



**St Augustine of Canterbury
Catholic Primary School**

Learning Outside the Classroom and Educational Visits Policy

Version History	Date	Reason for Amendment
1.0	26.1.26	
2.0	12.2.26	Redrafted to include missing content
3.0	19.05.26	Updated to include SEND

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are

“Created by God to love and learn”

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

For this mission to be fulfilled the following policy is enacted to support our practice whilst meeting our legal obligations.

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Author	Head Teacher	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
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Review Date	May 2028	Chair of Governors Signature <i>Jamie McLean</i>	

Learning Outside the Classroom (LOTC) and Educational Visits Policy

Introduction

Our school considers it vital that we maintain a broad and balanced curriculum. This includes ensuring that all pupils have opportunity to experience first-hand and have chance to take part in educational activities outside the classroom. The aim of this policy is to sustain and promote a broad range of off-site educational visits whilst ensuring safe management practices and effective supervision.

We believe that educational visits outside of school, including residential opportunities, encourage cooperation, teamwork and the application of problem-solving skills and develop independence and self-confidence. We therefore ensure that they are built into our curriculum and are designed to support, enrich and extend opportunities for teaching and learning.

For further information see OEAP National Guidance <https://oeapng.info>

Context relative to employer's policies and national guidance

This policy should be considered in the context of the following school policies and national guidance:

- Safeguarding and Child Protection Policy
- SEND policy
- Code of Conduct for Staff
- Charging Policy
- Outdoor Education Advisers Panel National Guidance
- Education and Inspections Act 2006
- The Equality Act 2010
- DCSF Working Together to Safeguard Children 2023
- Ofsted inspection framework 2025
- Children's Act 2004

Clarification of roles and responsibilities

The Governing Body has a strategic role to set the vision, rationale and principles for the provision of high quality LOTC experiences. They delegate authority and hold to account the Headteacher for oversight of educational visits to ensure that the educational experiences are of a high quality, that they offer best value and that health and safety and financial regulations are adhered to.

The Governing Body will:

1. be fully aware of an employer's responsibilities under health and safety law
2. challenge, in order to be clear about, how outdoor learning and visits lead to a wide range of outcomes for children and young people and contribute towards school effectiveness
3. ensure that there is an establishment visits/outdoor learning policy and procedures – including emergency procedures – and it supports the principles of inclusion
4. ensure that they are informed and involved in an effective process for authorising and approving residential educational visits
5. ensure there is a trained Educational Visits Coordinator (EVC) who meets the employer's requirements, with a sufficient time allowance to fulfil the role and training to support the planning and delivery of visits and outdoor learning
6. ensure there are monitoring procedures in place, activity is evaluated, good practice is shared and any issues are followed up to comply with statutory and employer's requirements.

Headteacher

The Headteacher is responsible for ensuring that the educational experiences provided are of a high quality, that they offer best value and that they comply with health & safety and financial regulations. The Headteacher must also **Authorise all educational visits before they can leave the site and sign off all Risk Assessments for both Residential and one day visits and trips.**

The Headteacher will also:

1. ensure that the protocols and procedures for the planning, management and delivery of LOTC experiences are consistent with the school policy and adopted guidance and recommendations
2. be aware that the appointment of an EVC is critical to the implementation of this guidance. The EVC should be appropriately competent to their role (see below) and should be allowed sufficient time to fulfil the role, including attendance at OEAP accredited training. Heads/Managers may choose to designate themselves as EVC.
3. assure the **competency, experience and confidence** of the Visit Leader to effectively supervise each educational visit
4. ensure that the Full Governing Body are regularly informed about the delivery of visits and outdoor learning and their contribution towards school effectiveness

Education Visits Coordinator (EVC)

The school recognises that an effective EVC role is a management function within school and is critical to the success of the planning, management and monitoring educational visits and outdoor learning. When appointing an EVC careful consideration is given to experience of the post holder in practical outdoor learning and visit leadership together with a status within school that enables guiding of the working practices of their colleagues. Sufficient time is given to enable the post holder to fulfil the role and to attend OEAP accredited EVC training and update/ revalidation as required.

