

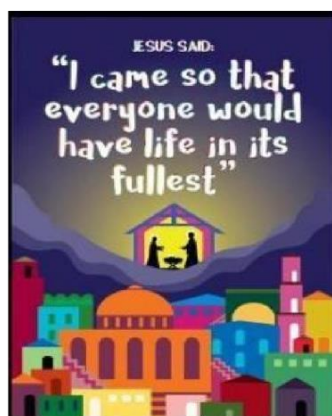


Educational Visits Policy

St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***"I have come that they may have life and have it to the full."
John 10:10***

**Approved by: K
Farrall**

Date: September 2026

Last reviewed on:

15th September 2026

Next review due by:

15th September 2027

Policy review: annually, or sooner where guidance, legislation, insurance, staffing or visit arrangements change.

Overview

Intent

St Luke's CE Primary School is committed to providing high-quality educational visits and learning beyond the classroom experiences that enrich the curriculum, broaden pupils' horizons, and promote personal development. We believe that learning beyond the classroom fosters curiosity, resilience, and cultural capital, enabling pupils to make meaningful connections between classroom learning and the wider world, all of which support our school aims and contribute to our Mission Statement of providing a journey to discover 'life in all its fullness'. John 10:10. Where children flourish, are happy and succeed.

Educational visits are planned to:

- Deepen subject knowledge and understanding through real-world contexts.
- Develop essential life skills such as independence, teamwork, and problem-solving.
- Promote equality of opportunity by ensuring all pupils can access enriching experiences regardless of background.
- Support spiritual, moral, social, and cultural development in line with our school values.

Implementation

Learning beyond the classroom (LBtC) activities and educational visits are used as teaching and learning tools to deliver elements of St Luke's curriculum intent and wider school aims.

We embed educational visits and LBtC opportunities within our curriculum planning to ensure that they are purposeful and clearly linked to learning objectives. Visits are carefully risk assessed and inclusive, with clear pre-visit preparation and post-visit reflection activities to maximise learning outcomes. Staff receive guidance and training to ensure that visits are safe, educationally relevant and aligned with statutory requirements.

We work in partnership with parents, external providers, an Accredited Educational Visits Adviser and the wider community to deliver experiences that complement classroom learning. Trips range from local fieldwork and cultural visits to residential experiences that build confidence and independence.

Impact

Learning beyond the classroom activities and educational visits have clear and measurable aims which link to St Luke's statement of intent and curriculum intent. Their impact contributes to pupils' attainment and progress. St Luke's approach to evaluating activities and visits is set out in this policy.

Through educational visits and LBtC, pupils demonstrate improved engagement, deeper understanding of curriculum content, and enhanced personal development. Feedback from pupils, parents, and staff informs ongoing improvement. We monitor participation and outcomes to ensure experiences contribute to raising achievement and preparing pupils for life beyond school.

Context

We believe that educational visits are an integral part of every pupil's entitlement to an effective and balanced curriculum. Appropriately planned visits can enhance learning and improve attainment and therefore form an important part of what makes St Luke's CE Primary a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning beyond 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 Luke's CE Primary:

1. Adopts the Local Authority's (LA) document: 'Policy for Educational Visits and Activities Linking to OEAP National Guidance' (All staff have access to this via Evolve).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE for off-site activities beyond the local learning area.

All staff are required to plan and deliver visits in line with this school policy, Local Authority policy and OEAP National Guidance. This is also a requirement of the LA's trips and visits policy for schools. Staff are expected to be familiar with the roles and responsibilities outlined in the relevant guidance.

All staff are responsible for uploading their own certificates to their Evolve profiles, to evidence competence in their specific role on an educational visit. E.g. first aid, etc.

Types of Visit & Approval

There are three 'types' of visit:

1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. Other non-residential visits within the UK that do not involve an adventurous activity.
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. Visits that are overseas, residential, or involve an adventurous activity.
As above, but the Head authorises and then submits to the LA for approval.

Timescales

St Luke's CE uses the Evolve system to plan, manage and record educational visits.

Visit Leaders should plan and prepare visits sufficiently in advance to allow time for internal and external checks and approval, where required. Normally, visit plans should be submitted to the EVC by the following deadlines:

- 3 to 6 months before departure for Overseas Visits
- 4 weeks before departure for Residentials
- 4 weeks before departure for Adventure Activities
- 2 weeks before departure for other types of visit

If for any reason these deadlines cannot be met, clarification and approval should be sought from the EVC.

