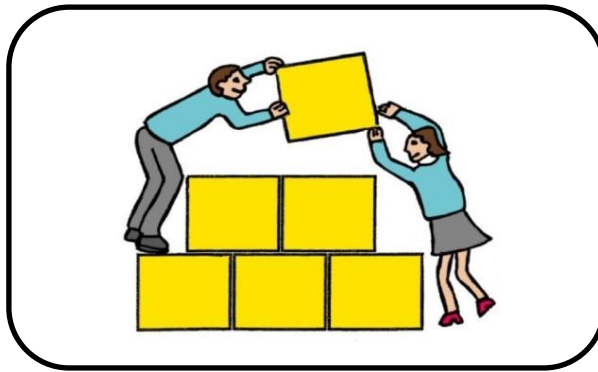


Sprowston Junior School

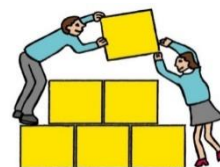


Educational Visits and School Trips Policy

Date: March 2026

Review date: March 2028

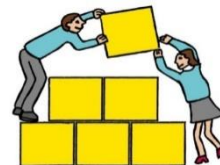
To be reviewed by: EVC (David Arthur)



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Statement of intent

Sprowston Junior School takes the health and wellbeing of our staff and students very seriously.

The school will take all reasonably practicable steps to ensure the health, safety and welfare of staff and pupils during educational visits, in accordance with the Health and Safety at Work etc. Act 1974.

This policy has been developed in accordance with guidance from the Department for Education and the Health and Safety Executive. It also reflects the principles set out in the OEAP National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom published by the Outdoor Education Advisers' Panel, alongside advice and procedures provided by Norfolk County Council. The policy outlines the school's responsibilities for ensuring the safety and welfare of pupils participating in educational visits and off-site activities.

Signed by

_____ Headteacher

Date: _____

_____ Chair of Governors

Date: _____

1. Definitions

- 1.1. 'In loco parentis' means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent/carer.
- 1.2. 'School trip' means any educational visit, foreign exchange trip, away-day or residential holiday organised by Sprowston Junior School which takes students off-site.
- 1.3. 'Residential' means any school trip which includes an overnight stay.
- 1.4. 'Activities of an adventurous nature' include, but are not limited to:
 - Trekking
 - Caving
 - Skiing
 - Water sports
 - Climbing
 - Activities involving close proximity to water (rivers, the sea etc)

2. Aims and purposes of Educational Visits

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

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

3. Key roles and responsibilities

- 3.1. The governing body has overall responsibility for the implementation of the Educational Visits and School Trips Policy of Sprowston Junior School.
- 3.2. The governing body has overall responsibility for ensuring that the Educational Visits and School Trips Policy, as written, does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 3.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 3.4. The educational visits coordinator will be responsible for the day-to-day implementation and management of the Educational Visits and School Trips Policy.
- 3.5. The educational visits coordinator has overall responsibility for educational visits and school trips.

- 3.6. Staff will be responsible for following the Educational Visits and School Trips Policy, and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 3.7. The designated leader in charge of the trip is 'in loco parentis' and has a duty of care to all members of the party.
- 3.8. Pupils are responsible for following instructions from teachers while on educational visits and school trips.
- 3.9. Pupils are responsible for behaving in a manner which matches the ethos of Sprowston Junior School, and for following the behaviour rules set out in the school's Behaviour Policy as they relate to the Educational Visits and School Trips Policy.

4. Training of staff

- 4.1. Teachers and support staff will receive training on the Educational Visits and School Trips Policy as part of their new starter induction.
- 4.2. Teachers and support staff will receive regular and ongoing training as part of their continued professional development.
- 4.3. Training and support are monitored by the Education Visits coordinator.

5. Risk assessment process

- 5.1. Our risk assessment process is designed to manage real risks when planning trips, while ensuring that learning opportunities are experienced to the full.
- 5.2. The process is as follows:
 - Identify the hazards
 - Decide who might be harmed and how
 - Evaluate the risks and decide on precautions
 - Record your findings and implement them
 - Review your assessment and update if necessary
 - Identify needs for individual children that may affect their participation in the trip (SEND, behaviour etc)
- 5.3. See appendix 4 for an example of a risk assessment form.

