Educational Visits Policy

June 2026

Educational Visits Policy

This policy will be reviewed annually
Policy reviewed: June 2026 by ALMN
Next review: June 2027 by ALMN

Introduction

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice. This policy is applicable to all pupils including those in the Early Years Foundation Stage (EYFS) and has regard to DfE guidance.

Purposes

Educational visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work or it may enhance and support the curriculum when working on a particular project.
Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.
The Head Teacher is required to approve any educational visit prior to booking. Visit organisers must be able to demonstrate the educational aims and purpose of the visit and its suitability for the age of the pupils attending.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils. This policy supports the planning and implementation of educational visits organised by Wimbledon Common Preparatory School (the school).

Head Teacher and Educational Visits Coordinator (EVC)

The Head Teacher and EVC must ensure that:

- They have appointed a suitable Group Leader
- All necessary actions have been completed before the visit begins (see trip proposal form at appendix A)
- The risk assessment is complete and that copies are given to all adults in advance of the trip, including parent volunteers
- Training needs have been met
- The Group Leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively
- The Group Leader has relevant skills, qualifications and experience if acting as an instructor, and is familiar with the location of the activity
- Parents have signed consent forms and provided a contact phone number for the day
- Arrangements have been made for all the medical needs and special educational needs of all the children
- The mode of travel is appropriate
- Travel times out and back are known

- There is adequate and relevant insurance cover. This should be checked by the school office when transport is booked
- They have the address and phone number of the visit's venue and have a contact name
- That they have the names of all the adults and pupils in the travelling group, and the contact details of all pupils, staff and volunteers' next of kin.

Group Leader
One teacher, the Group Leader is responsible overall for the supervision and conduct of the visit. If possible, the Group Leader will be free to move between groups and oversee activities on the day and not have immediate responsibility for a subset of children themselves. The Group Leader should:

- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- Undertake and complete a comprehensive risk assessment
- Have regard to the health and safety of the group at all times
- Know all the pupils proposed for the visit to assess their suitability or have discussed the particular needs of an individual child with their class teacher
- Observe the guidance set out for teachers and other adults below
- Ensure that current class photograph sheets are taken on the trip for reference in the event of a child going missing
- Ensure that pupils understand their responsibilities (see responsibilities of pupils below).
- Ensure that parental contact details are carried by the relevant member of staff supervising each group of pupils on the day. Should the class be split into two subgroups that are in different locations, then two copies of the contact details should be carried by each subgroup Leader.
- Ensure that the Group Leader is carrying a mobile phone (number to be shared with school office) and that each subgroup Leader and the Group Leader share mobile contact details with each other.

Other teachers and adults involved in a visit
Teachers on school-led visits act as employees of the school. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:
- Do their best to ensure the health and safety of everyone in the group
- Care for each individual pupil as any reasonable parent would
- Follow the instructions of the leader and help with control and discipline. Parents should not have sole charge of pupils
- Consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

Responsibilities of pupils
The Group Leader should make it clear to pupils that they must:
- Not take unnecessary risks
- Follow the instructions of the leader and other adults
- Dress and behave sensibly and responsibly
- Look out for anything that might hurt or threaten anyone in the group and tell the Group Leader about it
- Not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents
The Group Leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

Special arrangements may be necessary for parents for whom English is a second language.

Parents must:

- Provide the Group Leader with emergency contact number(s)
- Sign the consent form
- Give the Group Leader relevant information about their child's health, allergies and dietary needs which might be relevant to the visit.
- Parents will have completed a medical form allowing staff to act in their stead, allowing emergency treatment to be given if they are uncontactable.

Planning off-site visits

Whether the visit is to a local park or a museum, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. An initial visit should be made by the Group Leader prior to booking the venue should the location be unfamiliar to the member of staff.

The Head Teacher and EVC are responsible for overseeing planning all off-site visits. In practice, the detailed planning is delegated to the Group Leader, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The initial section of the trip proposal form should be completed and discussed with EVC before any booking is confirmed. A completed copy of the trip proposal form (appendix 1) should be left with the Head Teacher on the day of the visit.

