



Wycliffe Church of England Primary School

Educational Visits Policy



Approved by the governing body: June 2026

To be reviewed: June 2027

Vision Statement

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.

Wycliffe CE Primary School takes the health and wellbeing of our staff and students very seriously. We take reasonable steps as stated in the Health and Safety at Work Act 1974.

This policy has been designed in line with the DfE and Health and Safety Executive (HSE) guidance and details our responsibilities for pupils while out on educational visits and school trips.

STATEMENT OF INTENT

Intent:

Wycliffe Primary School has a strong belief in the value of learning beyond the classroom. We demonstrate this by taking part in carefully planned educational visits. We provide a broad and balanced curriculum that is enhanced by providing learning outside of school.

Implementation:

Educational Visits can provide incentive and support to work being covered as part of the school curriculum. It may be that a visit provides an effective introduction to a unit of work or topic; alternatively teaching staff may decide to use an educational visit at any time during a project to enhance and support learning.

Impact:

Teaching staff must ensure that the educational benefits to the children are **identified, maximised and recorded** to ensure that, alongside our broad balanced curriculum, pre-planned, relevant school trips add to depth of learning and understanding of subject matter. School trips can change attitudes and raise aspirations, through participation in new activities. Rising to new challenges and living alongside their peers helps pupils to become more adaptable and confident which is critical to so many areas of their development.

1. Definitions

- 1.1. ‘In loco parentis’ means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent/carer.
- 1.2. ‘School trip’ means any educational visit, foreign exchange trip, away-day or residential holiday organised by Wycliffe Primary School which takes students off-site.

- 1.3. 'Residential' means any school trip which includes an overnight stay.
- 1.4. 'Activities of an adventurous nature' include, but are not limited to:
- Trekking
 - Caving
 - Skiing
 - Water sports
 - Climbing

2. Key roles and responsibilities

- 2.1. The governing body has overall responsibility for the implementation of the Educational Visits and School Trips Policy of Wycliffe Primary School.
- 2.2. The governing body has overall responsibility for ensuring that the Educational Visits and School Trips Policy, as written, does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 2.4. Our Senior Administrator is also Educational Visits Co-Ordinator and will be responsible for the day-to-day implementation and management of the Educational Visits and School Trips Policy. The responsibility for health and safety on school trips falls on many people – think of it as a triangle of responsibility. At the top of the triangle, the overall responsibility sits firmly with the employer. The Headteacher works closely with the EVC and authorises all risk assessments for visits.
- 2.4. Staff will be responsible for following the Educational Visits and School Trips Policy, and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 2.5. The designated leader in charge of the trip is 'in loco parentis' and has a duty of care to all members of the party.
- 2.6. Pupils are responsible for following instructions from teachers while on educational visits and school trips.
- 2.7. Pupils are responsible for behaving in a manner which matches the ethos of Wycliffe Primary School and for following the behaviour rules set out in the school's Behaviour Policy as they relate to the Educational Visits and School Trips Policy.

The following approvals are required, depending on the type of visit being planned:

Type of visit	Activity example	Final approval	Comments
Routine day visit which requires standard planning	Visit to local church or swimming club (not first-time visits)	Headteacher/Principal	Timescale subject to academy policy but normally at least four weeks in advance
Day visits and activities requiring an advanced level of planning	Annual school trips or visits	Headteacher/Principal	Timescale subject to academy policy but normally at least four weeks in advance
More complex and specialised visits including overnight stays, hazardous activities or overseas travel	Y5/Y6 Residential visits Ski trips Foreign travel	LGB	Initial approval from Headteacher/Principal to plan the visit. Final approval from LGB at least three months in advance.

3. Training of staff

- 3.1. Teachers and some support staff will receive training on the Educational Visits and School Trips Policy.

4. Risk assessment process

- 4.1. Our risk assessment process is designed to manage real risks when planning trips, while ensuring that learning opportunities are experienced to the full.
- 4.2. The process is as follows:
- Identify the hazards
 - Decide who might be harmed and how
 - Evaluate the risks and decide on precautions
 - Record your findings and implement them
 - Review your assessment and update if necessary
 - Share risk assessment with all concerned
- 4.3. A risk assessment form and prompt sheet are available in the appendices.
- 4.4. All these risk assessments plus any additional and relevant documentation are uploaded to Evolve.