Roles and responsibilities

Visit Leaders are responsible for planning their visits and entering them on EVOLVE where required. They should obtain outline permission from the Headteacher or EVC before detailed planning begins and, in all cases, before making any financial commitments. Visit Leaders are responsible for ensuring that their visits comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Kate Spears-Corry (Deputy Headteacher). The EVC supports and challenges colleagues in relation to educational visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit-related matters and checks final visit plans on EVOLVE before submitting them to the Headteacher. The EVC also sets up and manages staff accounts on EVOLVE and uploads generic school documents and other relevant resources.

The Headteacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval via EVOLVE.

The Headteacher may delegate visit approval to the EVC where appropriate, taking account of the EVC's competence. The Headteacher retains overall responsibility for educational visits even where approval has been delegated. Where required, the school will inform the employer and the educational visits advisory service of any delegation.

The Governing Body's role is that of a 'critical friend' and it will:

1. Adopt and periodically review this policy, as required.
2. Ensure there is a competent Educational Visit Coordinator (EVC) in place who meets the requirements outlined in 'National Guidance' and has completed the Employer's EVC Training Programme and any updates as required.
3. Review the range of visits provided by the school via a report submitted twice a year by the EVC.

The EVC reports to the Curriculum Committee on visits taking place, their educational relevance and the risk assessment process. This is a standing agenda item for each Curriculum Committee meeting. The EVC also reports on the annual arrangements for routine local visits and parental consent. Governors are encouraged to ask questions about the health and safety arrangements for visits and their educational value.

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.

Evaluation

We evaluate activities and visits using the evaluation tool on Evolve, ensuring that the evidence base is clear, which might include:

1. The impact on learning; in addition to usual assessment methods, we use
 - Photographs / Video
 - Of specific processes –measuring, data collection, data recording, use of creative language, sequencing etc.

- Pupil Voice
 - Develop questionnaires to capture physical activity levels & happiness
 - Look at other measures (e.g. attendance, behaviour.)
2. The arrangements (e.g. risk assessments, value for money, lessons learned)

Staff Competence

St Luke's CE recognises that staff competence is a key factor in the safe management of educational visits. We support staff in developing their competence through:

- 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.
- Monitoring or learning walks of education occurring beyond the classroom

In deciding whether a member of staff is competent to act as a Visit Leader, the Headteacher 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 in which 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.

Educational Visits Checklist

St Luke's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. 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'. St Luke's CE Educational Visits Checklist may be downloaded from EVOLVE Resources.

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for this and certain other routine activities, e.g. after school fixtures, etc.

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 letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

St Luke's is committed to inclusion and will include all students in our offsite activities wherever this is reasonably practicable.

St Luke's is an inclusive school that ensures all pupils access all aspects of the curriculum which includes trips and visits.

Pupils' participation on trips is assessed on the basis of health safety of each pupil and the health and safety of the group. Where this represents an unnecessary risk that cannot be properly risk assessed then consideration is given to the appropriateness of the trip or the participation of individual pupils for example excessive behaviour which may seriously undermine the physical or emotional state of pupils. No child is prevented from attending a trip based on a protected characteristic (for example disability) and all activities are risk assessed and adapted where necessary. In this way the school complies with all aspects of the 2010 Equality Act.

Charging / funding for visits

Parental contributions

Transport

Follow LA guidance. Use LA recommended transport.

Use of staff cars to transport pupils –

Only staff who have complete LA EV6 forms are to transport pupils.

Insurance

- Government Risk Protection Arrangement (RPA) scheme.
- Policy number 105805
- RPA Team Contact Details Reporting a New Claim Submit via:
<https://www.rpaclaimforms.co.uk/> Urgent Incident Notifications Phone: 0330 058 5566
 Claims Updates or Queries Phone: 0330 058 5566 Email: RPA.CM@davies-group.com
 Overseas Travel Emergencies & Urgent Incidents Phone: 0203 475 5031 Overseas Travel
 Pre- travel Advice & Guidance Website:
<https://traveltracking.northcottglobalsolutions.com/default.aspx> Username:
 NGS.Topmarksolutions Password: topmarksolutions2018 Please email the following for
 access to E-Learning library: t2ops@northcottglobalsolutions.com Queries on the Risk
 Management or Cover Provided Phone: 0117 976 9361 Email: RPACover@wtwco-gsp.com
 Access to the RPA cover helpdesk is available 9.00 to 17.00 Monday to Friday excluding
 bank holidays. For assistance accessing the RPA Risk Management Portal:
 RMBLuesupport@willis.com Queries on Funding or How to Join/Leave the RPA Email:
 RPA.DFE@education.gov.uk Cyber Incident Notifications Cyber Incident Response Hotline:
 0800 368 6378 Cyber Incident Response Email: RPAresponse@CyberClan.com
- We do not purchase any additional cover unless specifically advised.