Risk assessment

A risk assessment should always be carried out before setting off on a visit, using the school's Risk Assessment. The risk assessment should include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the Group Leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The Group Leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils' safety is compromised.

The Group Leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken
- The location
- The competence, experience and qualifications of supervisory staff
- The group members' age, competence, fitness and temperament;
- Pupils with special educational or medical needs;
- The quality and suitability of available equipment;
- The seasonal conditions, weather and timing.

Exploratory visits
Wherever possible the Group Leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and pupils in the group
- Ensure that the Group Leader is familiar with the area before taking a party of children.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.

First aid and First Aid Emergencies
First Aid provision should be considered when assessing the risks of the visit. The majority of staff members on the visit should be qualified paediatric first aiders and all adults in the group should know how to contact emergency services. In the event of a major emergency the Group Leader would ensure the following takes place:

- A nominated first aider would assess any injuries
- Call the Emergency Services, Head Teacher or school secretary who will contact the parents of pupils if necessary
- Re-locate remaining staff and pupils

The first-aid provision is:

- A suitably stocked first-aid bag
- First aider to oversee first-aid arrangements

First-aid should always be available and accessible. If a first-aider is attending to one member of the group, there will be adequate first-aid cover for the other pupils. The contents of a first-aid kit will depend on what activities are planned.

Class teachers are responsible for ensuring that they have identified any pupils with medical conditions or allergies and understand the medical requirements for those pupils. They should take with them and keep on their person any medication for individual pupils in their class e.g. EpiPens and inhalers. When classes are split into groups, the leader of each subgroup will be given the medication and informed about the medical requirements of the pupil (s).

When individual pupil medicines are packed ready to be taken on a trip, they will be checked into the school medication rucksack by two members of staff and returned to the first aid cabinet on their return. Parents should not carry any medication for a pupil other than their own.

Any minor first aid injuries that occur should be reported on the return to school and written up in the first aid book. Any serious injuries that occur should also be written up on return to school and parents and Head Teacher should be informed as soon as practically possible.

Terrorism risk
Group Leaders are to discuss age-appropriate responses with pupils before leaving for the trip. In the event of an attack, staff should follow the instructions given by the police. Pupils should be kept together and monitored by head count. If necessary, take all pupils to a safe place and call the school for further assistance. If any pupil is injured in an incident, then one member of staff must accompany the injured pupil to obtain medical help. Other staff should contact the school for assistance.

Supervision
It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Age and ability of group
- Pupils with special needs
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- Location
- Competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly. As general guidelines, the following ratios of adults to children should be used:

Early Years	1:4
Key Stage One	1:6

Regardless of these suggested ratios, each visit will be assessed individually by the Group Leader, EVC and Headteacher.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The Group Leader should establish rendezvous points and tell pupils what to do if they become separated from the party. If a child goes missing on an educational visit the procedures set out in the Missing Child policy should be followed.

Parent volunteers and safeguarding
Where a high adult to child ratio is required, it is not always feasible to use school staff alone. Parents may be used to supplement the supervision ratio. They should be carefully selected and ideally, they should be well known to the school and the pupil group. Parents must be informed prior to volunteering that their child may not be in the group they are part of. It is not school policy to apply for a DBS check for parents who volunteer on an occasional basis e.g. once or twice a year. However, parents must not be asked to supervise toilet trips without a member of staff present and must not change a child who has had a toileting accident or requires a change of clothing.

All adult supervisors, including school staff and parent helpers must always understand their roles and responsibilities. All supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers always retain responsibility for the group. For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one-to-one situation with a pupil.

Parents should be given a "Safeguarding – important things to remember" (Appendix E) information sheet prior to accompanying pupils on trip staff should ascertain their understanding of what to do if a pupil makes a disclosure to them during the visit. They will also be given the leaflet – "Guidance for Parent Volunteers on School Visits", a copy of the risk assessment, the timings for the day and a map of the venue.

