits Co-ordinator and Headteacher, timely communication should be sent to parents to inform them of the relevant details of the trip and give them the option to withdraw their child.

Policy Review

The policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).

Signed: Headteacher _____ Date: _____

Signed: Chair of Governors _____ Date: _____

APPENDIX A

Standard risk assessment template

General Risk Assessment Template			
Site / school name:			
Name(s) of person(s) covered by this assessment:			
Tasks and activities covered by this risk assessment:			
Equipment and materials used:			
Location(s) covered by this risk assessment:			
Name of person completing this risk assessment:		Date of completion:	
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	

Record of risk assessment reviews				
Date of review:		Reviewed by:		Comments / date of next review:
Date of review:		Reviewed by:		Comments / date of next review:
Date of review:		Reviewed by:		Comments / date of next review:

[illegible]

Sign off

- I confirm that I have read and understood this risk assessment.
- I have been provided with appropriate information, training, and equipment to carry out the tasks covered by this risk assessment.
- I have had the opportunity to ask any questions and seek clarification on this risk assessment.

[illegible]

Risk matrix

Likelihood	Description	Score
Very unlikely	Unforeseeable that an injury or incident could happen. A 1 in a million chance of a hazardous event happening.	1
Unlikely	An injury or incident could happen, although unlikely. A 1 in 100,000 chance of the hazardous event happening.	2
Fairly likely	An injury or incident may happen. A 1 in 10,000 chance of the hazardous event happening.	3
Likely	It is foreseeable that an injury or incident will happen. A 1 in 1000 chance of the hazardous event happening.	4
Very Likely	Imminent possibility of injury or accident. A 1 in 100 chance of the hazardous event happening.	5

Severity / Consequence	Description	Score
Insignificant	No injury	1
Minor	Injuries only requiring on site first aid	2
Moderate	Injuries that might require further medical attention and injuries that could lead up 3 days' absence	3
Major	Serious injury including broken limbs and injuries leading to over 7 days' absence	4
Catastrophic	Fatality	5

	Very unlikely	Unlikely	Fairly likely	Likely	Very likely
Catastrophic	5	10	15	20	25
Major	4	8	12	16	20
Moderate	3	6	9	12	15
Minor	2	4	6	8	10
Insignificant	1	2	3	4	5

Risk rating	Actions	
1-2	No action	No further action but ensure controls are maintained.
3-6	Monitor	Look to improve at next review or if there is a significant change.
8-12	Action	Review existing controls and make any improvements identified within a specified timetable.
15-16	Urgent action	Take immediate action and stop activity if necessary, maintain controls rigorously.
20-25	Stop	Stop activity and take immediate action.

Guidance on completing assessments

- Consider all the things that have the potential to cause harm, that are present in the situation you are considering (the hazards). Remember to not only think about people directly involved, but also passersby, those with special needs or who may not be familiar with the situation.

- Common hazards and issues may have been provided to help you but are not exhaustive. Some may not be relevant and should be removed from the assessment and others may need to be added.
- Rate the risks to help you determine the priorities for action. A risk assessment matrix is included at the end of this template to assist you. It is suggested you use the scores only on the template.
- Consider what actions you will need to take to reduce the risk. This could be physical measures, or through safe systems of work. It is important to account for what you are already doing.
- Standard control measures based on statutory requirements and best practice have been included to assist you as a guide only. It is important to review these as part of the assessment and amend any that are not relevant to your practice.
- Also consider any personal protective equipment that may be required, although this is a last resort, after all other measures have been implemented. Be specific on the level of protection required e.g. there are many different types of gloves that offer different protection against different hazards.
- Assign who is responsible for implementing any actions as well as a target date for completion. Monitor the actions to ensure they are completed within the deadline.
- It is recommended that all persons directly covered by this risk assessment are involved in creating the risk assessment and a record is made to demonstrate that they have read and understood the risk assessment. A sign off section is included at the end of this assessment.
- The risk assessment should be reviewed following any significant change e.g. change in activity or process and following an incident.
- It is also a good idea to regularly review risk assessments, particularly to ensure that any additional control measures have been implemented and are effective at reducing risk. The actions can be marked as complete, as well as any new actions identified. Use the review summary on the front page to highlight any changes made, as well as suggesting a date for the next review.
- An example entry is included below as a guide to assist you in completing the assessment.

