Himbleton CE Primary School and Nursery

Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love…the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Educational and Off-Site Visits Policy 2026 – 2027

September 2026

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Statement of Intent

At Himbleton CE Primary School and Nursery our intent is to provide a curriculum which is accessible to all and which provides breadth, depth and coherence to pupils' learning. We have high expectations of all of our pupils and are committed to providing a curriculum offer that enables every child to achieve and flourish, in line with our Christian vision and values. We aim to foster a life-long love of learning, to nurture the curiosity of our children and believe it is our role to promote the development of the whole child so that they become confident, happy and articulate learners who are prepared for the wider world. This enables our children to develop progressively, practise, revisit and apply skills and knowledge sequentially so that learning becomes embedded across all areas of the curriculum and therefore long-term retention is secured.

We have adopted a broadly thematic enquiry-based approach to curriculum design, with History and Geography as the primary drivers, as we believe this best suits the needs of the pupils in our school. A key aim is to enable effective learning by creating linked opportunities across the curriculum, thus providing a meaningful, purposeful context which engages and inspires learners. Our curriculum design therefore reflects this.

Educational Visits' Intent

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff. Educational visits are a valuable way to and form an integral part of our approach to furthering our pupils' education and personal growth.

Benefits and learning outcomes of off-site educational visits include children's ability to:

- Develop individual potential;
- Improve teamwork;
- Improve relationships;
- Improve learning skills;
- Improve understanding and awareness of environment and other cultures;
- Enable children to develop spiritually and emotionally.

Aims and Scope of the Policy

This policy sets out our approach to planning and operating educational visits to ensure the health and safety of our pupils and staff remains high priority and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- Visits to places of interest in the local area;
- Day visits to places such as museums and other cultural and educational institutions;

- Sporting activities;
- Adventurous and recreational activities;
- Residential visits organised by the school;
- Visits abroad organised by the school.

Legislation and Guidance

This policy is based on the Department for Education's guidance on health and safety on educational visits, and the following legislation and statutory guidance:

- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education 2026

Sections of this policy are also based on the statutory framework for the Early Years Foundation Stage.

Roles and Responsibilities

The Headteacher

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours, including approving visits on the Evolve system;
- Making sure staff, including the educational visits co-ordinator, have received any necessary training;
- Working with the governing board to approve residential visits of more than 24 hours.

The Educational Visits Co-ordinator (EVC)

Mrs Kirsty Shaw, the headteacher, is the appointed EVC at our school. Her role is to:

- Oversee and guide other staff to arrange and organise educational visits;
- Assess the ability of other staff to lead visits and designate a suitable visit lead for each visit;
- Assess outside activity providers;
- Advise the headteacher and governing board when they're approving visits;
- Access the necessary training, advice and guidance;
- Approve educational visits which have been uploaded to Evolve;
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements.

Educational Visit Leader

Every educational visit will have 1 member of staff designated as the visit lead who has a duty of care and must comply with their employer and guidance. The visit lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers, conducting a preliminary visit wherever possible;
- Assign staff and volunteer roles, as needed, ensuring that there are correct and appropriate ratios of adults to children depending on the activity and the pupil group;

- Use and work to the **The Association of Advisers for Outdoor Learning and Educational Visits** - OEAPNG - guidance
- Make sure the school has accurate and up-to-date information about the visit destination and use these to write comprehensive risk benefit assessments;
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed;
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party;
- Communicate key details about the visit, timings for the day and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour;
- Make sure supporting staff are capable and able to fulfil their roles at all times while responsible for pupils and others;
- Upload information to the Worcestershire's Evolve system;
- Evaluate the visit upon its completion, both for meeting the planned outcomes and for any potential adaptations that should be made to the risk benefit assessment should the educational/off-site visit be repeated.

