



# St Faith's

Church of England  
Infant and Nursery School

## Educational Visits Policy

Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all." *Aspire not to have more, but to be more."* (Oscar Romero)

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of the **Educational Visits** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

### 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 [St Faith's Church of England Infant and Nursery 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 (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, [St Faith's Church of England Infant and Nursery School](#):

1. Adopts the Local Authority's (LA) document: **Guidance for Off-Site Educational Visits and Related Activities with National Guidance & EVOLVE**. The last update was for 2020/2021. All staff have access to this via EVOLVE.
2. Adopts National Guidance [www.oeapng.info](http://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 this school 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 that fall in the category of 'Local Area Visit' that are part of the normal curriculum and take place during the normal school day.**  
These follow the 'Local Area Visit' Operating Procedure (Appendix 1).
2. **Other non-residential visits within the UK that do not involve an adventurous activity. e.g. visits to museums, farms, theme parks, theatres, etc.**  
These are entered on EVOLVE by the visit leader and submitted to the EVC (who is also the Head) for checking.
3. **Visits that are overseas, residential, or involve an adventurous activity.**  
These follow 2. above, but the Head then submits the visit to the LA for approval.

## 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 before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements and should seek advice from the EVC where necessary.

**The Educational Visits Coordinators (EVC)** are Amanda Konrath and Gemma Wallis, who will support and challenge colleagues over visits and learning outside the classroom activities. The EVCs are the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE. The EVCs set up and manage the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits and for submitting those that are overseas, residential or adventurous to the LA for approval.

**The Governing Body's** role is that of a 'critical friend'. They ensure that they:

- Are aware of our responsibilities as explained in this guidance and our establishment's visits/outdoor learning policy.
- Have access to training to ensure that they understand the importance and function of visits/outdoor learning and any guidance provided.
- Have an EVC in place that meets employer requirements.
- Consider annually the place and contribution of visits/outdoor learning to the establishment's ethos.
- Can identify the wide range of outcomes for young people through visits/outdoor learning and how they contribute towards their development/attainment and to establishment effectiveness.
- Recognise the difference that Pupil Premium can make to the provision of visits and outdoor learning and the outcomes for relevant pupils.
- Have arrangements to support young people with special needs including medical and behavioural needs and our visits are inclusive.

- Have visits/outdoor learning are included on our meeting agendas and are a standing item in the head/manager's report, under Parent and Community Links and enhanced curriculum events.
- They are aware of which visits may require our specific approval or involvement as a "critical friend".
- Have emergency procedures are in place, and we are involved in periodic review and challenge to ensure they remain suitable and sufficient.
- Are aware that we may be involved in adjudicating parental complaints or dealing with an emergency.

Individual governors may be given '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 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**

**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 and the school Critical Incident Policy). All staff on visits are familiar with what to do if a critical incident occurs on a visit, as it forms a part of the Risk Assessment that is uploaded onto EVOLVE. A member of staff is also named as Visit Leader and one as Assistant Leader on the Risk Assessment.

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**

[St Faith's Church of England Infant and Nursery School's](#) Educational Visits Checklist forms part of the risk management process for visits and off-site activities and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

### **Parental Consent**

Consent is not required for activities within the Local Area Visits 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. walks in the local area, walks to St Faith's church, St Faith and St Martin Junior school, to the West Common etc. Parents' consent is usually 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 (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting through a traditional paper consent form, or through ScholarPack.

### **Inclusion**

We aim to ensure all pupils are fully included in any activity covered by this policy and fully comply with the Equality Act 2010. However, we do reserve the right, in consultation with parents, to refuse a pupil to take part, if doing so would cause a significant risk to their safety, or the safety of others. Each Risk Assessment does contain Inclusion Considerations. The SENDO has been consulted on the nature of the visit. She has risk assessed the visit against the needs of all SEND children. Individual plans will have been devised, as applicable and necessary.

### **Charging / funding for visits**

Please see separate 'Charging and Remissions' policy.

### **Transport**

Transport is provided by local coach companies. Our behaviour expectations on coaches are outlined in individual risk management plans.

### **Insurance**

Our school has the LA employer's liability insurance.

### **Dismissal of pupils after evening activities**

See separate risk assessment (After School Clubs)

### **Safeguarding procedures**

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

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|------------------------------------|--------------------------|
| Approved by the governing body on: | January 2026             |
| Signed (Chair of Governors)        | <i>Emile Van Der Zee</i> |
| Signed (Headteacher)               | <i>Amanda Konrath</i>    |
| Review Date                        | January 2028             |

## Appendix 1 – Local Area Visit

See also Educational Visit Standard Operating Procedures

### General

Visits/activities within the 'Local Area Visit' 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, as they have been approved annually. However, parents are informed via the weekly newsletter, a sign on the door or a slip home in book bags.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE if regular, e.g. swimming lessons.
- have a shorter method of recording on EVOLVE.

### Boundaries

The boundaries of the School Learning Area are within a 15 minute walking distance of school. This area includes, but is not limited to, the following frequently used venues e.g.

- West Common
- St Faith's Church
- St Faith and St Martin Junior School
- Local streets and shops

### Operating Procedure for School Learning Area

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

- 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, Deputy or EVC must give approval on EVOLVE 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 'Local Area Visit' is explained to 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 group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. *For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.*
- 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. *Consider adopting (or adapting) the 'Signing-out sheet' in EVOLVE Resources/Forms.*
- A mobile phone 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 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 School Learning Area, the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources), or
  - b) An OEAP National Guidance Emergency action card (*Available via [www.oeap.info](http://www.oeap.info)*)
7. This Emergency Procedure is tested through