



Rawmarsh Ryecroft Infant School

Educational Visits Policy

Reviewed: May 2026

Next Review Due: May 2028

Statement of Intent

This policy applies to any visit that leaves the school grounds, whether as part of the curriculum, during school time, or outside the normal school day.

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 *Ryecroft Infant School* 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 (using 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.

Employer Policies and Procedures

In addition to this Educational Visits Policy, *Rawmarsh Ryecroft Infants*

- Adopts the Local Authority's (LA) document: 'Learning Outside the Classroom (LOtC) and Educational Visits Policy and Guidance' (All staff have access to this via EVOLVE).
- 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) and the Local Authority policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Page Break

Approval Process

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

- Local visits follow the Local Learning Area' policy (Appendix 1).
- Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE and should be submitted to the EVC/Head for checking at least 10 working days in advance.
- Visits that involve an adventurous activity (see LA guidance for definition of 'adventurous'). These are entered on EVOLVE and should be submitted to the EVC/Head for checking 30 working days in advance. Applications should then be submitted to the LA 20 working days in advance.

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 Head Teacher or EVC prior to planning, and certainly before making any financial or other commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Kate Blythe, 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.

The Head Teacher has responsibility for approving type 1 and 2 visits, and authorising type 3 visits which are then work flowed via EVOLVE to the LA.

The Governing Body's role is that of a 'critical friend'. *The governors will approve risk assessments if this is considered required by the head teacher.* Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

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 consider 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.

Records will be kept of induction, training, relevant qualifications, and competence.

Volunteers

Any volunteers who accompany a visit or activity will be vetted and be directly supervised by a member of staff. If volunteers are to have substantial unsupervised access to young people, then an enhanced DBS disclosure will be obtained, and they will undergo induction and training in their role and responsibilities. Reference should also be made to the school's Safeguarding and Volunteers Policy. See Appendix 3 as guidance.

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.

Parental Consent

On entry to school consent: Written consent will be gained on children's entry to school for routine local visits and activities which are a normal part of our educational provision. This can include visits and activities beyond the normal day such as a local area walk and information regarding the nature of the types of visits will be included on *the consent form*. We will fully inform parents by letter, email or Class Dojo message of the nature of each visit, activity, or series of a similar nature, remind parents that they have already consented, and give opportunity to update information and emergency contact details.

Individual consent: Written consent or electronic consent using Parent Pay will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, adventurous activities, those which fall outside of normal hours and non-routine

activities which are not a normal part of educational provision. We will fully inform parents by *letter* of the nature of each visit, activity, or series of a similar nature.

Medical information: We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

Inclusion

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers.

We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. School will work in partnership with families to ensure all children have equality of opportunity and may use individual risk assessments to outline expectations and the level of support school provides outside of the school premises. School may seek family support to ensure the safety of the child and the other children on the visit and this will be discussed at length with families in adequate time prior to the visit so provision can be made. Reference should also be made to school's SEND and Inclusion Policy.

Behaviour

Appropriate behaviour is essential for the smooth running of learning beyond the classroom activities and ensures that effective memorable learning can take place. Young people, parents and carers will be made aware of the code of behaviour, expectations of young people and sanctions which may be invoked should the code be breached. In addition, parents and carers will be made aware of their responsibilities for removing/collecting young people in prescribed circumstances. Reference should also be made to school's behaviour policy

Charging / funding for visits

Contributions from parents and carers are requested to support the funding of school visits, which are always subsidised by school utilising specific funding stream to provide access and equality for all (PP funding, Sport Premium etc) If voluntary contributions are not provided, it may not be financially viable for a visit to happen. All visits are looked at on an individual basis and circumstances considered.

Transport

School will only use a coach which we have full insurance information and meet all the relevant safety requirements ie seatbelts. Private cars are only used to transport members of staff and must be appropriately insured for business use. All transport is linked to the Evolve risk assessment.

Insurance

RP insurance provides cover for all educational visits.

Monitoring

All visits and their corresponding risk assessments must be overseen by the head teacher. Staff complete an initial visit prior to the children attending where additional facts can be considered and ensure in school risk assessments and those requiring Evolve are able to identify all risk factors. Discussions are held between staff and SLT in the planning stages to consider any enhanced planning required. A member of SLT always attends an educational visit and additional staffing is used to support less experience colleagues alongside relevant training.

Appendix 1 – Local Learning Area

Visits/activities within the 'Local 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:

- must be risk assessed using the school system
- do not require parental consent as long as permission is given on entry to school.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The boundaries of the locality are areas within a safe walking distance for the age of our children. This area includes the following frequently used venues:

- Rosehill Park
- Rosehill Junior School
- St Nicholas Church
- Pops
- War Memorial – Rawmarsh Hill

Operating Procedure for Local Learning Area

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).

These are managed by a combination of the following:

- The Head must give verbal approval before a group leaves and have seen the local area risk assessment.
- 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 'Local Learning Area' is explained to all new parents when their child joins the school.
- Staffing ratios are always 1: 8 or lower depending on the age of the children.
- Staff are familiar with the area and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. Crossings and subways are always chosen as a method of road crossing whenever possible.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- 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.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment and first aid equipment is taken when needed (e.g., gloves, gloves)

Appendix 2 – Emergency Procedure

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

- There is always a nominated emergency base contact for any visit (during school hours this is the office).
- 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.
- 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.
- 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.
- The visit leader/s and the base contact/s know to request support from the local authority if the incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
- For visits that take place outside the 'local learning area', the visit leader will carry an emergency procedure reminder.

This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3

Educational Volunteer Guidance and Expectations

- To be responsible and look after, in equal measure in conjunction with school staff, all of the children in your group.
- To stay with your allocated group of children at all times ensuring that their well-being and safety is maintained for the total duration of the school trip.
- To stay with school staff except where the teacher has asked volunteers to lead separate groups within agreed boundaries and periods of time (e.g., to view museum exhibits in small groups).
- To promote polite, respectful and courteous behaviour towards each other and members of the general public.
- To ensure that the group you are with keep up with the body of the school visit party, be it walking, entering or exiting from transportation, or following speakers for the trip.
- To contact your child's class teacher/school member of staff if there are issues with first aid, safety and/or behaviour.

Working alongside School Staff

School staff expect volunteer helpers to:

- Comply with all of the above whilst being under the direct line management of school staff.
- Show commitment to their group and an interest in the focus of the visit
- Assist children in their learning by helping them to read signs/labels/information, and by asking questions that encourage children to think and reflect on the experience.
- Follow any further guidance from the school staff.

What is not permitted Volunteer helpers are not allowed:

- to leave the visit site/premises.
- to bring additional siblings on the school trip.
- to re-organise school visit groups.
- to smoke, drink alcohol or engage in any illegal practices.
- to take photographs of children.
- to give / buy their group any treats - e.g., ice-creams, biscuits, sweets, or any other gifts - before, during or after the school trip.

Volunteers will be under direct supervision of school staff and will not be allowed to carry out duties - such as escorting children to the toilet (unless essential in the circumstances) or leading a small group of children - without a member of the school's staff explicit instruction.

First Aid and Emergencies

These will be managed by school staff