

Sacred Heart Catholic Primary School

To live, love and learn joyfully in the family of Christ



Educational Visits Policy

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CONTENTS

Page 3: Context and Application

Page |

2

Page 3: Staff Competence

Page 4: Types of Visit

Page 5: Roles and Responsibilities

Page 6: Visit Planning

Page 7: Approval Educational; Visits Checklist; Inclusion; Parental Consent; Charging / funding for visits

Page 8: Transport; Insurance; Emergency procedures

Page 9 onwards: Appendices

Appendix 1 – Extended Learning Territory

Appendix 2 – Emergency Procedure

Appendix 3 – Initial Planning Record

Appendix 4 - Volunteers on School Visits

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Sacred Heart a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

Improvements in their ability to cope with change.

- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

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.

In addition to this Educational Visits Policy, Sacred Heart

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended Learning Locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

A visit within the Extended Learning Territory (ELL) (1):

- A local visit to location that links to a curriculum area.
- Small scale, low risk activities
- Small time scale (lasting less than a day, usually a school morning / afternoon session).
- Parents / Guardians would not be informed in advance. Permission is granted on the data collection sheet completed by parents / guardians each September.

A visit outside of Ware (2):

- Within the school day or within a reasonable time (9.00am – 6.00pm)
- Usually funded by school budget and voluntary contribution by parents / guardians
- Parents / Guardians would be informed in advance with written permission required.
- Transport is used to get to the visit location.

A visit outside of Ware involving adventurous activities (3):

- Within the school day or within a reasonable time (9.00am – 6.00pm)
 - Possible residential visit
 - Usually funded by school budget and voluntary contribution by parents / guardians
 - Parents / Guardians would be informed in advance with written permission required.
 - Transport is used to get to the visit location.
- Year 6 have the opportunity of travelling and staying in a residential centre e.g PGL for three nights
- Year 4 have the opportunity to stay in Norfolk for two nights as part of their curriculum work on coastal erosion

Roles and responsibilities

Visit leaders (the Teacher leading the visit) are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

Class Teacher Responsibilities

- To ensure that a least one whole school day visit per year takes place
- To include visits into the Long Term Plan
- To discuss visits with Standards Leaders
- To liaise with EVC to ensure visits are possible
- Before making a commitments and definite plans, discuss the plan with the EVC
- Consider costs and how these will be met.
- Plan the visit and involve colleagues.
- Where appropriate involve pupils in the planning
- Liaise with the admin team to make any checks of third party providers
- Complete the Planning record and Risk Assessment (Appendices)
- Liaise with admin team to book the visits, transport and send letters to parents / guardians.
- Complete all sections of EVOLVE, the online systems for recording and monitoring visits

The Educational Visits Coordinator (EVC) is *Megan Jepson* who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE .The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc. • Support and challenge colleagues over visit and learning outside the classroom.

- Be the first point on call for advice on visit related matters
- Check the final visit plans before they are submitted to the Head Teacher.
- Monitor and make regular checks on visits.

The Head Teacher (if not the EVC)

has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

- Responsible for approval of all visits.

- Report to Governors about visits in the HT Report.

Governors

- Ensure policy is in place and reviewed
- Occasionally attend visits and report back
- Challenge the EVC by questioning and checking.

Individual governors may request 'read-only' access to EVOLVE

As an academy, the Governors are responsible for the final approval of all visits that are either overseas, residential, and/or involve an adventurous activity. This is then delegated to the headteacher to make approval via EVOLVE

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 5 days in advance, and then forwarded to the Head/EVC for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

Page |

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Educational Visits Checklist

Sacred Heart's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This can be found on EVOLVE (Appendix 3)

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1), or through a traditional paper consent form/ School Comms.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

All pupils at Sacred Heart are encouraged to attend visits as they are an important part of the school curriculum. Each visit is planned with the consideration of whole year group. Specific Risk Assessment may be completed for individual pupils and decisions will be taken for each pupil and each visit with Senior Management and parents / guardians.

Charging / funding for visits

Funding for visits rely on the voluntary contribution from parents with some being subsidised by the school. If there are not enough contributions, some visits may not be able to go ahead.

Transport

Coaches are used for transporting pupils to most trips however some visits may involve travelling on public transport.

Sacred Heart follows National Guidance on using public transport

All staff follow the generic risk assessment on travelling by coach

Use of staff cars to transport pupils — Staff cars may only be used to transport pupils when the driver has business insurance and a clean driving licence (a record of both of these being checked will be kept by the School Admin Team).

Insurance

Sacred Heart uses the RPA for visits.

Other topics

Swimming Lessons: Pupils attend John Warner School in Hoddesdon. A general risk assessment for coach travel is used alongside the John Warner's own risk assessment once inside the pool.

Pupils are supervised in the changing rooms and accompanied to the toilet by an adult during lessons.

Dismissal of pupils after evening activities

Each after school club has a register. The leader of the after-school club or after school event will only dismiss the children to parents or named people on a child's collection list. If arrangements have changed unexpectedly parents need to inform the school office; children will not be dismissed to an adult without first being checked through the office

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Appendix 1 - Extended Learning Locality

Boundaries

This area includes the following frequently used venues:

- *River behind school*
- *Town centre*
- *Hoe lane (vets)*
- *Catholic church*
- *The Meads*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- 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 environmental fieldwork (nettles, brambles, rubbish, etc).
- Walking near river behind school.

These are managed by a combination of the following:

- The Head, Deputy or 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 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced 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.

- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- 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 deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

Page |

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry either:
 - a) An Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.
6. For visits that take place outside the 'extended learning locality', the visit leader will carry an Emergency 'Card' (see EVOLVE Resources).

Appendix 3

The Visit Leaders Task list

Trip.....Date.....Leader.....

Task	Tick
Gain outline approval from the EVC and Senior Management Team to begin planning the visit and agree funding mechanism / charging policy	
Ensure the visit:	
has clear learning outcomes (how this trip will benefit the pupils)	
has activities appropriate to the group	
is planned to maximise benefits to the children while managing significant risks	
is appropriately staffed	
complies with the school's safeguarding policy	
Informed Parents and gained written permission if required.	
Completed a pre-trip visit to the location where appropriate.	
Ensure this policy is followed and that the visit plan is recorded on EVOLVE.	
Confirmed staffing and volunteers (agreed ratios with EVC). At least 1:10	
Ensure all other staff, accompanying adults and children are:	
fully briefed about their roles and responsibilities during the visit	
Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.	
Know what to do in the event of an emergency	
Are given information they need about individual pupil needs.	
Ensure the base contact back at school is fully briefed and has copies of all relevant Information	
Keep school up to date via text / phone call for return arrival time, particularly when returning to school after 3.30pm. School will keep parents / guardians informed via parentmail	

