

# PINNER WOOD SCHOOL



## EDUCATIONAL VISITS POLICY

**Approval Authority**

**Effective From:** September 2025

**Date Ratified by GB:**

**Next Review Date:** September 2027<sup>6</sup>

**Signed by Chair of GB:**

## **Educational Visits Policy**

This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.

### **1 Introduction**

Off-site visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The Governing Board and teaching staff encourage off-site activities to supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences.

In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that identifiable risks are managed and kept to a minimum, for the health and safety of all pupils at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

### **2 Aims and objectives**

The aims of our off-site visits are to:

- enhance curricular and recreational opportunities for our pupils;
- provide a wider range of experiences for our pupils than can be provided on the school site alone;
- promote the independence of our children as learners, and enable them to grow and develop in different learning environments.
- develop children's cultural capital through immersing them in new and different experiences

These visits begin with short excursions into the local area in the Early Years Foundation Stage, and progress to a residential experience towards the end of Key Stage 2.

### 3 Curriculum links

For each subject in the curriculum, there is a corresponding programme of activities (which includes visits to the school by specialists, parent visitors and other workshops).

**English** – theatre visits, visits by authors, poets and theatre groups, library trips, book fairs

**Science** – use of the school grounds, visits that enrich pupils learning and experiences, visits and visitors linked to STEAM week such as planetarium

**Mathematics** – use of shape and number trails in the local environment, maths competitions

**History** – Study of local housing patterns, local museums (London) and local area

**Geography** – use of the locality for fieldwork, village trails, trips linked to Sustainability including local rivers and schools, festivals

**Art & Design** – art gallery visits, use of the locality, visits to and from local schools;

**PE** – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches, links with other schools

**Music** – a variety of specialist music teaching, extra-curricular activities, concerts to parents, Harrow Arts Centre events, links with other schools

**Design and Technology** – visits to local schools to take part in competitions

**ICT** – its use in local shops/libraries/secondary schools, BETT fair

**RE** – visits to local centers of worship, visits by local faith leaders.

**PSHE** – visit from the fire brigade and local Police officers, health workers and TfL, visits from local community linked to Careers Week, Citizenship events

### 4 Residential activities

Children in Years 4 have the opportunity to have an overnight sleepover at school in the summer term in order to better prepare them for the Year 5 and 6 residential trip. Children in Years 5 & 6 have the opportunity to take part in a residential visit. This activity is in term time and linked to the National Curriculum.

The residential visit enables children to take part in cultural, outdoor and adventure activities. ~~The School Journey Company provides qualified instructors for all specialist activities that we undertake.~~

### 5 How visits may be authorised

The Headteacher will appoint a Teacher in charge to be responsible for running the activity. This will ~~be~~ normally always be a teacher employed at the school, usually a Senior Leader.

The school's Educational Visits Co-ordinator, currently the Assistant Head, will be involved in the planning and management of off-site visits in liaison with the Headteacher.

The Educational Visits Co-ordinator will:

- ensure that risk assessments are completed;
- support the Headteacher and Governing Board in their decisions on approval;

- assign competent staff to lead and help with trips;
- organise related staff training;
- verify that all accompanying adults, including private car drivers, have had satisfactory Police checks.
  - make sure that all necessary permissions and medical forms are obtained prior to departure;
  - keep records of visits, and ensure that there are regular generic assessments of the risks, (e.g. road-crossing), where there are frequent visits to local venues (e.g. a swimming facility, sports' field).

Where a member of staff is proposing to arrange an off-site activity, they must seek and obtain the approval of the Headteacher before any commitment or booking confirmation is made on behalf of the school.

Where the activity involves a period away of more than 24 hours, an overnight stay, or a journey by sea or air, the Headteacher will seek the approval of the Governing Board before permitting the activity to take place.

It is our policy that all children should be able to participate in educational visits. Where a child with a disability is eligible for a trip, we will make every effort to ensure that no pupil is excluded. We may seek guidance from parents to help us to adapt our programme, and we will make any reasonable adjustments to our itinerary to include a child with disabilities.

## 6 Risk assessment

A comprehensive risk assessment is carried out by the Teacher in charge before the proposed visit. It will assess the risks which might be encountered on the visit, and will indicate measures to prevent or reduce them. All risk assessments will be completed and can be accessed via Smartlog. This will then be checked by the Assistant Head and Welfare Officer.

The risk assessment should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the Teacher in charge put the safety measures in place?
- What steps will be taken in an emergency?