The role of the EVC in our schools is to:

1. promote educational visits and take a lead in policy development
2. liaise with staff, offering advice and support regarding educational visits
3. advise on the arrangements for visits, including staff to student ratios
4. ensure that authorised and approved visits are added to the school calendar
5. approve the letter to be sent to parents
6. ensure that there are updated Charging Policy and Educational Visits Policy and Procedures
7. liaise with the Headteacher and Full Governing Body as requested (if not the Headteacher)
8. assess and approve the competency, experience and confidence of staff and volunteers involved in each educational visit, ensuring appropriate checks are in place to effectively supervise each visit

9. confirm the insurance policy covers the planned activities
10. ensure visit plans and submission are completed accurately and in good time to allow for scrutiny, including Risk Assessments
11. ensure records are kept and checks are made on staff qualifications and driving details (car insurance with business use if transporting students in own cars)
12. attend relevant EVC training.

Visit Leader

The Visit Leader who must be an employee of the school, has overall responsibility for the planning, management, supervision and conduct of the visit and shall have regard to the health and safety of the group. The Visit Leader is responsible for ensuring that each visit is carefully planned and a submission is prepared, including a visit specific risk-assessment.

All Visit Leaders will have a working knowledge of basic first aid and be competent to use the first aid materials carried with the group. They will also know how to access qualified first aid support as required. The school believes it is good practise for at least one member of the Supervision Team to hold a first aid qualification and that this level of qualification will be determined by the risk assessment process. A paediatric first aider must accompany all off site visits involving Reception class

The Visit Leader will:

1. ensure there are clear educational aims for the visit that are linked to the curriculum outcomes and/or personal development goals for the students
2. take overall responsibility for the organisation, supervision and conduct of the visit
3. provide sufficient notice and ask the EVC for permission to organise the visit in terms of educational value, cover requirements and the school calendar.
4. research the visit costs and seek best value, confirming any costs being passed onto students
5. draft the letter to parents and informed consent forms as required and pass to the EVC for approval
6. use relevant planning proforma documents provided by the school
7. check parental consent forms, medical and behaviour concerns of students attending the visit
8. if the visit is oversubscribed, then agree with the Headteacher and EVC selection criteria to be used e.g. behaviour of students; attendance; eligibility for other visits; random selection
9. complete a comprehensive risk assessment using the agreed template and share with the EVC. The Visit Leader must have sufficient competence, experience and confidence to assess risks as they change throughout the visit and make decisions to stop activities if the risks become unacceptable. Where appropriate, the Visit Leader will endeavour to involve the Supervising Team and the students in the risk assessment process so that all involved can appreciate the risks involved and are aware of the control measures in place. Individual Risk Assessment forms should be completed for pupils with SEND to ensure supervising staff are

- aware of the pupil's needs and any mitigation needed – at Residential level and for all off site visits
10. as part of the risk assessment, the Visit Leader must determine the appropriate first aid requirements relative to the nature of the activity, the needs of the group and the extent to which the group will be isolated from support of the emergency services
 11. consider whether any student participating in the visit may need a permission letter from their doctor in order to be covered by the insurance policy. A clear risk assessment must be made for any named student with known behavioural or medical issues (see point 9 above)
 12. ensure parents, accompanying staff and students are kept fully informed of visit arrangements and itinerary (and in the case of residential and overseas visits hold an information evening for parents and a separate meeting for students and staff)
 13. Ensure that all accompanying staff have a clear understanding of accident and emergency procedures – provide them with a visit information pack include:
 - a. Itinerary
 - b. register of students
 - c. all emergency contact details and procedures.
 14. ensure that all accompanying staff are fully briefed and clear about their specific duties, responsibilities and act in the same way as a careful parent 'in loco parentis'. For overseas visits hold a staff briefing to make clear expectations of supervision at each point of the visit using the itinerary
 15. ensure that **no one on the trip consumes alcohol** (including staff, supervising adults and / or students)
 16. ensure adequate first aid has been considered and that first aid kits and individual students' medical kits have been taken along as appropriate. Inform all staff on the visit should be aware of who is responsible for first aid.
 17. carry copies of all supporting documentation on the visit, e.g. itinerary, consent forms, emergency contacts, special medical and/or dietary requirements and ensure that copies of the details are left with the school office and with the emergency contacts where the visit is outside school hours, residential or overseas
 18. take a charged mobile phone on the visit. If this is a personal device, it should not be used to take any photographs of pupils or staff
 19. report any accidents and incidents that occur during the visits in accordance with the school health and safety policy
 20. ensure they understand child protection and safeguarding issues
 21. for overseas visits, ensure that all students have the correct travel documents to be able to enter the country being visited and to be able to re-enter the UK. Students who hold non-EU passports must have full residency stamps or visas that allow them re-entry on their own passports not their parents

Supervising Team

According to the supervision requirements of each visit, the Visit Leader will assemble a team of supervising adults to help manage the conduct and health, safety and well-being of the whole group. This team can include both employed staff of the school and volunteer adults.