Alcohol

As alcohol affects judgement and decision-making ability, participants should always be supervised by alcohol-free leaders. This includes overnight during a residential.

Other Topics

The following procedures apply to all educational visits and activities undertaken by St Luke's CE Primary School. Visit Leaders and accompanying adults must ensure that these procedures are followed and that any additional arrangements identified through the visit risk assessment are implemented.

Dismissal of Pupils

At the end of an educational visit, pupils must only be dismissed in accordance with the arrangements agreed in advance by the Visit Leader and the school.

- Pupils must remain under the supervision of school staff until they have been collected by an authorised adult or have been dismissed in accordance with the school's normal arrangements.
- Where a pupil is collected directly from a visit location, the Visit Leader must ensure that the pupil is handed over to the appropriate adult and that this is recorded where necessary.
- Existing school arrangements regarding authorised collectors, collection restrictions and safeguarding must continue to apply during educational visits.
- Any pupil who has not been collected as expected must remain with an appropriate member of staff and the school's normal procedures for uncollected children must be followed.
- Staff must not make alternative arrangements for pupils without prior agreement from the school.
- Pupils should be dismissed from their classroom in the usual way once a register has been taken

Use of Volunteers

Volunteers may be used to support educational visits where this is appropriate and has been agreed by the Visit Leader and school.

- Volunteers must be provided with clear information about their role, responsibilities and the expectations for supervision before the visit.
- Volunteers must not be left with sole responsibility for pupils unless this has been specifically authorised and is appropriate to their role and safeguarding requirements.
- Volunteers must follow all school safeguarding, confidentiality, behaviour and health and safety procedures.
- Volunteers must not transport pupils in their own vehicles unless this has been specifically authorised by the school and appropriate insurance and safeguarding requirements have been confirmed.
- Volunteers should not administer medication or provide intimate care unless they are appropriately authorised and trained to do so.
- Where required, appropriate safeguarding checks will be undertaken in accordance with the school's safeguarding procedures and statutory requirements.

- Further guidance will be taken from the Outdoor Education Advisers' Panel (OEAP) National Guidance, including 3.4o – Volunteers in Outdoor Learning.

Swimming and Water-Based Activities

Swimming and water-based activities must only take place where they form part of an appropriately planned and risk-assessed educational activity.

- Swimming activities must be supervised by appropriately qualified and competent staff/instructors.
- The swimming ability and needs of pupils must be established before participation.
- The venue/provider must provide appropriate safety arrangements, including suitable supervision and emergency procedures.
- Staff must follow the instructions of the venue and/or qualified swimming instructors while maintaining overall responsibility for the pupils in their care.
- Additional precautions must be considered for pupils with SEND, medical needs or limited swimming ability.
- Further guidance will be taken from OEAP National Guidance, including 7x – Swimming and Water-Based Activities.

Sports Fixtures and Competitions

For sports fixtures and competitions, the member of staff responsible for the activity will act as the Visit Leader and will ensure that appropriate arrangements are in place.

This includes:

- appropriate risk assessment and consideration of the venue and activity;
- suitable supervision and pupil-to-adult ratios;
- safe transport arrangements;
- arrangements for first aid and access to emergency medical assistance;
- appropriate arrangements for pupils with medical or additional needs;
- clear communication with the host school, venue or sporting organisation;
- arrangements for managing pupil behaviour;
- appropriate clothing and equipment;
- a nominated school contact where the activity takes place away from school; and
- clear emergency procedures, including arrangements for contacting parents/carers where necessary.

Where fixtures take place away from school, the Visit Leader must ensure that the school has sufficient information about the destination, timings, transport arrangements and emergency contact arrangements.

Transport

All transport used for educational visits must be appropriately planned and assessed.

- The school will use reputable transport providers wherever possible.
- Coaches, minibuses and other vehicles must be suitable for the journey and appropriately maintained.
- Seat belts must be used where fitted.
- Pupils must remain appropriately supervised throughout journeys.

- Staff must ensure that all pupils have left the vehicle at the end of a journey, including checking seats, storage areas and other parts of the vehicle where appropriate.
- Where school or hired minibuses are used, drivers must meet the school's requirements regarding appropriate licences, competence and authorisation.
- Private vehicles must not be used to transport pupils unless specifically authorised by the school and appropriate insurance and safeguarding requirements have been met.

Communication and Emergency Contact

The Visit Leader must ensure that appropriate communication arrangements are in place for the duration of the visit.