Staff planning an off-site activity should make a preliminary visit to the venue, in order to carry out an on-site risk assessment. It is important to take into account the probable weather conditions at the time of year proposed for the trip, and the Teacher in charge should take careful account of the facilities available, with due regard to the proposed size of the group. Staff should also assess the site's suitability with regard to the age and any particular needs of the children. Staff should also consider the venue's own approach to security and to health and safety. Venues providing instructor-led activities will have their own risk assessments for particular sessions,

and these assessments may be adopted if it is impractical for the Teacher in charge to experience the activity beforehand, or if they lack the skills required to make informed judgements about the risks it may involve.

It is important to assess and record any health, safety or security issues that are identified during the preliminary visit. Any such issues will be taken into account when the final decision is taken on whether the visit should proceed, the extent of any risks involved and the measures that will be taken to reduce or eliminate them. The cost of these preliminary visits will be borne by the school, and should be built into the overall financial arrangements for the visit itself.

Additional information, paperwork and risk assessments from the venue will also be attached to the school risk assessment via Smartlog.

An activity will have sufficient adults taking part to provide the following minimum ratios:

Nursery - 1:2

Reception - 1:4

Key Stage One and Year 3- 1:6

Key Stage Two – Years 4 – 6 - 1:8 for trips in public areas outside/inside

Key Stage Two – Years 5 and 6 - 1:8 for trips in public areas outside; 1:10 for trips inside

EHCP pupils or 1:1 (to ask parent/carer where possible)

Any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases.

The Risk Assessment must also include details of proposed transport to and from the venue.

The Teacher in charge will double-check that all adults helping to supervise the trip have been subject to Police checks (see 5.2 above).

For internal visits a visiting speaker risk assessment will be completed by the teacher organising the event.

For sporting events and trips, the Sport risk assessment will be used and additional adults, ratios and medical conditions will be added.

## **7 Transport**

The costing of off-site activities should include all of the following that apply:

- transport;
- entrance fees;
- insurance;
- provision of any special resources or equipment;
- costs related to adult helpers;
- any refreshments that the school has opted to pay for.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all

those participating in the visit.

Where private cars are used for transport, the group leader is responsible for checking that the insurance of each driver covers such journeys, and double-checking that each driver has been subject to the normal Police checks (see 5.2).

## **8 Communication with parents**

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission through Arbor prior to departure before a child can be involved in off-site activities which are not within the locality of the School.

For trips within the locality of the school, which we determine to be within 2 miles of Pinner Wood School including the local park and Pinner Library, specific permission will not be required so long as the activity takes place during the School day. Parents will be asked to give their permission for these trips when their child joins the School. For these trips, information about the location and timings will be communicated to parents using Seesaw and the Friday Update.

An email from the office or a message via Seesaw will be used to keep parents updated on travel times.

Funding for off-site activities is provided mainly by parental contributions.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity.

Notice should be given to parents about an upcoming trip, around 3–4 weeks at least one month before to allow for a pay day. Where possible we will give longer.

~~before, to allow support to be given for payment if needed.~~

## **9 Further Health and Safety considerations**

All adults accompanying a party must be made aware, by the Teacher in charge, of the emergency procedures which will apply. **Each adult should be provided with an emergency telephone number. This will include the school number, the mobile telephone of the Teacher in charge and where an activity extends beyond the normal school day, the School Mobile number and the telephone number of a designated emergency contact will be provided.**

Before a party leaves school, the School Office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

The safety of the party, and especially the children, is of paramount importance. During the activity, the Teacher in charge must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical

questionnaire returns and the any authorised prescribed medicines are taken on the trip, and ensuring that children are both safe and well looked after at all times.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the Teacher in charge should discuss with the Headteacher the possibility of excluding that child from the activity.

#### **10 Visit Plan**

The Visit Plan for intended educational visits must include the following:

- completed Risk Assessment uploaded to SmartLog
- report on preliminary visit;
- approval of visit;
- general information;
- names, ages, contact details, permission forms, medical records and other relevant details of all those going on the visit;
- travel schedule;
- accommodation plan (if applicable);
- full itinerary of activities;
- fire precautions and evacuation procedures;
- intended arrangements for supervision;
- insurance arrangements for all members of the group;
- emergency contacts, telephone numbers and procedures;
- general communications information;
- guidance for Teacher in charge;
- guidance for the emergency contact and Headteacher;
- First-aid boxes and authorised prescribed medication.