Staff on school-led visits act as employees of the school, whether the visit takes place within normal school hours or outside those hours. They must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent/carer would do in the same circumstances. Staff and all other adults assisting the Visit Leader must consent and agree that the Visit Leader has full authority to reasonably direct their supervision of the students.

Members of the supervising team will be sufficiently briefed as to their roles and responsibilities throughout the visit so that they are able to support the Visit Leader effectively. This will include contributing to the planning and preparation for the educational visits, the organisation of risk management and specific individual responsibilities, especially if the visit involves an extended day or residential experience. This briefing should empower them to intervene appropriately with the group or an individual young person for safety or behaviour management purposes.

Additional members of staff and other adults taking part in educational visits will:

1. assist the Visit leader to ensure the health, safety, welfare, pastoral care and supervision of the students on the visit
2. be clear about their roles and responsibilities whilst taking part in a visit
3. ensure they understand child protection and safeguarding issues
4. take care of their own Health and Safety and that of others on educational visits
5. bring to the Visit Leader's attention any deficiencies in the arrangements that may create hazards
6. when abroad, staff should abide by all laws and be aware that there may be local customs that should be considered.

Students

All students participating in educational visits will:

1. follow the school behaviour policy as this still applies during an educational visit
2. understand that they have a responsibility to avoid unnecessary risks
3. follow the instructions of the Visit Leader and other members of the Supervision Team
4. behave sensibly at all times, keeping to any agreed visit code of conduct
5. inform a member of staff if they become aware of any significant hazards or if there is anything that they are concerned about

Parents, Carers and Guardians

Parents, carers and guardians of students involved in the educational visit should:

1. understand that they have an important role in deciding whether any educational visit or activity is suitable for their son/daughter
2. inform the Visit Leader about any SEND, medical, psychological or physical condition relevant to the visit, at least 5 school days before the visit takes place.
3. provide an emergency contact number on which they will be available at all times
4. sign the consent form
5. be responsible for ensuring that their son/daughter has the correct travel documentation for overseas visits and re-entry into the UK

A minimum of 14 days' notice is required to allow sufficient time for feedback and amendments to be made prior to the departure.

Procedural requirements

Supervision Ratios

Visit Leaders must ensure that young people are supervised in accordance with the principles of 'effective supervision' requiring them to take account of:

1. the nature of the activity (including its duration)
2. the location and environment in which the activity is to take place
3. the age and gender (including developmental age) of the young people to be supervised
4. the ability of the young people (including SEND, behavioural, medical (including physical), emotional and educational needs)
5. the competence, experience and confidence of the Supervising Team.

Therefore, the arrangements for supervision including staff/student ratios, must take into account the nature of a group and the individuals in it and each visit must be considered on a case-by-case basis.

Ratios are a risk management issue and should be determined through the process of risk assessment as the school and visit leader knows the specific needs of their own students. It is not possible to set down definitive staff/ student ratios for a particular age group or activity, although as a starting point, the school requires Visit Leader to use the following supervision ratios as a minimum requirement for non-hazardous activities.

Primary School pupils

Nature of activity	Year group	Ratio	Additional guidance
Day visit in the UK	YR, Y1-Y3	1:6	Minimum of 2 accompanying adults
	Y4 – Y6	1:15	
Residential visit in the UK	YR, Y1 -Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, where possible, male and female staff should be present)
	Y4-Y6	1:10	
Camping in the UK	YR, Y1 – Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, where possible, male and female staff should be present)
	Y4 – Y6	1:10	
Overseas visit	YR, Y1 – Y3	1:6	Minimum of 2 accompanying adults (with a mixed gender group, where possible, male and female staff should be present)
	Y4 – Y6	1:10	

These ratios are the minimum and risk assessment planning should ensure that there are sufficient leaders and supervisors to cope effectively with an emergency.

