

Oxford Diocesan Bucks Schools Trust (ODBST)

"ODBST - Empowering Lives, Flourishing Together"



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL SEEDLINGS NURSERY & PRE-SCHOOL

Educational Visits Policy

ODBST Level 2 Policy:	ALL Schools require this policy, which may be adapted where identified to suit local requirements and schools may add their own branding. LGBs will note adoption of this locally adapted policy in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	<u>ODBST Driving for Work</u> <u>ODBST Remissions Policy</u> <u>ODBST Health and Safety Policy</u>
Committee responsible:	<u>FRAPP</u>
Approved by:	<u>FRAPP</u>
Date Approved:	<u>23/9/2025</u>
Review Date:	<u>22/9/2028</u>

Context

Oxford Diocesan Bucks School Trust (ODBST) 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 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.
- 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.

When does this policy apply?

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, Trustees:

1. Adopt the Local Authority's (LA) document: '**Bucks Requirements and Guidance**' in Evolve resources
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 carry out visits in line with ODBST policy, 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 & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day. (Enrichment)**

These follow the 'Local Learning Area' Operating Procedure (Appendix 1).

2. **Other non-residential visits within the UK that do not involve an adventurous activity.**

These are entered on EVOLVE by the visit leader and submitted to the EVC/Headteacher for checking and approval.

3. **Visits that are overseas, residential, or involve an adventurous activity.**

As above, but the Head authorises and then submits to the LA for approval through Evolve.

Roles and responsibilities

Visit leaders 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 Headteacher 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.

The Educational Visits Coordinator (EVC) is Paula Shaw who will support, mentor 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.

The Headteacher, or a suitably designated senior leader, has overall responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Local Governing Body's role is that of a 'critical friend'.

The Governors will at least annually review the educationally visits and outcomes offering both challenge and support.– see *National Guidance* www.oeapng.info for additional information).

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

The Trustees, delegate their responsibility to the ODBST Director Of Education who is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity. Approval by the LA is acknowledgment that the plans attached to Evolve are sound but responsibility sits with the academy trust.

Staff Competence

Great Horwood CE school 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 ready to be a visit leader, the Headteacher 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.

Emergency procedures

The school has an emergency plan in place to deal with a serious 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 is considered to be serious, necessitates the use of 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 ODBST CEO and/or Director of Education without delay.

Parental Consent

Consent is not required for activities within the Local Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures, visits to church, swimming. Consent may be online or through a traditional paper consent form.

Specific (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis. As above, consent may be online or through a traditional paper consent form.

Inclusion

Trustees would expect that all activities are planned to be fully inclusive of each relevant member of the school community. As far as is reasonably practicable, all adjustments must be made to ensure that all pupils are able to take part in such activities and, as a minimum must comply with the Equality Act 2010.

See National Guidance www.oeap.info for more information.

Charging / funding for visits

Please read the Charging and Remissions Policy.

Use of staff cars to transport pupils

Refer to the ODBST Driving at Work Policy for guidance.

Insurance

Please refer to the current RPA insurance document for list of coverage.

For emergencies and urgent incidents (excluding overseas travel)

Contact the RPA by:

- emailing RPA.CM@davies-group.com
- calling 03300 585566

For overseas travel emergencies and urgent incidents

You can contact the RPA by calling 020 3475 5031.

Summary of cover

This table summarises what the RPA covers. For full eligibility details, you should always read the membership rules that apply to your school.

Type of risk	Limit
Material damage	Reinstatement value of the property
Business interruption	£10 million for any one loss
Employers' liability	Unlimited
Third-party liability	Unlimited
Governors' liability	£10 million for any one loss and in any one membership year

Type of risk	Limit
Professional indemnity	Unlimited
Employee and third-party dishonesty	£500,000
Money	Various, including cash on premises or in transit, £5,000
Personal accident	Death and capital benefits, £100,000
United Kingdom travel	Baggage and money, £2,000 per person; cancellation, £1,000 per person
Overseas travel, including winter sports	Includes baggage, £2,000 in total per person (inner limits apply); money, £750 per person; medical expenses, £10 million; cancellation, £4,000 per person
Legal expenses	£100,000 for any one loss and in any one membership year
Cultural assets	£10,000 for any one cultural asset or £250,000 for any one multiple loss
Cyber cover	£250,000 for any one loss and in any one membership year. Where a member is part of a group network with other RPA members, the maximum aggregate liability is £750,000 in any one membership year for the group network

Full details of cover

These membership rules detail the full cover and provision of the RPA:

- [Church academies: RPA membership rules](#) (PDF, 806 KB, 131 pages)

Accessing your RPA documentation

You will have been sent a copy of your membership certificate with your confirmation email when you opted into the RPA.

You can access and download further copies of your current certificate by accessing the RPA Service through [DfE Sign-in](#).

Other topics

Swimming Lessons – please follow the Buckinghamshire County guidance (explain changing room supervision, etc).

[Bucks Safe Practice in School Swimming Policy & Guidance - Jan 25](#)

Appendix 1 – Local Learning Area

General

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

These visits/activities:

- do not require parental consent but parents should be informed at least 24 hours in advance of such an event taking place.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- you choose to record on EVOLVE e.g. Visit to St James Church
- do not need to be recorded on EVOLVE if these are ad-hoc activities

Boundaries

The boundaries of the School Learning Area are with the Great Horwood village and within walking distance. This area includes, but is not limited to, the following frequently used venues: *e.g.*

- *the Pece Park*
- *The village Green*
- *St James Church*
- *Great Horwood allotments*
- *The village pub*
- *Walks through the village*

Operating Procedure for School Learning Area

The following points are covered in the school's risk assessment for visits in the School Learning Area. This is reviewed annually by the Health and Safety school lead.

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Pupil/staff ratios
- Losing a pupil.
- Mobile phone use

- Uneven surfaces and slips, trips, and falls.
- First aid provision
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).
- Coming across a hazardous substance

These are managed by a combination of the following:

- The Head, or Deputy must give verbal approval before a group leaves.
- A current list of staff approved to lead in this setting is maintained by the EVC and office.
- The concept and Operating Procedure of the ‘School 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 and 30 pupils but is class and age specific so this will be altered as required to meet the needs of the pupils, their maturity and the areas they will be in.
- For Seedlings Nursery & Pre-School the usual staff to pupil ratio’s apply as stated in the EYFS framework.
- Staff are familiar with the area, including any ‘no go areas’, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Pupils are fully briefed on what to do if they become separated from the group such as *return to school, wait where they are, go to x and ask for help, etc.*
- All remotely supervised work in the School Learning Area 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.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Appendix 2 – Emergency Procedure

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

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 ODBST CEO/ and or Director or Education in the event that an incident necessitates the use of 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 School Learning Area, the visit leader will carry an Emergency Card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.