Regular head counts should take place during the visit. Should a pupil(s) be discovered to be unaccounted for, then staff will follow the procedures in the Missing Child policy which all staff should be familiar with prior to the visit.

Only the school camera/iPad should be used to take photographs/video footage during the school visit. Parents should not use their mobile phone/mobile device during the visit. The number of the school mobile phone may be used as an emergency contact for parent volunteers

Information to pupils

It is for the Group Leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. The class teacher should discuss the following points with the pupils prior to the visit:

- The aims and objectives of the visit / activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- What standard of behaviour is expected from pupils
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Rendezvous procedures.

Transport for pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- Wait for the transport away from the road, track, etc.
- Do not rush towards the transport when it arrives
- Wear your seatbelt and stay seated while travelling on transport
- Make sure your bags do not block aisles on the transport
- Never attempt to get on or off the moving transport
- Never kneel or stand on seats or otherwise impede the driver's vision
- Never distract or disturb the driver
- Stay clear of automatic doors/manual doors after boarding or leaving the transport
- After leaving the vehicle, always wait for it to move off before crossing the road
- If you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

Road Safety

Zebra crossings or pedestrian crossings should be used wherever possible. If it is necessary to cross a road where a crossing is not available, 2 members of staff must ensure traffic has stopped in each direction before allowing another member of staff to lead the group across the road. Both members of staff must stay in place while pupils are crossing the road.
Any transport or walking routes should be planned with the intention of minimising risk.

Pupils with Special Educational and medical needs

The Head Teacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate those needs whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. 1:1 supervision for individual pupils may be necessary.

Communicating with parents/ guardians

Parents need to be aware that the teachers on the visit will be acting in their place – 'in their stead' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupils' health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- Dates of the visit
- Times of departure and return
- Mode(s) of travel
- Details of the location of the visit with security and supervisory arrangements on site
- Name of Group Leader
- Details of the activities planned and of how the assessed risks will be managed
- Clothing and equipment to be taken
- School mobile telephone number which will be kept in the possession of the Group Leader.

Parental consent
If parents withhold consent, the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. Children not on the trip should come to school as normal and join another year group for the duration of the outing.

Links with other policies and documentation
Risk Assessment form
Trip proposal form
Missing Child Policy
Safeguarding Policy
First Aid policy
Health and Safety policy

Appendix A

Trip Proposal Form

This form should be completed and signed by the Headteacher before any bookings take place.

Class/Year group: _____

Name of Group Leader:_____

Date of trip: _____

Venue: _____

Educational aim of visit:_____

Transport: _____

Adult:child ratio: _____

Cost per child (including transport): _____

I have read the school's Educational Visits policy	**yes/no**
I will make a preliminary visit if the venue is unknown to me	**yes/no**
The planned visit complies with the school's Health and Safety Policy	**yes/no**
I have considered safeguarding issues	**yes/no**

Signed : _____ **Group Leader**

Date:_____

Signed: _____ **Headteacher**

Date: _____

Signed : _____ **Education Visits Coordinator**

Date:_____

Appendix B

Booking and Transport Form

To be given to Office Staff once initial permission has been given by Headteacher

Class/Year Group: _____

Date: _____

Venue: _____

Number of Children attending: _____

Number of staff: _____ Number of parents: _____

Total number: _____

Mode of transport: _____

To arrive at venue by: _____

Depart school at: _____ (to be confirmed by coach company)