The school must have access to:

- the Visit Leader's contact details;
- details of the group and accompanying adults;
- the itinerary and expected return time;
- emergency contact details for the school;
- relevant pupil medical and safeguarding information; and
- emergency procedures and contact numbers.

In the event of a significant incident or emergency, the Visit Leader must prioritise the immediate safety and welfare of pupils and staff, contact the emergency services where necessary and notify the school's designated emergency contact as soon as practicable.

The school will then manage communication with parents/carers and other relevant agencies as appropriate.

Overseas Visits

St Luke's CE Primary School does not routinely undertake overseas educational visits. Should an overseas visit be proposed, it will be subject to additional planning, approval and risk assessment.

The school will refer to the relevant OEAP National Guidance, including 7r – Overseas Visits, and will ensure that appropriate arrangements are made for travel documentation, insurance, healthcare, safeguarding, emergency procedures, financial arrangements and relevant country-specific risks.

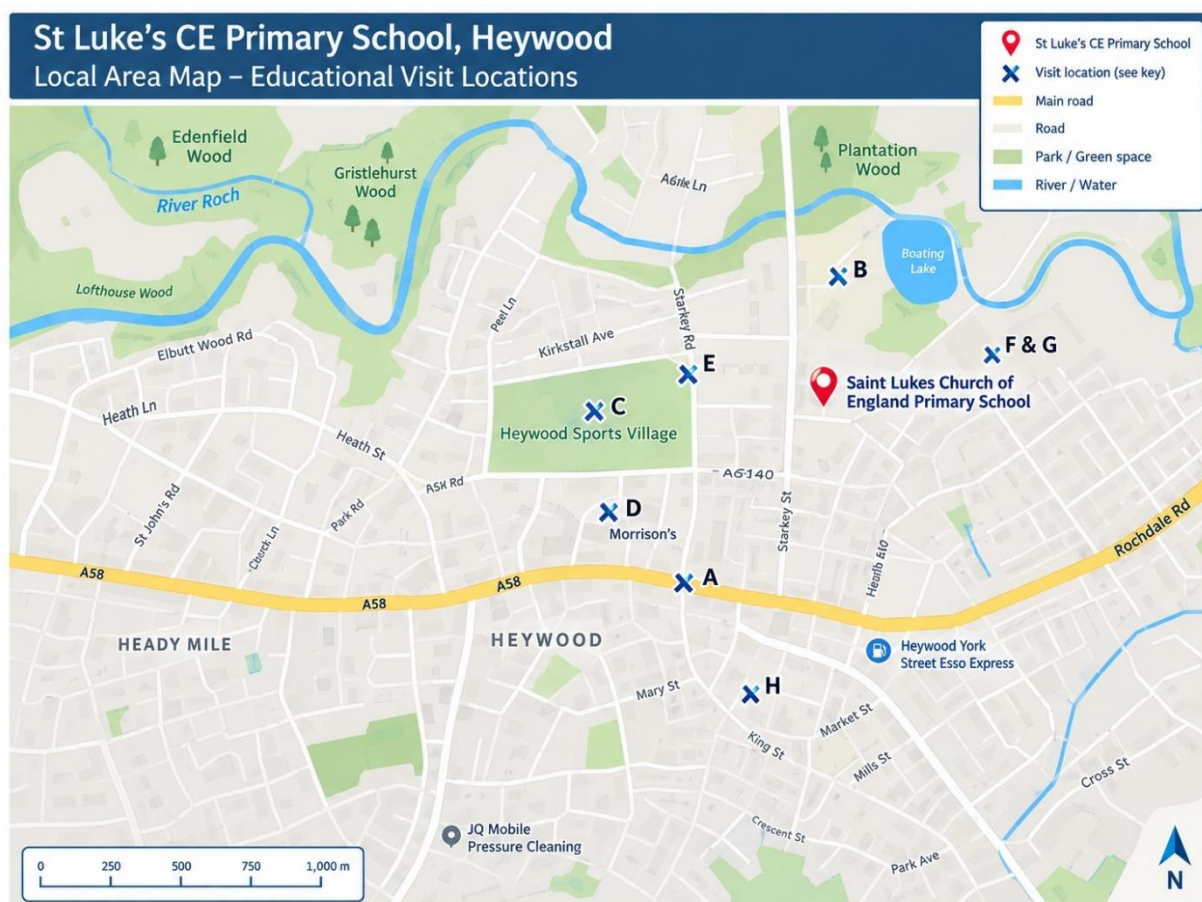
Activities Not Normally Undertaken by the School

St Luke's CE Primary School does not currently undertake ski visits, Duke of Edinburgh's Award expeditions or overseas expeditions. Should the school propose any such activity in the future, the relevant OEAP National Guidance will be followed and additional approval and risk assessment requirements will apply.