6. Safe use of minibuses and seatbelts

- 6.1. During the year we may make use of local schools' minibuses. The maintenance of these vehicles is the responsibility of the loaning school. Members of staff from Sprowston Junior agree to use these vehicles in line with their loan/usage policy.

- 6.2. The driver must have a current driving license, be aged 25 years or over, and hold a full licence in Group A or PCV.
- 6.3. The driver must have successfully completed an assessment in the safe driving of a Category D1 vehicle (minibus) from the Norfolk County Council Road Safety Team. This is to be renewed every three years.
- 6.4. Internal damage to the minibus is the responsibility of the individual or organisation using the minibus. The school will decide who is responsible for covering the cost of any repairs.
- 6.5. Fines incurred will be paid by whoever was driving the minibus at the time the offence was committed.

7. Approval procedure and consent

The Headteacher has nominated the Deputy Head as the Educational Visits Co-ordinator (EVC) and the Governing Body has approved this appointment. This person will have attended the LA EVC training course (and updates) and will be given sufficient time and resources to carry out the role. The Governing Body has delegated the consideration and approval of educational visits and other offsite activities to the Headteacher and has nominated the chair of governors on behalf of the governing body.

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

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

Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims. The range of activities are outlined in the school prospectus and the methods by which parents will be notified and asked for their consent.

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

- School teams away fixtures.
- Regular nearby visits (local halls, libraries, shops, woodlands, place of worship)
- Day visits for particular year groups
- Residential visits
- Adventure activities

As a school we have decided that the following visits are Level 1, which means that these visits will be recorded in the Local Area Visit section of the Norfolk Evolve system. Parents give permission for these visits to take place at the start of every academic year so permission for each individual visit is not always required (excluding sporting fixtures – permission will be sought for each fixture). Parents will be informed prior to the visit.

Level 1

- Sprowston Library
- Sprowston Recreation Ground
- Traffic surveys within Sprowston
- Local school visits
- Sports fixtures at other schools/venues in the Norwich Area (this includes travelling to/from the fixture by minibus)
- Local places of worship
- Other venues (shops, halls etc) within Sprowston

Level 2 visits are any other school visits which do not include adventurous activities or residential. These visits require detailed information from the visit leader and will be entered onto the Norfolk Evolve system and require permission from the Educational Visits Coordinator and the Headteacher.

Level 3 visits include any adventurous activities and residential trips. These require Local Authority permission and applications to the local authority for these visits need to be made at least 5 weeks in advance.

Before a visit is advertised to parents the Headteacher and the EVC must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date.

Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the pupils. The LA Providers Contract form will be used. All payments for the visit will be made through the school's accounts.

For regular nearby visits parents will be asked to sign a general letter of consent for participation in these activities when their son/daughter enters the school. Parents will be given information for the activities that pupils are involved in and will be informed if an activity has to be cancelled.

For sporting events off site, parents will be asked for permission on each occasion. This may be by way of a paper or online form.

For any visit lasting a day or more or involving significant travel, or adventurous activity parents will be asked to sign a letter, which consents to their son/daughter taking part. A school or outside provider consent form will be used for this purpose.

As part of the parents' consent, they will be fully informed of the activities and arrangements for the visit. For all residential visits, parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit. See appendices 1 and 2 for example consent forms.

8. Staffing ratios

Activity and Visit Leaders must ensure that young people are supervised in accordance with the principles of “Effective Supervision” (see appendix 3), requiring them to take account of:

- The nature of the activity (including its duration).
- The location and environment in which the activity is to take place.
- The age and gender (including developmental age) of the young people to be supervised.
- The ability of the young people (including their behavioural, medical, emotional and educational needs).
- Staff competence.

9. Insurance and licensing

- 9.1. When planning activities of an adventurous nature in the UK, the educational visits coordinator will check that the provider of the activity holds a current licence.
- 9.2. For visits to European countries, all participants should hold a valid UK Global Health Insurance Card (GHIC) or European Health Insurance Card (EHIC), where applicable, to enable access to state-provided healthcare during the visit.
- 9.3. Where a crime is committed against a member of the party, it will be reported to local police as soon as possible.