Return to school:_____

Booked by:_____

Date:_____

Contact:_____

Draft letter to parents attached: Yes/No

Date letter e-mailed to parents: _____

Appendix C

Trip check list Form

1. Trip proposal form completed and signed by Headteacher & EVC yes/no
2. Parental consent forms returned yes/no
3. Risk assessment completed, signed by EVC and shared with all staff yes/no
4. All relevant staff have signed the read, understood and signed the RA yes/no
5. Risk assessment obtained from venue and shared with staff yes/no
6. Medical needs planned for e.g. inhalers, EpiPen and cross checked by another member of staff yes/no
7. Group leader has emergency contacts for all children yes/no
8. Group Leader has made contingency plans for wet weather etc. yes/no
9. Appropriate first aid kits for number of children yes/no
10. Group leader has a list of all pupils attending yes/no
11. All children to wear a band with school name and contact numbers if the children are on a trip for a full day or there is medium or high risk of losing a child yes/no
12. All staff have read and are familiar with Missing Child Policy yes/no
13. Parent helpers required yes/no
14. If yes to Q13, has a parent briefing taken place prior to the trip This briefing must include trip details and advice given about safeguarding and potential disclosures. yes/no
15. Group leader has fully charged personal mobile phone and phone numbers of any staff attending the trip plus mobile numbers of any parent volunteers. N.B. Please dial 141 prior to calling a parent and your number will be withheld. yes/no

I have put these procedures in place.

Signed _____ Group Leader

Date _ _____

Signed _____ EVC

Date _ _____

This form should be completed and signed by EVC 3 days prior to the trip.

Appendix D

Trip evaluation to be completed after the trip has taken place and saved on the shared drive

Was the planning for the trip effective?

Is there anything that you would change for subsequent years?

Any further comments?

Signed _____ Group Leader

Date _ _____

Signed _____ EVC

Date _ _____

Appendix E

Educational Visit – External Volunteers

Thank you for kindly offering to join us on our _____ on _____. We feel that the involvement of families in children's education is vital and we encourage active participation in many ways.

Please make sure you are dressed appropriately for the trip. We will be outside and walking for a large part of the day so please ensure you have drink and packed lunch (not containing nuts).

Please read the information and safeguarding guidelines below to make your time both worthwhile and enjoyable:

- The teacher will give parent helpers a list of children for whom they are responsible.
- All children are told that they must stay with their group and the group adult at all times.
- Please help the children in your group to put on and fit their seatbelts. Teachers will hand out water and snacks if required. Please do not give out your own snack and drink. The class teachers and teaching assistants have sick bags, if needed.
- The class teachers and teaching assistants are responsible for ALL first aid and medication.
- The class teachers lead the rules, routines and expectations for the day. Please help the teacher by ensuring your group follows all instructions e.g. when to eat and drink.
- If there is a medical or other emergency, let the class teacher know immediately. The class teacher is responsible for contacting the school in emergency situations.
- If you need to leave your group for any reason, please inform a member of staff.
- Children will not be permitted to bring their own money on the trip. This should not be supplemented in anyway nor gifts bought for individual children or groups.
- Please do not use the toilets at the same time as the children. Only teachers and teaching assistants may accompany all children to the bathroom.
- Please do not use your mobile telephone or camera on the school trip unless it is an emergency
- Parent volunteers are asked to keep the same degree of confidentiality as in school. If you have any queries or problems concerning the trip, please direct these in the first instance to the class teacher.

If you have any questions or concerns, please speak with your child's teacher or the Group Leader.

Thank you once again for your help, it is greatly appreciated.

With Best Wishes,

Key Guidance This section provides a quick overview of some of the key concepts in this generic risk assessment. Refer to Notes section for further information. The first line of the risk assessment table, below, shows an illustrative example.

Hazard is anything that may cause harm, e.g. working at height on a ladder.

Risk is the chance that someone or something could be harmed by the hazard, measured by combining (multiplying) the likelihood of it happening with its impact (severity). For example, there may be a 'possible' likelihood that someone that is not competent could fall from a ladder (3 rating – see right) combined with a 'moderate' impact of multiple injuries (2 rating), which creates a score of 6 (low risk). However, the risk should be reduced to as low as reasonably practicable (ALARP) through the implementation of control measures, such as ensuring that only trained people climb the ladder.

Dynamic Risk Assessment compliments generic and specific risk assessment. Regardless of completing this risk assessment, it is beholden on the person creating the risk to continue to monitor the activity and the control measures. Any changes to the activity (including the environmental conditions) or the control measures, must be addressed via the mechanism of a dynamic risk assessment.