What are the hazards?	Who might be harmed and how?	What are you already doing?	Likelihood	Severity	Risk	Do you need to do anything else to manage this risk?	Who will do this?	When must this be done?	Completed on:
▪ Trailing cables across top of stairs	▪ Persons tripping over cable leading to injury	▪ Staff are advised to place cables carefully ▪ Monthly premises check	3	4	1 2	▪ Carry out daily checks of premises ▪ Install additional sockets	Premises Manager	30 November 2020	28 November 2020



Schedule for Organising Educational Visits and Checklist

6+ Weeks before

- Teacher: Check school diary, staff availability (check ratios) and provisionally book the venue.
- Teacher: Add a provisional date to the school calendar.
- Teacher: Arrange a pre-visit to check out the new venue.
- Teacher: Inform EVC and school office, in an email, of any intended offsite visits. This will enable the school office and EVC to monitor the visit.
- Office: Book the coaches.
- Teacher: Once coaches are confirmed contact the venue to complete the booking and book activities.
- Teacher: Confirm the date on the school calendar and let the kitchen know the trip date for them to alter their hot food orders.
- Teacher: Write letter to parents which includes ALL necessary information. (E.g. date, times, venue, cost, equipment/clothing requirements and permission slip, etc.)
- HT/EVC: Proofread letter and forward to office.
- Office: Proofread and send letter out to parents (after discussing trip cost with headteacher).
- Office/
Teacher: Complete checklist.

3 Weeks before

- Teacher: Complete Evolve. Attach visit letter, grid for pupil groups/staff and Risk Assessments x 2 (1 for journey and 1 for activities).
- HT/EVC: Check evolve contains all necessary information. Send back to organizer if amendments needed otherwise sign off.
- Teacher: Organise groups set out with relevant medical information and group leaders
- Teacher: Check with the office to see who hasn't brought their permission slip in and ask parent's to complete.
- Office: First follow up call with parents if there has not been payment/permission.
- Teacher: **If the trip is a residential, hold a parent meeting.**

2 Week before

- Office: Check again that all payments permission slips have been handed in. If not, pass on info to HT/EVC.
- HT/EVC: Second follow up call to parents if there has not been payment/permission.
- HT/EVC: Notify staff whether trip can go ahead based on number of payments that have been made.
- Teacher: Ensure Evolve forms have been approved by HT/EVC.
- Office: Check how the trip needs to be paid for, are they sending an invoice or can the visit be paid over the phone by card?

1 Week before

- Teacher: Do you need to rearrange duties for the day(s)? Is there any equipment that the school needs to provide (high visibility jackets, letter pickers, digital cameras)?
- Teacher: Give grab bag orders to the kitchen.
- Teacher: Hold a staff meeting for all adults attending to go through itinerary, group lists, individual needs and risk assessments.

On the Day of the Visit

- Teacher: Collect packed lunches from the kitchen. Take sick bags, rubbish bags, sick bowl and first aid kit. Check how payment is being made. Collect the trip register from the office with all emergency contact details along with any medical/SEN needs (if more than 1 coach is going then the register must show the split of children travelling on each coach). Take confirmation of booking. If taking an iPad/camera check photo permissions for children. Take completed risk assessments.

After the visit

- Teacher: Complete Evolve evaluation.
- Teacher: Hand all receipts to the office.
- Teacher: Upload photo's to school social media sites

EVOLVE

All teachers must log in to Evolve to enter details of all visits, even visits walking to local area's eg: care homes, the fire station, St. Anne's Church. Speak to the school office if you are unaware of how to access Evolve.



**SPRINGHILL PRIMARY
ACADEMY**

Reach High, Learn Together

Visit check sheet

INFORM EVC AND OFFICE OF ANY OFFSITE VISITS	
Visit to:	
Date:	
Leader:	
Transport booked (details of company and seats on coach):	
Number of pupils and Adults:	
Booked on School Diary	YES/NO
Cost per child:	
Outline approval by SLT:	
Letter sent out to parents	YES/NO
Names of staff going:	
Kitchen informed of number of children out on the visit and number of grab bag orders	YES/NO
For the day:	Take: grab bags, sick bags/bowl, rubbish bags, tickets/booking confirmation, list of children's emergency contact details and medical information, first aid/medication, risk assessments, take register before leaving school.