As a school we have agreed that the school policy encourages the use of excursions for the following reasons: -

- Widens the child's environment / Gives the child direct experience
- Encourages observation
- Develops social skills / It is pleasurable
- Teaches children that learning is not confined to the school environment
- Training for adulthood
- Highlights the inter-relation of learning

Years 1 & 2 should go on a planned excursion at least once a year. Years 3 – 6 should experience a planned outing at least twice a year.

In all cases preliminary visits by teachers are essential.

Matters to consider include:

- Suitability for age group and topic
- Eating arrangements /Toilets

- Educational facilities, i.e. talks, films, workshops, etc.
- Alternatives for wet days

A checklist is provided to help the Teacher in charge to complete the Risk Assessment.

A charge will be made for each trip where necessary, the balance to be met by the school. In some cases, children will not be able to attend the trip if payment has not been made. Transport should normally be by coach with seat or lap belts fitted and the Headteacher must agree any exceptions to this transport method.

It is recommended that children have are thoroughly prepared for the visit, e.g. video, slides, worksheets etc. linking their schoolwork with the outing, except where an element of surprise is more valuable.

For the Year 5 & 6 residential journey, the parents must also complete a medical form and an emergency contact form. Details of the proposed visit should be outlined to parents early on in the autumn term and after the initial deposit parents must settle the balance by the due date, alongside a payment plan.

#### **11 Monitoring and review**

This policy is monitored by the Governing Board and will be reviewed every two years, or before if necessary.



### School trips checklist

Plan for Educational Visits	When	Who
Confirm provisional date for trip by checking school calendar (avoid events and assemblies)	Term before the trip	Year group team/lead for trip
Book location of school trip and confirm number of children going, location, timings, activities planned and included	At least a term before the trip	Lead for trip within year group
Trip letter to include <b>date</b> , year group, <b>cost</b> and <b>consent</b> dates (letters saved in Trip folder)	Around 4 weeks before the trip	Lead for trip – checked by AR/NM
Add trip date to diary and inform Neeta - Date of trip - Any transport needed for trip (coach or public transport) - Lunch provision - Consent needed on Arbor (not local trips) - Any money needs to be collected for trip on Arbor - Letter for Neeta to send out to year group	Around 4 weeks before the trip	Lead for trip and NN
Complete trip visit and risk assessment, create/adapt risk assessment of Smart log.  Inform Amy/Nathan when risk assessment is completed on Smart log	Around 3 – 4 weeks before the trip	Lead for Trip and AR/NM
Name adults available to support on the trip, ensure ratios are correct  Nursery - 1:2  Reception - 1:4  Key Stage One and Year 3- 1:6  Key Stage Two – Years 4 – 6	3 weeks before trip	Lead of trip, year group, 1:1 support, adults in additional year groups supporting as needed

<p>1:8 for trips in public areas outside/inside</p> <p>Key Stage Two – Years 5 and 6 - 1:8 for trips in public areas outside; 1:10 for trips inside</p> <p>1:1 (to ask parent/carer where possible)</p> <p>Include 1:1 ratios and medical on risk assessment on Smart log</p>		
<p>Hold Trip meeting with all those attending trips and provide any necessary documents (e.g. Maps, risk assessments, activity information, site information)</p>	<p>2 weeks before trip</p>	<p>All attending the trip (ensure volunteers and parents get any information shared in briefing)</p>
<p>Parent volunteers to attend trip meeting</p>	<p>2 weeks before</p>	<p>Parent/carer volunteers to sign induction policy and risk assessment for the trip</p>
<p>Check consent/money payments with Neeta and send reminders on Seesaw/in newsletters as needed</p>	<p>Throughout booking period – check in with Neeta</p>	<p>Lead trip and NN</p>
<p>On the day:</p> <ul style="list-style-type: none"> <li>- Medical supplies – including asthma pumps and EpiPens</li> <li>- Sick bags/plastic bags/wipes/tissues</li> <li>- Collect lunches for kitchen</li> <li>- Ensure have copy of risk assessment and any other emergency contact numbers</li> <li>- Hi vis jackets and wrist bands</li> <li>- First aid kits</li> <li>- Message PW group when arrived/leaving trip location</li> <li>- iPad for photos</li> </ul>	<p>Day of trip</p>	<p>Share responsibilities between year group team/those supporting on the trip</p> <p>Name First Aiders on the trip</p>