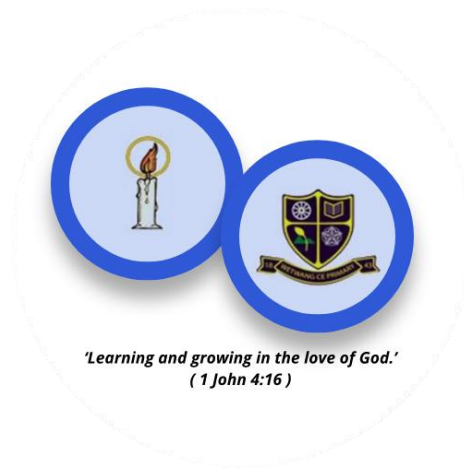




Sledmere and Wetwang Federation

VISITS POLICY – OCTOBER 2025

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors October 2026

Vision
‘Learning and growing in the love of God’ (1 John 4:16)

Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of ‘real-life’ opportunities for our children enables them to achieve a fuller understanding of the world through direct experience. Educational visits are an essential element of good primary practice.

Purposes

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that the visit provides an effective stimulus at the start of a new theme; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Guidelines The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils. The following guidelines support the planning and implementation of educational visits organised at this school. For protocols, please see Annex 1.

Executive Headteacher

The Executive Headteacher will endeavour to ensure that:

- visits have appointed a suitable, trained group leader;
- all necessary actions have been completed before the visit begins by the group leader;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- any child assessed as posing a risk to themselves or others will not be allowed on the visit;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate DBS clearance;
- the governing body has approved the visit if necessary;
- parents have returned signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- measures have been taken to ensure all children can take part in the visit safely
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit’s venue and have a contact name;
- That they have the names of all the adults and pupils in the travelling group, and the contact details of parents and staff and volunteers’ next of kin.

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Executive Headteacher. The Group Leader should:

- appoint a deputy;
- be able to control and lead pupils of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment; (**HSE** clarifies that when health and safety law refers to risks, it "is not contemplating risks that are trivial or fanciful" and that its "primary interest is in real risks.")
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below). Other teachers and adults involved in a visit Teachers on school-led visits act as employees of the LEA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with the Executive Headteacher and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline;
- non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable;
- parents/ carers can only take photographs of their child.

HSE advice:

Taking 'proportionate precautions' based on the level of risk and actively promotes the '**avoidance of unnecessary bureaucracy**,' focusing solely on '**managing real risks**' rather than perceived or trivial ones.

Day visits

6 Weeks before

- Get approval from the headteacher and Educational Visits Coordinator (EVC).
- Select the venue and ensure it aligns with curriculum goals.
- Conduct a preliminary visit if possible, to assess suitability and safety.
- Make a provisional booking with the venue and transport provider.

6–8 Weeks Before

- Complete risk assessments and begin drafting the itinerary.
- Send letters to parents with trip details, costs, and consent forms.
- Check insurance and safeguarding credentials of any external providers.

4 Weeks Before

- Collect consent forms and payments.
- Confirm staffing and ensure ratios meet local authority guidelines.
- Book transport and confirm timings.

1–2 Weeks Before

- Reconfirm all bookings (venue, transport, meals if applicable).
- Brief staff and pupils on expectations, safety, and behaviour.
- Prepare materials like group lists, medical info, and emergency contacts.

Day of the Visit

- Carry all documentation, including risk assessments and contact details.
- Ensure clear communication among staff and with the school office.

After the Visit

- Debrief with staff and pupils.
- Log any incidents or feedback for future planning.

Residential/ High Risk Visits

12 Months Before (for residential) / 3–6 Months Before (for day trips)

- Get approval from the headteacher and governors.
- Choose the destination based on curriculum links and age suitability.
- Conduct a pre-visit to assess facilities, accessibility, and safety.
- Check availability and make a provisional booking.

3–4 Months Before

- Complete risk assessments and ensure they align with school and local authority policies.
- Send initial letters to parents with trip details, costs, and consent forms.
- Arrange transport and confirm logistics like lunch areas, toilets, and emergency contacts.

1–2 Months Before

- Collect payments and consent forms.
- Hold a parent information meeting (especially for residential).
- Confirm staffing and ensure at least one adult has first-aid training.
- Finalise itinerary and share with staff and venue.

1–2 Weeks Before

- Reconfirm bookings with the venue and transport.
- Brief pupils and staff on expectations, behaviour, and safety.
- Prepare materials like name tags, group lists, and emergency contacts.

Day of the Trip

- Carry all documentation, including risk assessments, medical info, and contact lists.
- Ensure clear communication among staff and with the school office.

After the Trip

- Debrief with staff and pupils.
- Evaluate the trip's success and document any lessons learned for future planning.