Parents as members of the Supervising Team

If any of the Supervision Team are also parents of pupils taking part, the potential exists for parental instincts to compromise the group management of the visit, particularly if there is a serious incident where leaders may be distracted by the needs of their own child. This should be covered in any risk assessment and management decisions and unless it is part of an agreed plan, situations where the leadership role gives direct responsibility for their own child should be avoided. Ratios may need to be revised to meet this situation.

Parents or guardians providing care or medical support during an educational visit

If any young person attending the visit is to be accompanied by their parent or guardian in a one-to-one caring / medical needs capacity, this adult cannot be included in the ratio of supervising adults appropriate for the visit.

Supervising Adventurous Activities

These ratios above are for pastoral support purposes and do not include activity technical instructors. Where Visit Leaders are also acting as technical instructors, the numbers of adults needed should be reviewed. The ratio of leaders and adult supervisors to pupils and young people for specific outdoor activities varies according to the activity to be undertaken.

Where an adventurous activity is provided by an External Provider, the technical instructors cannot be included in the supervision ratio and the expectation is that the technical instructors will be supported by the school Supervision Team to provide pastoral support to the group.

Consumption of alcohol or other substances likely to impair judgement in relation to duty of care

No one participating in an educational visit should consume alcohol or other substances likely to impair their judgement.

“if a teacher consumes alcohol whilst responsible for pupils in his / her care, the impaired judgment of the teacher poses a risk to the pupils’ safety and is therefore in breach of Teachers Standards and that this role of responsibility is not negated by the fact that a member of staff may not have been specifically appointed to be on duty at the time”.

All staff and adult volunteers involved in the supervision and management of the educational visit must be made aware of this policy statement, the expectations of Governors and must agree to comply with this condition before they can be accepted as part of the Supervision Team.

If a member of staff consumes alcohol during an educational visit, this represents a breach in the statutory frameworks set out in teachers’ professional duties and responsibilities by the National

College of Teachers and Lecturers Professional Conduct Panel and may therefore lead to formal disciplinary action.

If a volunteer adult then consumes alcohol during an educational visit, they will immediately be removed from the Supervision Team by the Visit Leader and will not be allowed to continue to work with the group.

If a pupil then consumes alcohol, they will immediately be removed from the visit, returned to school and will face further disciplinary action.

This section is specific to the school and will include reference to protocols for;

- booking of transport
 - registration of pupils
 - managing medication
 - supply cover
 - management of finance
- For further information see;
[OEAP NG 4.5a Transport – general considerations](#)
[OEAP NG 4.5b Transport – minibuses](#)
[OEAP NG 4.5c Transport – in private cars](#)
[OEAP NG 4.5d Transport – seatbelts and child restraints](#)
[OEAP NG 4.4d Medication](#)

Monitoring of planning, management and delivery of LOTC and educational visits.

The Full Governing Body has a statutory responsibility to monitor the work of employees of the school and the implementation of policy and guidance that they issue.

The Governors have delegated the responsibility for regularly monitoring of the planning, management and delivery of LOTC and educational visits to the Headteacher, who will work in partnership with the EVC (if different), Visit Leaders and other staff of the school to ensure that this policy is implemented correctly.

The school has a commitment to good practise in the planning, management and monitoring of LOTC and educational visits.

When monitoring the success of LOTC and educational visits, the Headteacher will ensure that:

1. all Educational visits and off-site activities are carried out safely and effectively and in line with school policy and procedures
2. relevant policies and procedures are reviewed and updated to remain current and in line with good practice
3. Specific Residential and Off Site Risk Assessments are carried out

4. staff have easy access to the policy and to any advice, guidance and support they require
5. staff have access to relevant training that supports the implementation of this policy and guidance e.g. EVC training, Visit Leader training.
6. the school appoints, trains and revalidates the EVC in accordance with this policy and guidance
7. provide regular updates and reports to the Full Governing Body, celebrating success and highlighting any issues that require additional consideration or improvement.

Induction, training and expectations of staff

As part of the induction and training of new staff, the school will ensure that they become familiar with the policy, protocol and procedures associated with the planning, management and delivery of LOTC and educational visits. This will be done via induction training sessions with the EVC.