5. Consent

- 5.1. Parental consent is not generally required for local off-site activities that take place during school hours where we have a signed parental consent form in our central records.
- 5.2. Written consent/Forms is required for:

- Activities of an adventurous nature.
- Residential trips.
- Foreign trips.
- Trips outside of school hours.
- Trips beyond the locality

5.3. Parents will be informed of activities and will have the opportunity to withdraw their child from taking part.

6. Staffing ratios

Staff to pupil ratios will be determined through a risk assessment process that takes into account the nature of the trip, the type of activities that will be undertaken and the needs of the cohort of pupils who are attending. We will always ensure that there are sufficient staff to cope in an emergency.

As a guideline, our minimum staff to pupil ratios will be as follows:

- EYFS – 1:6
- Y1-6 – 1:10
- Other residential: providers discretion

7. Insurance and licensing

- 7.1. When planning activities of an adventurous nature in the UK, the educational visits coordinator will check that the provider of the activity holds a current licence.
- 7.2. Insurance will be organised for every trip, no matter how short, to ensure adequate protection and medical cover.
- 7.3. Parents will be informed of the limits of any insurance cover.
- 7.4. Where a crime is committed against a member of the party, it will be reported to local police as soon as possible.
- 7.5. Medical expenses will be recorded and stored in the Wycliffe Primary School office.

8. If things go wrong

- 8.1. In the case of accidents and injuries while on a school trip in the UK, the school's accident reporting process will begin by contacting any emergency services that might be required.
- 8.2. The Headteacher or member of the Senior Leadership Team will be informed.
- 8.3. In the case of accidents and injuries while on a school trip abroad:
 - Organisers will cooperate fully with the emergency services at the location and understand that any injury or death of a member of staff or child outside of Great Britain may be subject to the law of the land where the accident occurred.
 - The first point of contact with the UK should be the headteacher who will contact the family of the injured person.

- Pupils will be asked not to contact friends or parents in the UK until the family of the injured person can be contacted.
- The British Embassy/Consulate will be informed.
- The insurer will be notified.
- Written records of the incident will be kept.
- Media enquiries must be referred to the headteacher or, if they are not available, the deputy head or clerk to the governors.

9. SEN and Disabilities

- 9.1. Where possible, activities and visits will be adapted to enable pupils with SEN and/or disabilities to take part. A RA will be bespoke to those with a personal need.
- 9.2. Where this is not possible, an alternative activity of equal educational value will be arranged for the pupil/s.

10. Finance

- 10.1. The school's financial procedures must be followed when arranging trips.
- 10.2. Under no circumstances should school trip money be processed through personal accounts.

11. Foreign trips

- 11.1. Validity of passports and visa requirements will be dealt with within three months of the initial request to avoid problems when the trip is due to take place.

12. Planning school trips

- 12.1. Prior to planning a school trip, the following guidance is available to consult:
- The DfE's guidance: <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>
 - The HSE's <https://www.hse.gov.uk/education/school-trips.htm>

Appendix a)

Initial Trip Request Form

• Location of Trip	
• Date of Trip	
• Teacher leading the trip	
• Class/Pupils Involved including number	
• Curriculum Focus/justification for the trip	
• Number of Additional Adults required	
• Draft Itinerary	
• Transport Arrangements	
• Risk Assessments attached	
• Any other Important Information	
• Approximate Costings	
• SLT APPROVAL AND SIGNATURE	

Appendix b) s

RISK ASSESSMENT FORM: shared with all adults taking part in trip by the organiser and uploaded to Evolve.

Part A

DEPARTMENT/ SERVICE					Wycliffe Primary School				
Assessor/ Person(s) assisting with the assessment					DATE				
TASK / ACTIVITY (Include duration and frequency of task activity)									
Group leader:			Other adults:		No of chn:		Ratio:		
Likelihood of Occurrence	Severity of Outcome					Persons / groups at risk			
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe	A	Employees	E	General Public / Pupils
1 Very Unlikely	LOW (1)	LOW (2)	LOW (3)	LOW (4)	LOW (5)	B	New Employees	F	Visitors
2 Unlikely	LOW (2)	LOW (4)	LOW (6)	1. MEDIUM (8)	MEDIUM (10)	C	Contractors / Sub-Contractors	G	Volunteers
3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	HIGH (15)	D	Young person / Work experience	H	Clients / Service users
4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	HIGH (20)	Likelihood of occurrence X Severity of outcome = Risk Rating Example: Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)			
5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	HIGH (25)				