10. If things go wrong

- 10.1. In the case of accidents and injuries while on a school trip in the UK, the school’s accident reporting process will begin as detailed in the Health and Safety Policy.
- 10.2. In the case of accidents and injuries while on a school trip abroad:
 - Organisers will cooperate fully with the emergency services at the location and understand that any injury or death of a member of staff or child outside of Great Britain may be subject to the law of the land where the accident occurred.
 - The first point of contact with the UK should be the headteacher who will contact the family of the injured person.
 - Pupils will be asked not to contact friends or parents in the UK until the family of the injured person can be contacted.
 - The British Embassy/Consulate will be informed.
 - The insurer will be notified.
 - Written records of the incident will be kept.
 - Media enquiries must be referred to the headteacher or, if they are not available, the deputy head or clerk to the governors.

11. SEND

- 11.1. Where possible, activities and visits will be adapted to enable pupils with SEND to take part.

- 11.2. Where this is not possible, an alternative activity of equal educational value will be arranged for the pupil/s.

12. Finance

- 12.1. The school's financial procedures must be followed when arranging trips.
- 12.2. Under no circumstances should school trip money be processed through personal accounts.

13. Foreign trips

- 13.1. Validity of passports and visa requirements will be dealt with within three months of the initial request to avoid problems when the trip is due to take place.

14. Planning school trips

- 14.1. Prior to planning a school trip, organisers should read the following guidance:
- Guidance from the Department for Education: [Health and Safety: Advice on Legal Duties and Powers for Local Authorities, School Leaders, School Staff and Governing Bodies.](#)
 - Guidance from the Health and Safety Executive: School Trips and Outdoor Learning Activities: [Tackling the Health and Safety Myths.](#)

Appendix 1 – example of consent form for educational visits and school trips

Please sign and date the form below if you are happy to give consent for your child,

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity if necessary.

Please note the following important information before signing this form:

- The trips and activities covered by this consent form include:
 - All visits, including residential trips, which take place during the holidays or over a weekend.
 - Adventure activities at any time.
 - Off-site sporting fixtures outside the school day.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school's curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form.

Medical information

Details of any medical condition that my child _____ suffers from and any medication my child should take during off-site visits:

.....

.....

.....

.....

Signed..... **Date**.....

Appendix 2 – example consent form for specific educational visits and school trips

Consent form			
Educational visits			
Pupil details		Visit details	
Name:		Destination:	
Form:		Date:	
Date of birth:		Time:	
Home telephone number:		I acknowledge the need for my child to behave responsibly ☐	
Please detail below if your child suffers, even mildly, from any medical condition such as epilepsy, asthma, diabetes, heart condition, allergies, bed wetting, or physical weakness. Also, if your child has suffered from any contagious or infectious diseases during the past three months, please detail these. All information will be treated in confidence.			
When did your child last have a tetanus injection?			
If your child is taking medication, please give details, including whether it can be self-administered.			
Is your child allergic to any medication? YES/NO. If yes please specify:			
Please give details of any special dietary requirements and the type of pain/flu relief medication your child may be given if necessary:			
Family doctor:		Telephone number:	
Address:			
I am happy to let my son/daughter make their own way home ☐			
I will collect my son/daughter at 4.30 pm from _____ ☐			
I give permission for my child to participate in the above school visit, and I have read all the information given. I further consent to my child being given any urgent medication or surgical treatment which may be considered necessary by the medical authorities during the school visit. I understand that my child is covered by (add details of the school's liability insurance), and that I am able to take out my own additional insurance if I wish. I will inform the school of any change in the circumstances outlined above.			
Signed: _____ Date: _____			
Parent name in BLOCK capitals:		Please give an alternative contact name and telephone number in	
Address: _____			

Telephone number:	case we cannot reach you in an emergency: Name: Telephone number: Relationship to pupil:
--	--



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Guidance
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Ratios and Effective Supervision

Establishments must ensure that the staffing of visits enables leaders to supervise participants effectively. Decisions about the staffing and supervision should take account of:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and any other changes (e.g., time of year).

A useful framework for assessing requirements for ratios and effective supervision is **STAGER**. See OEAP National Guidance document [1b "Foundations"](#):

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Timing:** How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?
- **Activities** to be undertaken: what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.
- **Remoteness:** do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base

be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

Ratios

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Some employers, guidance documents and governing bodies do set out minimum ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements.

If your employer does specify minimum ratios, you must follow their guidance.

