



LEIGH ST MARY'S CE PRIMARY SCHOOL

Educational Visits Policy

Headteacher	Mrs S Watson
Educational Visits Coordinator	Mrs S Watson
Approved by	Governing Body:
Policy date	September 2026
Next review	September 2027, or earlier following significant change

Mission Statement

At Leigh St Mary's Church of England Primary School, we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

Our School Bible Verse from Colossians 2 Verses 6 and 7

"As you received Christ Jesus the Lord, so continue to live in him. Keep your roots deep in him and have your lives built on him. Be strong in the faith, just as you were taught. And always be thankful."

Our School's Christian Vision

At Leigh St Mary's Church of England Primary School, our vision is to be a flourishing Christian community where everyone is inspired to learn, believe in their potential and achieve all they are called to be.

Rooted in the love and grace of God, revealed through Jesus Christ and inspired by Colossians 2:6-7, we seek to ensure that every member of our school family is "rooted and built up in Him", growing in faith, wisdom and character.

Guided by our Christian values of friendship, respect and kindness, we aspire to nurture a community where love shapes relationships, everyone is valued and each person knows they belong. We aim to inspire hope, encourage resilience and develop courageous learners who face challenges with confidence, perseverance and an 'I can' attitude.

1. Policy statement

Educational visits, outdoor learning and learning outside the classroom are an important part of our curriculum. They help pupils build knowledge, confidence, independence, relationships and a sense of belonging. At Leigh St Mary's CE Primary School, we plan visits so that children can enjoy rich experiences while staff manage foreseeable risks sensibly and proportionately.

Our Christian values and Three Diamond Rules guide conduct on every visit. We promote curiosity, respect, inclusion and responsible decision-making rather than seeking to remove all uncertainty or challenge from worthwhile learning.

2. Scope and status

This policy applies to school-led learning and activities away from the school site, including local walks, sports fixtures, day visits, residentials, adventurous activities and overseas visits. It applies to staff, pupils, volunteers and any provider engaged by the school.

As a Wigan maintained primary school, the school follows Wigan Council's current educational visits policy, approval categories, notification timescales and EVOLVE procedures as the employer's requirements. This policy should be read with the school's Safeguarding and Child Protection, Positive Behaviour, Supporting Children with Medical Conditions, First Aid, SEND, Equality, Charging and Remissions, Data Protection and Emergency/Critical Incident arrangements.

3. Legal and guidance framework

1. Health and Safety at Work etc. Act 1974;
2. Management of Health and Safety at Work Regulations 1999;
3. Equality Act 2010, including reasonable adjustments and the public sector equality duty;
4. Children Act 1989 and Children Act 2004;
5. Keeping Children Safe in Education 2026;
6. Department for Education, Health and safety on educational visits;
7. Early Years Foundation Stage statutory framework for group and school-based providers, effective September 2026;
8. Wigan Council's current educational visits and EVOLVE arrangements; and
9. current OEAP National Guidance, used as recognised good practice where consistent with employer requirements.

4. Aims

10. Provide memorable, purposeful experiences that strengthen the curriculum and pupils' personal development.

11. Enable all pupils to participate through early planning and reasonable adjustments.
12. Develop judgement, resilience, cooperation and responsible behaviour.
13. Use proportionate planning that focuses on significant foreseeable risks and preserves educational value.
14. Ensure clear leadership, competent supervision, safeguarding, emergency preparedness and organisational learning.

5. Roles and responsibilities

5.1 Governing body

15. Provides strategic oversight and assures itself that the school follows employer requirements and has competent leadership, training and resources.
16. Approves this policy and receives suitable monitoring information; it does not routinely approve every visit unless Wigan Council's current procedure or an agreed governance scheme requires this for a category of visit.
17. Supports a culture of proportionate risk management and inclusion.

5.2 Headteacher

18. Has overall responsibility for implementation and authorises visits within delegated authority.
19. Ensures an appropriately trained EVC is appointed and has sufficient time, status and access to advice.
20. Confirms that visit leaders are competent, plans are proportionate, required approvals have been obtained and emergency arrangements are effective.
21. Refers visits to Wigan Council or the governing body where current procedures require higher-level approval.

5.3 Educational Visits Coordinator

22. Supports and challenges visit planning, checks the quality of risk management and maintains oversight through EVOLVE.
23. Keeps current with Wigan Council and OEAP guidance, supports staff development and advises the Headteacher on competence and approval.
24. Monitors patterns, incidents, near misses and evaluations and helps embed learning.
25. Maintains relevant records and ensures approval routes and deadlines are communicated.

5.4 Visit Leader

26. Has overall operational responsibility for the visit and remains accountable for decisions, even when provider staff lead an activity.
27. Defines clear learning outcomes; completes proportionate planning; identifies significant risks, controls and a plan B; and submits information in time.

