



# Educational Visits Policy

<b>This policy was created and ratified by the Wensum Trust Board in:</b>	<b>July 2025</b>
<b>The policy owner is:</b>	<b>Wells-next-the-sea Primary &amp; Nursery School</b>
<b>This policy will be reviewed by the Wensum Trust Board in: (unless earlier review is recommended by the Wensum Trust)</b>	<b>June 2027</b>
<b>Policy Version:</b>	<b>V3</b>
<b>Signed by the Chair of Governors:</b>	<b>Sam Dack</b>

## Policy on Educational Visits

The school has formally adopted, through its Governing Body, the Norfolk LA 'Guidance for Educational Visits & School Journeys'. Further school procedures have been agreed with the Governing Body to ensure that this policy is adhered to.

## Aims and purposes of Educational Visits

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned educational visits.

This is part of the schools required role to provide a broad, balanced and creative curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life.

Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school.

The range of activities is outlined in the school prospectus together with the methods by which parents will be notified and asked for their consent.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Out of Hours Clubs (music, drama, art, science, sport etc)
- Sporting events away from the school
- Local visits (coast, library, shops, woodlands, places of worship, farms etc)
- Day visits linked to specific themes
- Residential visits
- Adventure Activities

## Approval Procedure and Consent

The Headteacher has nominated **Mrs Emma Beck as the Educational Visits Co-ordinator (EVC)** and the Governing Body has approved this appointment. This person will have attended the LA EVC training course and will be given sufficient time and resources to carry out the role.

The Governing Body will delegate the consideration and approval of educational visits and other offsite activities to the Headteacher and will nominate one governor from the Resources Committee to liaise, as necessary, on behalf of the governing body.

The Head will keep the Governing Body aware of its Educational Visits events & programme via the normal Head to Governors reporting process.

The school will comply with the LA's guidelines for Educational Visits & Journeys.

The visit leaders/class teachers must use the LA on-line "Evolve" system to record the details of the visits being arranged. Before a visit is advertised to parents the Headteacher & the EVC must approve the initial plan and record approval on the Evolve system. They will also approve the completed plan and risk assessments for the visit at a later date.

Where external contractors / providers are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils. Only LA-recommended Contractors /Providers will be used.

All payments for the visit will be made through the school's accounts.

For regular after-school clubs, school teams and local visits and walks, parents will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school. Parents will be given the information for the activities that pupils are involved in and will be informed if an activity has to be cancelled. This will be by class dojo / letter / phone, as appropriate.

For any visit lasting a day or more or involving significant travel, or adventurous activity parents will be asked to sign a letter, which consents to their son/daughter taking part or parents will be asked to give consent via scopay electronically. The school has a standard model letter, which should be used for this purpose.

As part of the parents' consent, they will be fully informed of the activities and arrangements for the visit. For all residential visits parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

The school has separate policies for 'Charging and Remissions' and 'Diversity (Equal Opportunities)', which applies to all educational visits.

## Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

Where it is appropriate the school will ensure that DBS screening takes place for volunteer adults assisting with educational activities and visits.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Where children take part in adventurous activities an appropriately qualified person will carry out the activity. This will also be linked to the risk assessment and noted on the **EVOLVE** form.

The Group Leader will complete the school's Educational Visit proforma for each visit. This should be discussed with the EVC along with all risk assessments.

## The expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the schools' 'Behaviour & Emotional Regulation Policy'. This code of conduct will be part of the condition of booking by the parents, and will include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a fixed term exclusion from school. The school should state the implication for parents (associated costs, collection of child) as part of the signed agreements from parents.

## Emergency Procedures

The Office Manager or school receptionist has been appointed as the emergency school contact for each visit. All major incidents should immediately be relayed to this person, especially those involving injury or that might attract media attention.

The Group Leader will take full details of all pupils and accompanying adults on the visit, including the home contact details of parents/guardians and next-of-kin, as appropriate.

All incidents and accidents occurring on a visit will be reported back through the school systems. The school will reimburse the Group Leader if costs are incurred in the event of an emergency.

## Evaluation

The Group Leader with the EVC will evaluate all visits. A short evaluation report will be made available for the Governing Body on request.

The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

The Group Leader (with administrative assistance) is responsible for presenting a financial account for the visit, which will be audited as part of the schools' procedures.

## School Monitoring and Evaluation

The school will ensure that Out of Classroom Learning is highlighted in its Monitoring and Evaluation process. WPNS has made a Pledge to the 'Learning Outside the Classroom' Manifesto (LOtC) The School has made a public pledge and become signatories to the 'Learning Outside the Classroom' Manifesto, endorsing this in its school policy.

<http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom/>

## Manifesto summary

*Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.*

- *These, often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.*
- *Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn.*
- *These experiences can take place in the school grounds; local nature reserves and wild places; farms and parks; towns and cities; field study centres; farms and the countryside; remote wild and adventurous places; heritage and cultural sites; zoos and botanic gardens; places of worship; museums, theatres, galleries and music venues; and on visits abroad.*
- *The Manifesto can involve everyone who sees the benefits to young people, such as Government, Headteachers, governors, teachers and support staff, parents, local authorities, community and voluntary organisations, curriculum subject bodies, businesses and all those agencies that provide external support to school.*