Early Years

In England, the Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children up to age five, and for childminders working with children up to age eight – see www.gov.uk/government/publications/early-years-foundation-stage-framework-2.

In Wales, the National Minimum Standards for Regulated Childcare sets out legal minimum ratios and staffing qualifications during outings for children up to age twelve – see www.careinspectorate.wales/regulations-and-national-minimum-standards-child-care-and-play.

The appropriate ratio during an outing with Early Years children is often likely to be higher than the minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing. It is not unusual for a ratio of 1:1 to be necessary.

Staffing

In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, participants (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

During some activities, staff inexperienced in that activity may need to be counted as participants rather than leaders when considering ratios.

There is no absolute requirement for participants to be accompanied by staff of the same sex, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for

privacy, safeguarding and pastoral support. See OEAP National Guidance document [6q "FAQ – Staff Supervising Mixed-Sex Groups"](#).

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g., when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

For information about ensuring the suitability of staff, see OEAP National Guidance document [3.2d "Approval of Leaders"](#).

Supervision

For detailed advice on effective supervision, see OEAP National Guidance document [4.2a "Group Management and Supervision"](#).

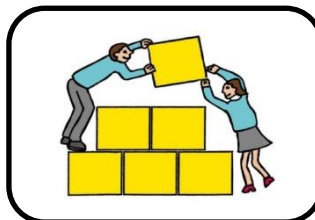
Further Advice

You can find further advice in the following OEAP National Guidance documents:

- [4.1a "Avoiding Accidents and Emergencies"](#);
- [4.4b "First Aid"](#);
- [4.4i "Special Educational Needs and Disabilities"](#);
- [4.4k "Coronavirus"](#).



Appendix 4 – Example risk assessment template



Sprowston Junior School Educational visit or school trip risk assessment

Assessment conducted by:	Job title:	Covered by this assessment: All staff and pupils
Date of assessment:	Review interval: Annually	Date of next review:

Related documents

Health and Safety Policy, School Emergency Procedure, Personal Emergency Evacuation Plans (PEEPs) Incident Procedure, Code of Conduct

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major injury, disability or ill-health.	High (H)	High	Medium (M)
	Severe Causes injury requiring medical treatment.	High	Medium	Low (L)
	Minor Causes injury requiring first aid treatment.	Medium	Low	Low

Risk/issue	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating following action H/M/L
Policy and procedures	M	- Written procedures for ensuring the health and safety of pupils and staff members are in place. They are agreed by the governing body and reviewed annually. - Existing risk assessments are in place based on knowledge, experience and training.	Y	Review Health and Safety Policy in light of any updated guidance.	School Business Manager	XX.XX.XX	L
Inadequate leadership		- Leaders are trained, experienced and competent. - All adults in the group have clearly defined roles and responsibilities. - Group leader is experienced in class visits. - Group leader visits the venue prior to the class visit to identify potential dangers.					
Hazards specific to venue		- All leaders are familiar with any guidance offered by the venue's management including first aid and emergency procedures. - Pupils are briefed regarding: - Expected behaviour. 'No-go' areas. - Meeting points. - Meeting times. - Contacting staff in an emergency.					

Risk/issue	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating following action H/M/L
		- Emergency procedures. - Emergency contact details.					
Lost group members		- Large groups are divided into smaller groups with adequate supervision. - Name checks conducted at each rendezvous. - Established contingency plan in place for dealing with a lost group member.					
Confrontation with public		- All pupils briefed on expected code of conduct. 'Buddy' system used to ensure pupils are responsible for each other and that pupils are never alone. - Pupils told what to do if approached inappropriately by a stranger. - When travelling on public transport, seats are booked in advance and group seating secured. - Adult leaders will sit at both ends of the block of pupils.					

Risk/issue	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating following action H/M/L
Transport		- A reputable coach company, preferably one the school has experience working with, is used. - If public transport is utilised, a separate risk assessment is created to ensure all risks are identified regarding the mode of transport.					
Car parks		Adult leaders are first off and on the coach/minibus. Children are led quickly and safely in a line to an area free from vehicles.					
Emergency away from school		- All emergency contacts are up-to-date. - Allocation of leaders takes into account all known medical conditions, special educational needs, disabilities, and behavioural conditions.					