



KERESLEY GRANGE
PRIMARY SCHOOL

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Educational Visits Policy

September 2026

Policy last reviewed: August 2026

Reviewed by: John Astley, August 2026

Agreed by governors: September 2026

Shared with staff: 1st September 2026

Frequency of review: Bi-annually

Date of next review: September 2028

Context

Rationale:

At Keresley Grange, we have a wonderfully diverse community but all live and work under the same family ethos of mutual respect. All of our children work together to be: responsible; empathetic; problem-solvers; enterprising; collaborative; and successful, and this forms the basis for our value of respect.

Our children bring their wonderful uniqueness and their experiences to school and these are embraced.

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

Mahatma Ghandi

Language is the key to the curriculum and unlocks the world of learning. One way in which this can be done is through our IN, ON, OFF curriculum. We are passionate about providing our children with exciting learning experiences IN the classroom, ON site and OFF site. Educational visits form an important part of these experiences.

The advantages of education visits for the children at Keresley Grange include (but are not limited to):

- Real life learning in real contexts
- Applying our values of RESPECT in the wider community
- Development of life skills – risk management, communication,
- They also provide opportunities for children to excel in something other than the classroom
- Enable children’s interests to flourish
- Provide children with a wider view of the world of work – setting up future education and employment opportunities
- Developing key language and vocabulary in context
- Improvements in their ability to cope with change and novelty
- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Students are active participants not passive consumers and a wide range of learning styles can flourish
- Enhanced opportunities for ‘real world’ ‘learning in context’ and the development of the social and emotional aspects of intelligence

- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments
- Improved awareness and knowledge of the importance and practices of sustainability
- Physical skill acquisition and the development of a fit and healthy lifestyle

Application

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy.

Keresley Grange Primary School adopts Coventry City Council's **Policy for the Management of Visits, Trips and Learning Outside the Classroom** and also **Guidance for Educational Visits**. These documents can be found on the Coventry City Council EVOLVE website which is used for all educational visit records and planning and all teaching staff have access to.

All staff are required to plan and execute visits in line with Coventry City Council's policy. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The rest of this policy explains how visit approval and planning takes place at *Keresley Grange Primary School*.

Types of visit

There are three types of visit, for each of which the approval process is slightly different:

1. staff using the local area to deliver lessons
2. other visits within the UK excluding adventurous activities
3. Any visit involving adventure activities and / or involving travel abroad

Roles and responsibilities

Visit leaders are responsible for the planning of visits but should involve both accompanying colleagues and the children in this process. Staff must make appropriate checks of any third party providers. Staff must obtain outline permission for a visit, from

the head teacher, before beginning to plan and certainly before making any commitments. The school office must be informed and the visit added to the yearly planner. The office will then give the visit a preliminary costing to check whether it is viable – at least 6 weeks before the planned visit date.

The Educational Visits Coordinator (EVC) is Lesley Dyson who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Headteacher is John Astley who has responsibility for monitoring and final approval of all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governors at Keresley Grange are notified of past, and future, visits during Curriculum and full Local Governing Committee meetings, on a termly basis as a minimum. The Chair of the Local Governing Committee, Prof Jane Conlon, has read-only access to EVOLVE and is able to view visits that are submitted and approved. For any visits that are adventurous or are overseas, then the Local Governing Committee are informed at the planning stage.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential and/or involve an adventurous activity.

Staff Competence

We realise that staff competence is the single most important aspect of safe trip management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of visit leader

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken
 - This must be recorded on EVOLVE and forwarded to Naomi Enticott (Business Operations Coordinator) for recording on the school training log
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.

- Knowledge of the children, the venue and the activities to be undertaken

Visit Planning and approval

The internal school approval process is as follows for each type of visit:

1. Local area visits will follow the extending learning territory policy, but will be recorded on EVOLVE as a matter of course. (appendix 1)
2. Visits within the UK excluding adventure activities – these are put on EVOLVE and approved internally by the Head Teacher. Visits should be submitted to the EVC via EVOLVE at least **14 days in advance**.
3. Visits involving adventure activities must be put on EVOLVE and submitted to the EVC **at least 30 days in advance**. The school is required to submit these for Local Authority Approval 28 days in advance. Visit leaders must check if an activity provider holds either an AALA licence (http://www.aals.org.uk/aals/provider_search.php) or an LOTC quality badge (<http://www.lotcqualitybadge.org.uk/search>). If they don't then they must complete a Provider Questionnaire (National Guidance document 8p).
The headteacher will liaise with the Chair of the Local Governing Committee so they are aware of the planned visit.
4. Visits Abroad require detailed planning to commence well in advance and the head must be kept up to date with progress. Governors will approve these trips before booking. Checks must be made on any third party providers and permission from the head teacher to use them be obtained before any deposits are paid. Third party providers who hold the LOTC quality badge (see above) do not require further checks. Those who do not hold this accreditation should complete and return a Provider Questionnaire (National Guidance document 8p), which visit leaders should scrutinise.
The head will need to submit final plans to the Local Authority 28 days before the departure date.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the local authority.