28. Checks staff and volunteer roles, supervision, inclusion, medical needs, transport, provider arrangements and emergency plans.
29. Briefs pupils and adults, dynamically reviews conditions during the visit, stops or changes activity when necessary, records incidents and completes evaluation.

5.5 Supervising staff and volunteers

30. Understand the visit plan, pupils, group boundaries, emergency arrangements and their responsibility to remain vigilant.
31. Follow the Visit Leader's instructions, model school expectations, report concerns promptly and do not make unauthorised changes.
32. Volunteers are selected, briefed and supervised according to their role, competence and level of independent responsibility; a DBS check is not automatically required for every volunteer but safeguarding requirements will be assessed.

5.6 Pupils and parents or carers

33. Pupils contribute to planning where appropriate, follow instructions and the Three Diamond Rules, and tell an adult about concerns or changes in wellbeing.
34. Parents provide accurate medical, dietary, accessibility and emergency information, complete consent where required, and raise concerns early.
35. Pupils and families are given accessible information about the purpose, arrangements, costs, clothing/equipment, behaviour and communication.

6. Types of visit and approval

Category	Planning and approval approach
Routine/local learning	Covered by established procedures. Requires a brief check of current conditions and proportionate recording/notification under school and Wigan arrangements.
Visits needing enhanced planning	Includes factors such as greater distance, unfamiliar location, residential elements, complex needs, specialist activities or conditions outside established procedures. Requires visit-specific risk management and Headteacher approval.
Adventurous, residential or overseas visits	Require enhanced planning, provider and insurance checks, and any Wigan Council, governing-body or external approval specified by current employer arrangements. Relevant EVOLVE deadlines must be met.

Being outside Wigan is not, by itself, the sole test of risk or the automatic reason for governing-body approval. The approval route is determined by the nature of the visit and current Wigan Council requirements.

7. Planning and risk management

Planning is proportionate to the visit. Routine visits do not require unnecessary paperwork, while novel or higher-risk activities need more detailed consideration. Generic assessments, venue information and lessons from previous visits may be used, but the Visit Leader must check that they fit the particular group, activity, date and conditions.

Planning will consider, as relevant:

36. purpose, itinerary, timings, meeting points and plan B;
37. pupil age, maturity, behaviour, SEND, medical, dietary, communication, sensory and mobility needs;
38. staff competence, supervision, group management and contingency for staff illness;
39. travel, traffic, walking routes, water, terrain, weather, daylight, hygiene, animals and public interaction;
40. venue/provider controls, accommodation, safeguarding and handover of supervision;
41. first aid, medication, allergies, emergency communications, evacuation and access to emergency services; and
42. financial, insurance, data protection and communication arrangements.

Risk assessments are working tools, not guarantees. Leaders will use dynamic risk management, monitoring changes and adapting, pausing or cancelling where the balance of benefit and risk is no longer acceptable. Significant last-minute changes must be communicated through the agreed school/employer route.

8. Supervision and staffing

There are no universal statutory adult-to-pupil ratios for school visits. Except where the EYFS framework or another specific requirement applies, staffing is determined through a risk assessment that considers the group, activity, environment and leaders' competence. Fixed figures such as 1:4, 1:6 or 1:10 may be useful planning prompts but are not automatic minima or evidence that supervision is effective.

The Visit Leader will consider:

43. the number and competence of leaders, including experience of the activity and venue;
44. pupil age, maturity, behaviour, individual needs and any need for close or individual support;
45. direct, indirect or remote supervision and how transitions, toilets, changing, breaks and free time will be managed;
46. gender-related privacy and safeguarding needs without applying rigid gender rules where they are unnecessary;
47. the consequences of a leader becoming unavailable and the ability to split or reunite groups safely; and

48. provider staff: whether they are leading an activity and what supervision remains with school staff.

For EYFS outings, the school will meet the current statutory framework: children must be kept safe, risks assessed, adult-to-child ratios determined accordingly, and at least one person with a current paediatric first aid certificate must accompany the outing where the framework requires it.

Pupils may be placed in groups with named adults, but registers, buddy systems, boundaries, rendezvous points and headcounts will be selected to suit the activity. Counts are taken at planned transition points and whenever circumstances suggest they are needed; counting complements rather than replaces active supervision.

9. Inclusion and equality

The presumption is that every pupil will be enabled to participate. Planning begins early and involves the pupil, family, SENDCo, medical needs lead and relevant professionals as appropriate. Reasonable adjustments may include staffing, timing, transport, equipment, communication, food, accommodation, an adapted itinerary or a suitable alternative that achieves comparable educational aims.

A pupil will not be excluded simply because they have SEND, a disability, a medical condition or behaviour needs, or because additional planning is required. Decisions will be individual, evidence-based and recorded. Parents will not routinely be required to attend as a condition of participation. Any exceptional restriction must be lawful, proportionate, in the child's best interests and approved by the Headteacher after consultation.