Part B

What are the hazards and What could happen	Affected persons groups	What are the existing control measures	Risk rating <small>(refer to chart)</small>	Further action required to eliminate or reduce the risk <small>(who by and Date)</small>	Residual risk rating <small>(refer to chart)</small>

What are the hazards and What could happen	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)

Part C

2. Links to other risk assessments and or safe working instructions - please state			
3. Name and Sign When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented		Date	
<p>Review - Before work starts, it is important to consider the content on this risk assessment to ensure it still valid. For example, are there any significant changes, additions or omissions at the site not identified on the assessment? Are there any additional hazards or risks?</p> <p>Please record any changes required and or action taken, then date and sign</p>			
Reviewer Name & Date		Notes	
Reviewer Name & Date		Notes	
Reviewer Name & Date		Notes	
Reviewer Name & Date		Notes	

Appendix c)

This document offers support for the completion of the above

ACTIVITY	<p>1. Generic Risk Assessment pointers for visits from Wycliffe Primary School</p> <p>This must be applied to the planning and preparation in conjunction with any other appropriate site or activity risk assessments</p>
HAZARDS	<ul style="list-style-type: none"> ✘ Road traffic accidents ✘ Slips/trips/falls/strains/etc. ✘ Group Leader incapacitated ✘ Objects falling from height ✘ Equipment failure ✘ Cold related conditions (hyperthermia, frostbite) ✘ Heat related conditions (sunburn, dehydration, heat exhaustion, heat stroke) ✘ Other adverse weather related conditions e.g. lightning, strong/gusting winds etc ✘ Getting lost/separated from group ✘ Unplanned/inappropriate entry into water/drowning ✘ Burns, fire/smoke injuries ✘ Substance abuse, alcohol, drugs ✘ Diseases, illness, stings/bites etc. ✘ Adverse contact with animals/plants: kicks, trampling, bites, stings ✘ Abuse/inappropriate contact with strangers ✘ Manual handling issues
CONTROL MEASURES	
<ul style="list-style-type: none"> ➔ Appropriate and approved leadership, briefing, supervision, supervision ratio and first aid provision ➔ Participant list, relevant personal information, headcounts etc. ➔ Adventure activity leadership in line with Adventure Activity Matrix ➔ Ability, qualification and previous experience of accompanying staff ➔ Availability of prepared Plan B ➔ All equipment checked and fit for purpose ➔ Seasonal issues/daylight considered ➔ Weather forecast/underfoot conditions/surface water conditions/depth and speed of water/tidal implications considered/impact of weather on activity e.g. strong winds – woodland activities, cycling 	

- ➔ Near water apply controls described in “Safety at Water Margins” (Appendix I) and any other appropriate measures
- ➔ Swimming ability and water confidence identified if activity is in, on or near to water
- ➔ Relevant local knowledge
- ➔ Previous experience, age, ability, fitness of young people
- ➔ Warm up activities, as appropriate
- ➔ Arrangements for pupils with special needs, medical conditions or requiring particular attention
- ➔ Staff to pupil ratio, defined groups and regular head counts
- ➔ Communications between staff and back to school or base
- ➔ Appropriate personal protective equipment available to pupils and staff
- ➔ Emergency procedures in place and equipment carried/available
- ➔ Fire safety procedures in place
- ➔ Application of strategies to prevent cold related conditions (hyperthermia/frostbite)
- ➔ Application of strategies to prevent heat/sun related conditions (sunburn/dehydration/heat exhaustion/ heat stroke)
- ➔ Appropriate rests for re-hydration/food/shade/shelter/application of sunscreen etc.

NOTES

- Accidents to young people, including several fatalities, highlight the need for great care in or near water – refer to Safety at Water Margins.
- Each excursion must be risk assessed on an individual basis and not rely on “last year’s” details. Recent accidents have occurred to parties led by staff that have run incident free activities for many years.
- It is good practice to involve young people both in the risk assessment process and in the safety precautions to be followed.