The Visit Leaders job list

Most trips at Keresley Grange are now planned into the school long-term curriculum plan (by the end of 2025/2026 year)

The visit leader will ensure all the following steps are completed for any type 2 or 3 visit:

- Gain outline approval from the EVC or head to begin planning the visit and agree funding mechanism / charging policy.
- Inform the school office (Dayl Darbyshire) to consider preliminary costings.
- Ideally, visit the venue prior to booking to ascertain appropriateness, and gain familiarity, of venue and activities for the intended outcomes.
- Ensure the visit:
 - has clear learning outcomes
 - has activities appropriate to the group
 - is planned to maximise benefits to the children while managing significant risks
 - is appropriately staffed
 - complies with the school's safeguarding policy
- Organise staffing for the trip which should include at least one qualified Paediatric First Aider.
- Only school staff and The Futures Trust DBS-checked volunteers must be included in ratios of supervision for trips
- Sometimes, risk assessment for some children may involve asking a parent / carer to attend to support them. **In such cases, this parent / carer must be informed that their role is with their own child only and they must not be on their own with any other children for the duration of the trip unless supervised by a member of school staff. If this is to happen, it must be authorised by the headteacher.**
 - In such cases, the parent / carer will need to sign a disclaimer before they agree to attend the trip (see Appendix 3)
- Involve children in the planning of the visit, and how it will be managed, wherever possible.
- Create a full risk assessment for the visit using the agreed Keresley Grange format with risk levels defined and clear actions to mitigate risk
- Ensure the visit plan is recorded on EVOLVE.
- Ensure the kitchen staff are aware of the visit and prepare any necessary Free School Meal packed lunches for the day.

- Ensure all other staff, accompanying adults and children are:
 - fully briefed about their roles and responsibilities during the visit
 - know what to do in the event of an emergency
 - are given information they need about individual pupil needs.Emergency procedures must include what would happen in the event of illness or injury affecting the party leader.
- Ensure the base contact back at school is fully briefed and has copies of all relevant information.
- Children should also be fully briefed prior to the trip so they know details such as: where they are going, when, why they are going, what it is like there. It may be useful to show them videos, pictures, websites of the venues and activities to help them to understand this.

On the day(s) of the visit

- Only planned activities must be carried out on the day of the visit.
- Children must be in pairs for the visit with another named child
- Children must be directed where to sit on the transport by the staff leading the visit
- Regular head-counts and checks on welfare of children must be carried out
- If planned activities do not seem appropriate or safe upon arrival, they must not be carried out. If in doubt, air on the side of caution.
- A school iPad will be taken on the visit to take photos (no member of staff must use a personal device for this).
- Staff must have charged mobile phones and liaise with these should they need to.
- All staff on the visit must be actively risk assessing throughout the day to ensure it runs smoothly and any potential problems are pre-empted and resolved swiftly. This includes active risk assessment of any unplanned safeguarding concerns, in line with school safeguarding procedures.
- Any parents attending the visit must only be used to accompany their own child and not be factored into ratios. This must be monitored by school staff throughout the visit.
- All members of staff are expected to maintain fully professional behaviours during the visit, in line with The Code of Conduct, and policies including the Safeguarding and Child Protection Policy.
- Staff members should monitor the behaviour of all adults accompanying the trip and, should the need arise, advise them about their conduct or follow steps outlined in the Whistleblowing Policy.

Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1). Parents will provide this consent through a traditional paper consent form. However, it is good practice to inform parents of where their child will be at all times and of any extra safety measures required for specific visit days. This will be done via Studybugs, class email and / or paper letters.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting through a traditional paper consent form.

For residential visits, visits extending beyond the school day or visits out of the City specific consent will be requested using school consent and EDVIS forms which specifically detail the visit.

Inclusion

Visits will be considered in relation to classes of children, and all possible effort made to include all children. Individual cases will be reviewed on a needs basis.