10. Safeguarding, behaviour and public interaction

Safeguarding arrangements apply throughout the visit. All staff follow KCSIE 2026 and the school's safeguarding procedures. A DSL or appropriately delegated senior safeguarding contact will be reachable; the Visit Leader knows how to contact local emergency services, children's social care or police where needed. Concerns, allegations and low-level concerns about adults are reported through the school's established procedures without delay.

49. Behaviour is managed positively and consistently with the Positive Behaviour Policy and Three Diamond Rules. Staff use praise, reminders, calm scripts and proportionate consequences while avoiding sanctions that would compromise safety or supervision.
50. Any decision to remove a pupil from an activity or return them home must prioritise safety, be authorised by the Visit Leader/Headteacher as circumstances permit, preserve supervision and safeguarding, and not transfer unreasonable responsibility or cost to a family without proper consideration.

51. Pupils are briefed about members of the public, strangers, unknown animals and personal boundaries. Staff intervene and relocate the group where public or animal behaviour creates concern; serious incidents are reported to venue staff or police as appropriate.
52. Controls for dogs, fouling, seagulls, livestock or other animals are included only where relevant to the site and conditions. Handwashing with soap and water is prioritised after animal contact and before eating; sanitiser is not treated as a substitute where infection guidance requires handwashing.

11. Consent and information for parents

53. Specific written consent is normally required for visits outside normal school hours, residentials, overseas visits and visits involving a higher level of risk, and whenever Wigan Council procedures require it.
54. Routine curriculum visits are covered by information provided to parents and the annual consent arrangements adopted by Leigh St Mary's. Parents will still receive appropriate advance information and an opportunity to raise concerns or withdraw their child where applicable.
55. Consent is informed: material information about activities, supervision, transport, costs, medical arrangements, clothing and significant risks is communicated in an accessible form.

12. First aid, medical needs and medication

First-aid provision is based on the visit risk assessment rather than a blanket rule that the same qualification accompanies every visit. The school considers group needs, activity, remoteness, response time, provider provision and legal requirements. EYFS outings meet the applicable paediatric first-aid requirement; specialist activities may require additional qualifications.

56. The Visit Leader confirms access to a suitable first-aid kit, trained help, emergency medication and pupil medical information.
57. Individual healthcare plans, allergy action plans and emergency instructions accompany the pupil in an accessible and confidential form.
58. Medication is carried, stored, administered and recorded under the Supporting Children with Medical Conditions and Administration of Medicines procedures. Emergency medicines remain immediately accessible and are not placed in inaccessible luggage.
59. Two prescribed adrenaline auto-injectors should accompany a pupil where this is their prescribed arrangement; any school spare is carried and used only under the school's approved protocol and current guidance.
60. A responsible adult accompanies a pupil to hospital if a parent has not arrived, and the group retains adequate supervision.

13. Providers and adventurous activities

The school checks that external providers are suitable. Holding the Learning Outside the Classroom Quality Badge may provide assurance for the activities covered, but the school still agrees roles, supervision and emergency arrangements. Where a provider does not hold a relevant badge, checks may include insurance, legal compliance, safeguarding, competence, risk management, vehicles, accommodation, subcontracting and required licences.

Adventurous activities are identified and approved in advance. Activities are not added informally during a visit. Where the Adventure Activities Licensing Regulations apply, the provider's licence is verified. School staff retain pastoral responsibility and must act if provider practice appears unsafe.

14. Transport

61. Transport is suitable, lawful, insured and risk assessed. Operators, drivers and vehicles are checked in line with employer procedures.
62. Seat belts must be used where fitted and legally required. Leaders brief pupils and supervise boarding, travel, rest breaks and disembarking.
63. Minibus use complies with licence, permit, driver competence, insurance, maintenance and journey-management requirements. Driver fatigue is considered; the Visit Leader should not drive where this would compromise supervision or fitness to lead.
64. Use of staff, volunteer or parent cars is exceptional or planned under an approved procedure that checks licence, insurance, vehicle roadworthiness, consent, safeguarding and suitable restraints. Informal lift arrangements are not assumed to be covered.

65. Safe drop-off, collection and handover arrangements are communicated, including what happens if a parent is late.

15. Emergency and critical incident arrangements

Every visit has an emergency plan proportionate to its nature. The Visit Leader carries or can securely access essential contacts, participant details, medical information, insurance information and the school/employer emergency number. A school-based emergency contact who is not on the visit holds the itinerary and participant list and is available for the relevant period.