The EVC will work with new staff to assess their competency and experience to lead educational visits. Training may include:

1. staff identified as requiring practical training and experience as assistant leaders are given the opportunity to work within an apprenticeship model alongside more experienced Visit Leaders and that this opportunity is monitored and evaluated against agreed criteria
2. access to OEAP Accredited Visit Leader training
3. support and access to training to allow staff to gain First Aid qualifications
4. support and access to training to allow staff to National Full Governing Body awards for adventurous activities as required.

Risk management and risk-benefit assessment

The Management of Health and Safety at Work Regulations, require that risk assessments be undertaken for each of the hazards identified, such that suitable and sufficient control measures can be put in place to minimise the dangers for students and staff.

The Full Governing Body has responsibility and a legal duty to ensure that trips and visits are conducted in such a way that participants and staff are not subjected to unacceptable levels of risk to health and safety. This responsibility is delegated by the Full Governing Body to the Headteacher, relevant members of SLT and the EVC, who will ensure relevant training is given to trip leaders and relevant staff regarding all procedures and protocols.

For further information see; [OEAP NG 4.3c Risk Management Overview](#)

Assessing venues and providers

Where possible, all venues for trips are visited prior to the trip taking place by the Visit Leader. Visit Leaders will endeavour to work with Providers who hold a Learning Outside the Classroom Quality Badge as this provides credible assurances of health and safety management systems and the quality provision.

For further information see; [OEAP NG 4.4h Using external providers and facilities](#)

Management and use of volunteers

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people, then an enhanced DBS disclosure certificate will be obtained and they will undergo induction and training in their role and responsibilities as detailed in the guidance and local procedures

For further information see;

[OEAP NG 3.2g Vetting and Disclosure and Barring Service \(DBS\) Checks](#)

Emergency procedures and incident reporting

For further information see;

[OEAP NG 4.1a Off Site Visit Emergencies – The Employer’s Role](#)

[OEAP NG 4.1b Off Site Visit Emergencies – The Establishment’s Role](#)

[OEAP NG 4.1f Establishment Management Emergency Action Card](#)

Behaviour

All students and staff who participate in trips and visits that are organised in the confines of this policy are governed by the same rules as regards to conduct and behaviour as those staff and students who remain in school. As such, any behavioural incidents must be logged, and consequences sought through the appropriate senior member of staff

Inclusion and entitlement

All Educational Visits must have clearly identified aims and objectives and have an approved competent Visit Leader who is a member of staff. Well planned visits lead to successful visits. Staff will set appropriate learning challenges, responding to students' diverse learning needs. Provision, with well-planned reasonable adjustments will be made to support students, enabling them to participate effectively in all educational visits. Educational Visits are an integral part of the curriculum. All students are entitled to participate irrespective of social background, race, ethnicity, religion, belief, special educational need, or disability. In cases where the family financial circumstances prevent a student participating in a curriculum visit the Charging and Remission Policy is to be followed.

For further information see;

[OEAP NG 3.2e Inclusion](#)

[OEAP NG 3.2c Charging for school activities](#)

Insurance

The school's insurance policy includes travel cover for school visits both in the UK and abroad. If planning an educational visit which includes a hazardous activity, please check with the EVC, as additional insurance cover may be required. NB: This School does not take pupils on overseas visits.

Finance

Charges for educational visits including charges for transport, requests for voluntary contributions and remission of charges are made in line with the guidance and requirements of the DfE advice "Charging for School Activities 2014".

For further information see; [OEAP NG 3.2c Charging for school activities](#)

Equality Impact Assessment

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Appendix 1: Risk Assessment

Risk Assessment

Title:-

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Lead:

Designated First Aid

Position:

Date:

Hazard/Activity	Who is at Risk?	Risk	Risk Rating	Control Measures	New Risk Rating	Action by Whom	When	Review Date
			•		L			
			•					
			•					
			•					
			•					
			•					
			•					
			•					

Further guidance is provided in:
Additional information (contact numbers):

Is there any additional risk to: **(a) Disabled workers** Yes / No **(b) Pregnant workers?** Yes / No

Methodology

Likelihood of Occurrence	Likelihood Level
Harm is certain or near certain to occur	High 3
Harm will often occur	Medium 2
Harm will seldom occur	Low 1

Severity of Harm	Severity Level
Death or Major Injury	Major 3
3-day Injury or illness	Serious 2
All Other Injuries or illnesses	Slight 1

Risk = Severity x Likelihood
Therefore: 6-9 = High Risk
3-4 = Medium Risk
1-2 = Low Risk