Charging / funding for trips

The visit leader is to ensure the financial viability of the visit at all times. In order to ensure that the costings are appropriate and that all costs have been taken into account, the visit leader will continue to liaise with office staff and the EVC.

Children entitled to the Pupil Premium may receive a 50% discount on parental contributions for any trip.

Transport

Keresley Grange follows the Coventry City Council transport policy.

Use of the school minibus- drivers of the minibus must complete a Vehicle Check / Log Sheet before every journey. These can be found aboard the minibus and must be returned to Naomi Enticott (Business Operations Coordinator) following use. This is to allow careful monitoring of the minibus, its condition and general use.

- The school minibus should be collected from and returned to the school grounds and keys should be returned to the member of staff responsible (School Office) at the end of the journey, or as soon as possible thereafter.
- Any defects noted should be reported to the School Business Operations Coordinator as soon as possible. More serious defects MUST be reported

IMMEDIATELY. Minor defects can be reported after the journey has taken place.
However, if the driver is in any doubt the vehicle MUST NOT be taken onto the road.

Any staff transporting children using the minibus must follow the National Guidance. In addition to this, the headteacher, EVC and staff members themselves must act professionally and make reasonable and sensible judgements based on each individual visit ensuring the safety of children is not compromised at any point. The drivers workload, expected driving time and distance are all factors that will need to be taken into consideration for any visit exceeding the local area.

Use of staff cars to transport pupils - Staff cars may only be used to transport pupils when the driver has business insurance, a clean driving licence and a valid MOT certificate (a record of these being checked will be kept by the Business Operations Coordinator). Except in exceptional circumstances, two members of staff must be present when transporting children in their own vehicles. Any use of private vehicles will be subject to a specific risk assessment.

Insurance

Educational visits are insured under Marsh's Travel & Personal Accident for Schools Policy Schedule with The Futures Trust.

Evaluation:

All visits are evaluated on EVOLVE; and a complete record of participants uploaded.

Appendix 1 Extended Learning Territory

Boundaries

The boundaries of the extended learning territory are shown on the map below.

Keresley Grange:



Operating Procedure

The following are potentially significant hazards within our extended territory:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions

- Activity specific issues when doing environmental fieldwork (nettles, brambles rubbish etc)
- Play equipment

These are managed by a combination of the following:

- The head, deputy or EVC must give verbal approval before a group leaves.
- EVOVLE must be completed – to record the children and staff attending the visit.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC
- The concept and operating procedure of the extended learning terrain is explained to all new parents when their child joins the school.
- There is always a minimum of two adults. Staff are familiar with the area, including any 'no go areas' and have practiced appropriate management techniques.
- Children have been trained and practiced standard techniques for road crossings in a group.
- Children are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended territory is done in 'buddy' pairs as a minimum.
- Children's clothing and footwear is checked for appropriateness before leaving school and staff carry additional spare clothing, a survival blanket and a first aid kit as appropriate.
- Staff carry student medical information and emergency contact details (collect this from the office on the way out)
- Staff will deposit in the office a list of all pupils and staff, a proposed route and an estimated time of return. A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Appendix 2 Emergency procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager.
 - a. School office – 02476 332131
 - b. John Astley (Headteacher) – 07563028497
 - c. Lesley Dyson (EVC & Deputy Headteacher) - 07714168417
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the trip participants (including staff).
4. Both the visit leader(s) and the base contact know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.
5. The National Guidance role specific emergency action cards are carried by:
 - a. The visit leader
 - b. The first point of contact (eg the office receptionist)
 - c. The designated base contact senior manager
6. This procedure is tested through both desk top exercises and periodic scenario calls from visit leaders

Appendix 3 Non-DBS volunteer disclaimer

Name: _____

Date of educational visit: _____ **Venue:** _____

Thank you for agreeing to attend this educational visit as a chaperone to your child. Please read the below terms and sign if you are in agreement with them. All of these terms must be strictly adhered to throughout the visit.

- I have agreed to come on this educational visit to chaperone my child

- I understand that I am only attending the trip to chaperone my child
- I understand that I will support the needs of my child throughout the trip and liaise with a member of school staff should I need further support
- I will have no contact with other children which is unsupervised by a member of school staff for the duration of the visit
- I will ensure that I read all of the Risk Assessment and planning documents carefully and adhere to them at all times
- I understand that there may be confidential information in these Risk Assessments and will not disclose any of this information to other people
- I will return all documents relating to the trip to the Trip Leader at the end of the visit

Signed: _____ **Date:** _____