Appendix 1 – School Learning Area

The boundaries of the territory are shown on the attached map. This area includes the following frequently used venues:

- A – St Luke's Church
- B – Queens Park
- C – Heywood Sports Village
- D – Morrison's
- E – Allotments
- F – Cricket Club
- G – Sponsored Walk
- H – Heywood Library



We use this area for a variety of learning activities and approved staff are allowed to operate in this area without completing the visit approval process so long as they follow the agreed standard operating procedure. The EVC and the office maintain a list of currently approved staff.

General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below. Fieldwork at the River Roch will require a separate risk assessment that will be uploaded to Evolve.

These visits/activities:

- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE.

Operating Procedure

The following are potentially significant hazards within our extended territory:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions
- Activity-specific issues when undertaking environmental fieldwork (nettles, brambles, rubbish, etc.)
- Lake, River

These are managed by a combination of the following:

- The Head or Deputy Head must give verbal approval 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.
- The concept and operating procedure of the extended learning terrain is explained to all new parents when their child joins the school.
- There is always a minimum of three adults. Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.
- Children have been trained in and have practised standard techniques for crossing roads as a group.
- Children are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended territory is done in 'buddy' pairs as a minimum.
- Children's clothing and footwear is checked for appropriateness before leaving school.
- Staff carry student medical information and emergency contact details (collect this from the office on the way out).
- Staff must leave a list of all pupils and staff, the proposed route and the estimated return time with the office. A school mobile must be taken with each group and the office must have a record of the mobile number.
- Appropriate personal protective equipment must be taken when required (e.g. gloves or goggles). Relevant locations are marked on the map.
- Specifics to deal with in the local area;
 - When visiting St Luke's Church for St Luke's Day, all classes must cross Queen's Park Road directly in front of the school gates.

All classes must follow on directly from each other. Adults who do not have 1:1 responsibilities must be responsible for stopping the traffic.

The Headteacher or Deputy Headteacher must cross each class over at York Street.

- When visiting Queen's Park, classes must walk at least 10 metres up Heywood Hall Road before crossing.
- When crossing in front of St Luke's Church children will cross a maximum of 2 classes at a time. All children will place their backs to the shops behind. 2 adults will be in charge of the crossing whilst at least 1 adult remains to supervise the group. When safe to do so the children will all cross at the same time.
- When visiting Heywood Library classes will use the pelican crossing on Manchester Street.

There will normally be a minimum of two adults. The key determinant will always be: 'What would the pupils do if the only adult became incapacitated?'

Appendix 2 – Year 4 Swimming Lessons

Operating Procedures for Year 4 Swimming Lessons at Heywood Sports Village

- A risk assessment has been completed by EVC/Deputy Head who is the Visit Lead and shared with staff and children (see Swimming ESRA)

Before leaving school:

- Visit Leader checks staffing and pupil numbers.
- Register completed.
- Staff briefed on the route, road crossings, pupil medical/SEND needs and supervision positions.
- Children reminded of walking and road-safety expectations.
- Children instructed to remain with their allocated adult/group.
- Weather conditions considered.
- Any required medication taken.

At road crossings:

1. Stop well back from the kerb.
2. Children remain together and quiet enough to hear instructions.
3. Adult checks the road in both directions.
4. Cross only when the adult considers it safe.
5. Children cross together and do not run.
6. Rear adult ensures no child is left behind.

On arrival at Heywood Sports Village

Before children enter the changing facilities:

- A member of school staff **checks the changing room first.**
- Staff check the route from reception to the changing area and pool.
- Any obvious hazards, spillages or safeguarding concerns are reported to Sports Village staff.
- Children enter only once staff are satisfied that it is appropriate to do so.
- Children remain together and follow the agreed changing-room arrangements.
- A headcount is completed before leaving the changing area and again before entering the pool area.

Emergency arrangements

Emergency contact: 01706369443

Emergency services: 999

Sports Village: 01706 924000

In an emergency:

- Ensure immediate safety of pupils.
- Contact emergency services where required.
- Inform Sports Village staff.
- Maintain supervision of the remaining pupils.
- Contact school as soon as practicable.
- Follow St Luke's CE Primary School emergency, safeguarding and educational visits procedures.
- Record and report the incident on return to school, or sooner where required.

Appendix 3 – Emergency Procedure

Our plan in an emergency is:

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 an EV7
7. This Emergency Procedure is tested through both desktop exercises and periodic scenario calls from Visit Leaders.