Note however that persons undergoing training cannot be deemed competent until their capability is properly assessed

Likelihood (L)

1 – Remote / Rare
2 – Unlikely
3 – Possible
4 – Probable
5 – Highly Probable (Almost Certain)

Multiplied by

Impact (I)

1 – Minor
2 – Moderate
3 – Major
4 – Severe
5 – Critical

Equals

Risk Score Calculation

		Likelihood				
		1	2	3	4	5
Impact	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5

5 Step Process

Step 1 – Identify the hazards

Step 2 – Decide who might be harmed and how

Step 3 – Evaluate the risks and decide on precautions (control measures)

Step 4 – Record your significant findings and implement control measures

Step 5 – Review your risk assessment and update as necessary

Risk = Likelihood x Impact

Likelihood		Definition
5	Highly Probable (Almost Certain)	Is expected to occur in most circumstances
4	Probable	Will probably occur at some time, or in most circumstances
3	Possible	Fairly likely to occur at some time, or some circumstances
2	Unlikely	Is unlikely to occur, but could occur at sometime
1	Remote / Rare	May only occur in exceptional circumstances

Impact		Example (Health Safety, Environment & Safeguarding)
5	Critical	Fatality or permanent, life changing injuries to an individual/s. Incident causing a major environmental impact. A serious safeguarding incident which may have a psychological / physical life altering effect.
4	Severe	Injuries that will have a short-term impact on normal way of or quality of life. Moderate damage to an extended area and / or area with moderate environmental sensitivity (scarce/ valuable) requiring months of remediation.
3	Major	Multiple injuries or an injury requiring the attendance of emergency services. Moderate damage to an environmental area, and that can be remedied internally. Actions which may create strain on the safeguarding supervision of pupils.
2	Moderate	Injury requiring first aid treatment. Environmental damage to an area that will be immediately repaired. Normal activity that has the potential to escalate.
1	Minor	Small amount of physical exertion. Limited short-term / unnoticeable or self-repairing damage to areas of non-protected environment.

Step 5 - Review the generic risk assessment and update if necessary - All generic risk assessments should be regularly reviewed at a frequency proportional to the risk prior to any controls being proposed. In practice generic risk assessments should be reviewed at least annually, or more frequently:

- where required by local instructions / procedures;
- if the safe execution of the activity relies on stringent supervision and/or adherence to a safe system of work;
- if there is reason to doubt the effectiveness of the assessment.
- following an accident or near miss.
- following significant changes to the task, process, procedure, equipment, personnel or management.
- following the introduction of more vulnerable personnel (e.g., persons under 18 or pregnant persons).

Risk Management

Risk Rating	Authorisation	How Risk should be managed
1 – 4 (Very Low)	Assessor	**Review periodically** to ensure conditions have not changed and working within ALARP and risk appetite.
5– 9 (Low)	Assessor	
10 – 12 (Medium)	Assessor	
15 – 16 (Medium High)	Assessor & EVC	**Good risk mitigations** to ensure that the impact remains ALARP and tolerable. Re-assess frequently to ensure conditions remain the same.
20 (High)	Headteacher & EVC	**Requires active management** review of desired outcome with additional resources or change to output requirements.
25 (Very High)	Headteacher & EVC	**Exceptional Circumstances** very unlikely to be approved without stringent additional controls.

Appendix F:

Wimbledon Common Preparatory School Risk Assessment						
Subject of Assessment:			**Date of trip/event:**			
Date of Assessment:			**Name of Assessor(s):**			
Location:						
Nearest hospital with A & E department:						
Review Date:			**Other relevant information:**			
Hazards	**Who is at risk**	**Evaluate risks and state existing control measures**	**Likelihood**	**Impact**	**Additional actions to control risk**	**Risk Rating**

If you have read and understood this risk assessment, please type your full name and date within 5 working days of receiving it.

Staff Member	**Digital Signature (Type Full Name)**	**Date**	**Comments**

It is the responsibility of the person producing the risk assessment to add in the initials of the staff member(s) and to check that it has been signed by all necessary staff.

For further guidance or advice on completing a Risk Assessment, please contact Andrew Morrison, Andrew Forbes or Andrew Stewart (KCS).