- 66. Protect life and prevent the situation worsening; provide first aid and call 999 or the appropriate local emergency service when required.
- 67. Account for the group, establish effective supervision and follow instructions from emergency services or venue staff.
- 68. Contact the school's emergency contact as soon as practicable. The school coordinates communication with families, the employer, insurers and media; visit staff should not speculate or post information on social media.
- 69. Record decisions and facts contemporaneously where possible, preserve relevant evidence and follow accident, safeguarding and RIDDOR reporting procedures where thresholds are met.
- 70. Provide follow-up support and review the plan before further similar visits.

16. Missing pupil or separated group

A missing pupil is treated as a safeguarding emergency. Response is determined by the circumstances and risk; the school will not apply a blanket ten-minute waiting period before contacting police.

- 71. The adult noticing the absence immediately alerts the Visit Leader, states who is missing and where and when they were last seen, and keeps the remaining pupils safe and supervised.
- 72. The Visit Leader checks registers, groups, agreed rendezvous points and likely locations, alerts venue staff/security and starts a coordinated search without exposing others to risk.
- 73. Call 999 immediately where there is imminent danger, water/traffic/terrain risk, vulnerability, suspected abduction, a very young child, an unexplained disappearance or any other high-risk factor. In other cases, contact police promptly in accordance with venue, school and employer emergency procedures; do not delay merely to complete an arbitrary search period.
- 74. Notify the school's emergency contact. The Headteacher or emergency contact coordinates parental communication, safeguarding advice and employer notification.

75. When the pupil is found, check welfare, provide reassurance and medical help if needed, reunite safely, record facts and review supervision and risk controls.

17. Specific environmental considerations

Visit-specific hazards are addressed in planning rather than treated as universal rules. For coastal or urban visits this may include tides, water edges, seagulls, dogs, fouling, traffic, crowds and interaction with the public. For farms and animal settings, current UK Health Security Agency farm-visit hygiene guidance will be followed, including effective handwashing and controls around eating areas.

Weather, heat, cold, wind, air quality, flooding and severe-weather warnings are checked close to departure and monitored. Clothing, shade, hydration, sunscreen arrangements and cancellation/alternative thresholds are proportionate to current conditions and individual needs.

18. Insurance, finance and data protection

76. The school confirms that employer's liability, public liability and relevant travel/activity cover apply. Exclusions, excesses, cancellation, medical and overseas cover are checked where relevant.
77. Charges and voluntary contributions comply with the school's Charging and Remissions Policy; inability or unwillingness to contribute will not lead to unlawful exclusion.
78. Personal and medical information is limited to what is necessary, shared on a need-to-know basis, stored securely and returned or disposed of after the visit in line with the retention schedule.
79. Photography, messaging, tracking and personal devices are managed under school safeguarding and data-protection procedures.

19. Evaluation, incidents and learning

Visit Leaders evaluate visits proportionately. Incidents, accidents, safeguarding concerns, near misses, provider concerns and significant changes are recorded through EVOLVE and other school/employer systems as required. The EVC shares relevant learning, updates generic controls and escalates concerns. Serious incidents are reported to Wigan Council, HSE, insurers, safeguarding partners or other bodies where the applicable criteria are met.

20. Monitoring, assurance and review

The Headteacher and EVC monitor the quality and timeliness of planning, participation and inclusion, staff competence, provider checks, incidents, near misses and evaluations. The governing body receives proportionate assurance rather than operational detail about every routine visit. This policy is reviewed annually and sooner following significant changes to legislation, DfE, EYFS, Wigan Council or OEAP guidance, or after a relevant incident.

Appendix 1: Visit planning checklist

Check	Evidence
Purpose and category	Learning outcomes; routine/local, enhanced, residential, adventurous or overseas category identified
Approval route	EVOLVE entry and school/Wigan/governor approval as currently required
Group and inclusion	Current register, needs, adjustments, consent and pupil voice
Leadership	Competent Visit Leader, sufficient supervisors, roles and contingency
Risk management	Significant hazards, controls, dynamic review and plan B
Provider/venue	LOtC badge or proportionate checks; responsibilities agreed
Medical and first aid	Plans, medication, first-aid provision and access to emergency help
Transport	Legal, insured, suitable; driver and journey arrangements
Emergency plan	School contact, communications, missing pupil and critical incident response
Evaluation	Incidents, near misses, feedback and learning recorded

Appendix 2: Key references

Source	Reference
Department for Education	Health and safety on educational visits; Keeping Children Safe in Education 2026
Department for Education	EYFS statutory framework for group and school-based providers, effective 1 September 2026
Wigan Council	Current educational visits policy, approval arrangements and EVOLVE procedures
OEAP National Guidance	Current guidance including Ratios and Effective Supervision (version April 2026), consent, volunteers, providers, transport and emergencies
Legislation	Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999; Equality Act 2010

Approval

Headteacher Mrs S Watson | Signature: _____ | Date: _____

Chair of Governors Name: _____ | Signature: _____ | Date: _____