Assistant Leaders

Assistant Leaders are a member of the Visit Leadership Team who supports the Visit Leader and who may be required to take over from them if necessary. The Assistant Leader will:

- Be sufficiently competent and confident that if the visit or activity leader is incapacitated they can take over and ensure the safety of the group;
- Know and understand establishment and employer policies and procedures, insofar as they affect the responsibilities they have been assigned;
- Ensure that they understand the role and responsibilities that they have been assigned and how they will work alongside other staff and the Activity/Visit Leader;
- Be meaningfully involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management, as appropriate to the role and responsibilities;
- Be clear about any arrangements to hand-over and hand-back responsibility for supervision between members of staff and to/from any third-party provider;
- Ensure that they and other staff have been briefed on:
    - The participants, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that is relevant;
    - The nature and location of activities;
    - Contribute to the ongoing monitoring of the activity/visit, including the quality of any activities provided by a third-party provider;
    - Contribute to the evaluation of the activity/visits.

Accompanying Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for visits and activities, as well as how to act while taking part. Staff will:

- Contribute to any required risk assessments and work with the visit leader;
- Communicate with parents and carers and make sure visits are inclusive of all pupils' needs;
- Look out for the health and safety of themselves and those around them;
- Help manage pupil behaviour and discipline as required while on the visit;
- Share any concerns or worries with the visit lead and others, as appropriate;

- Contribute to the evaluation of the visit once it is completed.

Parents and Carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable;
- Sign and return consent forms and any other documentation required in a timely manner;
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the visit.

Volunteers

Volunteers attending school visits, including parent volunteers, agree to:

- Hold a current DBS;
- Follow the directions of staff and act accordingly;
- Behave appropriately and model good behaviour for pupils;
- Report any concerns to the visit lead or other staff present as soon as possible;
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible;
- Comply with the highest standards of confidentiality, including reporting any safeguarding or child protection concerns in a timely and confidential way to the school's DSL.

Pupils

Our school behaviour policy and principles also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the visit, including any health and safety expectations;
- Dress as instructed by the Visit Leader and behave as expected for the length of the visit;
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or Visit Leader.

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

Planning and Preparation

The decision on whether or not a visit will take place/is feasible will be made by the Educational Visits Coordinator/ Headteacher, and based on factors including:

- Cost (including any potential cost to parents/carers);
- Timing in the school year and any potential clashes;
- Educational purpose and value;
- Disruption to the normal running of the school;
- Health and safety considerations, including staff knowledge and training;
- Staff-to-pupil ratio;

- Inclusion and accessibility;
- Any other factors deemed appropriate and relevant.

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance;
- Travel plans or options;
- Full cost breakdown, including multiple options where available;
- Resources, including staffing, volunteers and physical supplies;
- Accommodation options, where needed;
- Insurance detailed, where needed;
- Risk assessment plans and first aid provision;
- What safety measures can be put in place in order to reduce any risks.

See **Appendix 1** for our visit information form for the STAGER planning and approval of a visit.

In cases where a visit involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek approval of the governing board.
Once the risk assessment has been approved by the Educational Visits Coordinator and Headteacher (and the governing board where relevant), the Visit Leader will communicate with parents/carers and provide visit information.
Written parental consent will be required for visits that take place outside of normal school hours and for any visits requiring a higher-than-normal level of risk assessment.
The Visit Leader and Assistant Leader will evaluate the visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits and off-site activities.

SEND

If a pupil with a disability or an education, health and care plan (EHCP), or any other specific needs (e.g. medical conditions including allergies) is participating in the visit/activity, they will have the same support that is available to them during the school day.
We will adjust the visit programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff and other adjustments as appropriate.
Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a visit/engaging in an activity to protect their safety or if their inclusion would adversely affect the safety of the other pupils attending.
We will consider all reasonable options to help the pupil go on the visit safely, such as adapting the visit itinerary, asking if parents/carers can support or increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

Risk Benefit Assessment

We will carry out a full risk benefit assessment at least 2 weeks before the start of all visits or activities. This will be completed using the school's risk benefit assessment template available on the school's Googledrive and in **Appendix 2**, before being approved by EVC. Existing risk benefit assessments, previously used risk benefit assessments or those provided by the destination itself may be useful to use to support this process, but must not be used without ensuring that the STAGER process is followed **(Appendix 1)** and that the risk benefit assessment is adapted for the needs of the group.
The risk benefit assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.
Where possible and practical, staff should make a preliminary visit to the visit destination as part of the planning and risk assessment process, but this is not mandatory.
Visit leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third party vendors.
Every risk benefit assessment will be approved by the Educational Visits Coordinator/headteacher, signed by all those attending and by the headteacher.
A copy of the risk benefit assessment will be given to all adult members of the visit at least 24 hours before the visit is due to take place so that they fully understand their roles and responsibilities and can clarify any arrangements if necessary.

Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 supervising adult able to administer first aid is present on all visits;
- At least 1 qualified paediatric first aider is present on all visits involving children in EYFS;
- Appropriate first aid equipment will be take on all visits, in accordance with the school's first aid and health and safety policies. These can be found on the Policies page of the website;
- All supervising adults will be made aware of any medical issues or allergies at the start of the visit;
- Wherever possible, volunteers will hold a DBS check and unless Educational Visit Leader trained, will not take separate groups away from the main group by themselves; all adults without a DBS check will not be left alone with pupils at any time;
- The visit lead will take regular headcounts and/or rollcalls and ensure that any sub-groups also complete regular headcounts.

Transport

Transportation for visit will be organised by the school in line with our safety procedures, such as our Health and Safety Policy. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.
Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

Use of external organisations

As part of the risk benefit assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on health and safety on educational visits to make sure it's an appropriate organisation to use.

It will be made clear in the risk benefit assessment and itinerary for the day as to what the role of each adult is, including any 3rd party providers.

Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on visits. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the visit;
- The setting and circumstances of the visit;
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience and holding a DBS check.

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit and asked to confirm their attendance. They will also be asked to confirm they agree with the expected behaviour. See **Appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details and the expected timetable of the visit.
Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.
At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

Communication and Consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the visit. Communication will be via letter, either as a hard copy if a response/signature is required, or via Class Dojo. Information provided will include the date, travel times, destination, purpose of the visit and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location;
- Pupil-to-staff ratios and staff qualifications, where relevant;
- Clothing and equipment required, and whether this is provided by the school;
- Expected behaviour and consequences of pupils' failure to meet these standards;
- The voluntary parental contribution needed to enable the visit to take place.

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school.

Because most visits during the school day will be part of the curriculum, we will not always need written consent and seek an overall consent at the start of a child's educational journey at Himbleton. However, we will always inform parents/carers as above about any off-site visits and give an opportunity for them to discuss this with the school.

We will always get written consent before taking nursery-age children off-site.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.
In the case of overseas visits, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

Emergency Procedures and Incident Reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk;
- Serious and life-threatening injury;
- Individuals going missing;
- A serious breach of safeguarding expectations.

The visit leader will be familiar with these plans for each visit.

In the case of an emergency, the visit leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required and inform them of changes to plans or cancellations of visits and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the visit leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the visit leader will contact the school office who will notify the parents/carers. The visit leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our Health and Safety Policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.
There will also be a clear process for evaluating all visits once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

Charging and Insurance

We will follow our school's charging and remissions policy at all times which is available on the school's website or by clicking here.

Parents/carers will not be charged for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours if it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

However, where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the visit. We will inform parents and carers that, in some circumstances, educational visits may need to be cancelled if we do not receive sufficient parent/carer contributions.

We will make sure adequate insurance is in place for all visits, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover and loss of luggage and other personal items.

Residential Visits

The headteacher, together with the governing board, will approve all residential visits longer than 24 hours. The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the visit lead will make sure:

- Staff have received any necessary training;
- All necessary permissions and medical forms are obtained at least 2 weeks before the start of the visit;
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks.

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school, including the method of travel;
- The full address and contact details of the destination;
- Planned activities and options;
- Meal provision;
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions);
- Clothing and equipment provided, and what pupils must bring themselves;
- Public health requirements, including any required vaccinations ;
- Accommodation options and arrangements;
- The names of staff attending.

For visits abroad, we will make sure that any organisation providing activities holds the LOtC Quality badge or similar local accreditation. We will follow the Foreign and Commonwealth Office's overseas travel guidance and foreign travel advice when organising these visits.

Review

This policy will be reviewed every 2 years by the Headteacher/EVC. At every review, the policy will be shared with the full governing board.

Links with other Policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Behaviour policy
- Child protection and safeguarding policy
- First aid policy
- Supporting pupils with medical conditions policy
- Asthma policy
- Allergy safety policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan
- Early Years Foundation Stage (EYFS) policy

Appendix 1: proposed visit planning information

Appendix 1 – STAGER Educational Visits Planner

FOCUS	ASPECT	OBSERVATIONS
Staffing	Ratios Experience/Qualifications/ Training/Skills Competence	
Timing	Time of year Weekends SATS	
Activity	Benefits	
	Using a Provider? LOtC Quality Badge?	
	Adventurous? AALA Licensable?	
	Specialist Equipment	
	Particular Hazards	
	Insured? By whom?	
Group	Special Needs, Behavioural Needs, Medical Needs	
	Prior Experience Specific Training	
	Preparation Clothing	
Environment	Variables	
	Acceptable Conditions Indicators for 'no go'	
	Prior Checks	
Remoteness	Transport Costs	
	Residential?	

Appendix 2 - Himbleton CE Primary School and Nursery (template to be edited)

Risk Benefit Assessment for Off-Site activity

ACTIVITY AND ENVIRONMENT:
DATE:
TIME:
EDUCTATIONAL OBJECTIVES, BENEFITS AND PRIORITISED LEARNING OUTCOMES:
PRELIMINARY VISIT:
VISIT LEADER:
YEAR GROUP/GROUPS:
COST:
STAFF/ADULTS ATTENDING:
NUMBER OF CHILDREN:

1. Significant Hazards and Identification of Associated Risk: *Those hazards which may result in serious harm or affect several people*	**2. Those who might be harmed:** *The persons who are at risk from the significant hazards identified*	**3. Control Measures:** *Specific control measures, including relevant sources of guidance*	**3. Residual Risk Rating** *Must be "acceptable" otherwise reassess controls*
Inappropriate Leadership			
Travel to and from the venue			
Emergencies			
Specific children -medical and behaviour needs			
Danger from vehicles when walking			
Hazards particular to the venue or environment			
Incidents involving members of the public			
Children lost or disorientated			

Signed (Designated Visit Leader): _____ Date: _____

Signed (Designated Visit Coordinator): _____ Date: _____

Appendix 3 - Himbleton CE Primary School and Nursery Visit Evaluation

Nature and date of visit: _____

Venue/Provider: _____

Visit Leader _____

Planned Learning Outcomes: _____

_____

Score the aspects of the course itemised in the matrix below on the following scale:

5 Very good
4 Good
3 Satisfactory
2 Requires some improvement
1 Poor, requiring major revision

Aspect of course	Score	Comment
Suitability of venue		
Provider input met expectations		
Visit support materials met requirements		
Learning outcomes were achieved?		

Lessons learned that require cascading: _____

_____

Does the Risk-benefit assessment require modification? _____

_____

Did the visit identify any staff training needs?_____

_____

Is the visit worth repeating? _____

Appendix 4: Volunteer Behaviour and Code of Conduct

This code of conduct sets out the expected behaviour for volunteers attending school visits. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to the leader of the visit at the earliest opportunity and withdraw from the visit.

A copy of this form will be kept in the school office and you may ask for a photocopy to keep for yourself.

This volunteer code of conduct will be used alongside the school's parental code of conduct, which can be found in our school handbook and also available here on the school website.

Volunteers agree to:

- Remain professional and respectful with staff and pupils at all times;
- Listen to and act on instructions from staff;
- Dress appropriately for the visit;
- Arrive at the agreed time and remain until the visit is concluded and they are told they may leave by staff;
- Pay attention to potential dangers and raise concerns with staff;
- Act responsibly and demonstrate good behaviour to pupils;
- Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible;
- Keep any information from the Risk Benefit Assessment confidential;
- For GDPR purposes, return any trip paperwork to the Visit Leader at the end of the visit.

Volunteers agree not to:

- Exchange contact details with pupils unless told to by a member of staff;
- Engage in physical contact with pupils unless appropriate or required as directed by a member of staff;
- Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status);
- Use demeaning, offensive, abusive or insensitive language;
- Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit;
- Allow themselves to be left alone with a pupil unless previously agreed with staff;
- Take photographs or record pupils without the permission of pupils and staff;
- Discuss pupils with members of the public;
- Communicate with parents and carers of pupils on the visit to discuss any aspect of the vist, either by electronic means or following return to the school.

As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above.

Signed:

Date: