

The Federation of Boskenwyn & Germoe Schools and Nysgerrig Kindergarten



Educational Visits Policy

1. Scope

This policy covers all educational visits and outdoor learning activities organised through the school and for which the governors/trustees/ management boards and headteacher are responsible.

Benefits

The governing body aims for our schools to foster an educational environment in which all members of the school community can thrive, regardless of race, gender, religion or individual need. This aspiration applies equally to the planning and management of all educational visits and outdoor learning.

Outdoor learning and visits enrich and extend the curriculum in many subject areas and may include the following outcomes:

- Curriculum Enhancement
- Adopting a positive attitude to challenge, learning and adventure
- Developing personal confidence and character
- Developing self-awareness and social skills
- Appreciating the natural environment and the importance of sustainable development
- Acquiring a range of psychomotor skills
- Demonstrating initiative, resilience, self-reliance and responsibility
- Developing skills in communication, teamwork, problem solving and leadership
- Appreciating the benefits of physical fitness and lifelong activity
- Increasing their motivation and appetite for learning
- Broadening horizons and becoming open to a wider range of life choices and employment opportunities

For a full and comprehensive statement of the benefits of outdoor learning see the OEAP National Guidance <https://oeapng.info/> Making the Case

Residential opportunities and adventurous activities can play a significant role in the development of personal and social qualities for all young people as well as raising aspiration and achievement. Outdoor activities can contribute to a healthy lifestyle and encourage an interest in lifelong activity. They can also help young people to understand how to be safe by assessing and managing risk.

For comprehensive information on the benefits of residential experience see 'Learning Away – Brilliant Residential' <http://learningaway.org.uk/>

2. Employer's policies and OEAP National Guidance

The management of educational visits and outdoor learning places particular responsibilities for the health, safety and welfare of all participants on the governors, headteacher, the visit leader, members of staff and volunteers, students and parents/carers. Our schools also have responsibilities to members of the public and to third parties. This policy on educational visits and outdoor learning therefore complements the wider school health and safety policy.

It is a priority of this school that all visits and off-site activities are safe, well-managed and have clearly articulated learning outcomes.

The governing body endorses Cornwall Council's adoption of the Outdoor Education Advisers Panel National Guidance <http://oeapng.info/> and the accompanying policy document "Policy for the Management of Off-Site Visits and Outdoor Learning, 2020" as the basis for the school's health and safety policy for the management of educational visits and off-site activities.

The governing body seeks to ensure that every learner has access to a wide range of educational experiences as an entitlement. As part of this entitlement the governors/trustees/ management boards acknowledges and supports the significant educational value of visits and activities which take place outside the classroom or away from the school environment.

3. Responsibilities and Roles

The Headteacher will:

- ensure all visits and outdoor learning activities have appropriate and clearly articulated learning outcomes
- approve all visits and activities, based on compliance with relevant Cornwall Council guidance, recognised best practice and the school's policy
- ensure off-site activities and visits are led by competent staff who are suitably experienced to assess the risks, manage the activity and manage the particular group of young people
- check that the staffing ratio is appropriate for each visit
- ensure visit leaders have access to a planning checklist, based on the National Guidance, and adapted as necessary to meet the particular needs of the school (See Appendix A)
- check that risks have been assessed, significant risks recorded and suitable control measures are in place
- monitor educational visits and outdoor learning and provide a regular report to the Governing Body about the activities which have taken place

Educational Visits Coordinator

In order to carry out the above responsibilities effectively the headteacher may delegate specified tasks to a suitably experienced and competent Educational Visits Co-ordinator (EVC). The headteacher will be considered to be the EVC where tasks are not delegated to a named member of staff. The EVC will be responsible for carrying out agreed tasks and must attend the relevant training accredited by The Outdoor Education Adviser Panel.

Name of EVC: Anita Care

The Visit Leader

The visit leader will:

- follow policy and procedures of the Council and the school
- have overall responsibility for the supervision and conduct of the visit or activity
- articulate clearly the learning outcomes of the visit/activity
- where appropriate, appoint a deputy leader who can take over at any time
- clearly define the roles and responsibilities of all adult helpers
- obtain the headteacher's approval (or the EVC on his /her behalf) before any visit or outdoor learning activity takes place
- assess the risks involved and amend as appropriate any previously recorded risk assessment
- use the school planning checklist to ensure all procedures have been followed (See Appendix A)
- ensure an EV form is completed if the visit falls into any of the required categories (see Appendix B)
- inform parents fully about the visit and gain their consent, where appropriate
- establish emergency procedures for all elements of the visit
- ensure adequate first aid provision is available
- re-assess risks while the visit or activity takes place
- ensure there is a contingency plan (Plan B) should a significant change to the programme be necessary due to weather or other factors.

Responsibilities of additional members of staff assisting with visits and outdoor learning

Members of staff, volunteers and other helpers should:

- assist the visit leader to ensure that the intended learning outcomes are being addressed
- assist the visit leader in ensuring the health, safety and welfare of young people on the visit
- be clear about their roles and responsibilities whilst taking part in a visit or activity.

Responsibilities of pupils

Pupils also have responsibilities about which they should be made aware by the visit leader or other members of staff, for their own health and safety and that of the group. Young people should:

- avoid unnecessary risks
- follow instructions of the visit leader and other members of staff
- behave sensibly, keeping to any agreed code of conduct
- inform a member of staff of significant hazards.

Responsibilities of parents/carers

Parents have an important role in deciding whether a visit or outdoor learning activity is suitable for their child. Subject to their agreement to the activity parents should:

- support the application of any agreed code of conduct
- inform the visit leader about any medical, psychological or physical condition relevant to the visit
- provide an emergency contact number;
- sign the consent form.

4. Procedural requirements

The following arrangements apply to the management of specific provision for educational visits and outdoor learning:

Approval of educational visits and outdoor learning

The headteacher is responsible for approving all educational visits and outdoor learning activities. This includes ensuring the Visit Leader is competent to lead the activity in question. Where the responsibility is delegated the Headteacher still retains the legal responsibility.

Arrangements for standard visits, that are local, not adventure, typically:

- Visits to local amenities (park, church, library or similar)
- Weekly swimming lessons in a pool
- Use of school minibus
- Sports fixtures
- Forest school-type activities (excluding fire lighting and knife skills)
 - Approved by headteacher
 - Recorded via school-specific arrangements OR on electronic EV form
 - Covered by 'blanket' consent form
 - Generic risk assessment
 - Checking out/in procedure in place including group list, leader(s), location
 - Coronavirus protocol
 - Emergency procedures in place

Arrangements for more enhanced visits, typically

- Adventure activities
- Foreign visits
- Residential visits
- Visits more than 50 miles from base
 - Recorded on electronic EV form
 - Approved by headteacher
 - Endorsed by Cornwall Council
 - Covered by specific consent form
 - Specific risk assessment
 - Coronavirus protocols in place
 - Emergency procedures in place

Consent

When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, it can be covered by a blanket consent form completed at the beginning of the school year. However, in the interests of good relations between the school and the home, it is good practice to ensure that parents/carers are fully informed. This is a useful opportunity to remind parents that they have given consent, and to give them an opportunity to withdraw it, should they so wish.

Visits/activities operating under the blanket consent form must follow the school's operational guidance that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

Residential visits, foreign visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms.

Model consent form in Appendix C

5. Monitoring and Evaluation

The school monitors the planning and organisation of visits and outdoor learning through the approval process identified above.

In addition, senior staff monitor the management of visits 'in the field' on a sampling basis typically by taking the role of assistant visit leader supporting colleagues during activities and visits.

Evaluation

Visit leaders are asked to complete an evaluation of their activities using the pro-forma.

The governors will review this policy:

- Every two years
Or at such time as there are significant changes to guidance on the management of educational visits and Off-Site Activities
Or should significant issues be brought to the attention of the governors/trustees/ management boards through the report of the headteacher.

6. Provision of training and information

A copy of this policy and associated school procedures will be made available to all staff within the school who may be responsible for leading educational visits and outdoor learning, and to any parent requesting a copy.

The Headteacher will make additional information available to staff to help ensure the safe management of educational visits, including access to the OEAP National Guidance website <http://oeapng.info/> and the accompanying Cornwall policy document "*Policy for the Management of Off-Site Visits and Outdoor Learning, 2020*"

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Appropriate induction and training will be made available to leaders and other adults taking part in educational visits in order to ensure high quality outdoor learning for pupils and to meet health and safety requirements. First aid provision and training of staff will be in accordance with good practice.

The headteacher (or EVC on his /her behalf) will maintain a record of the qualifications held by staff and volunteers involved in outdoor activities including first aid, lifesaving, minibus driving and specific adventure activities.

9. Risk Management

The school has a legal duty to ensure that risks are managed, requiring them to be reduced to an "acceptable" or "tolerable" level. Risk management should be informed by the benefits to be gained from participating whereby the starting point for any risk assessment should be a consideration of the intended benefits and learning outcomes. This provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable." visit leaders should be clear that ongoing (dynamic) evaluation of the risks is still required in the event of changing conditions or unexpected situations.

The visit leader is responsible for completing the risk assessments for their activity/visit ideally supported by others in their team. The EVC can help with this process.

The school has a bank of generic risk assessments relating to visits/activities. Visit leaders may use these as the starting point for their risk management and will need to make them specific to their proposed activity the variables typically being:

- Staff
- Activity
- Group
- Environment
- Distance from base

10. Choosing Providers and Venues

In order to establish a framework of safety and quality visit leaders must ensure that the chosen activity and location matches the age and ability of the pupils in question. Providers engaged to deliver activities to students must therefore meet the minimum requirements of Cornwall Council safety policy. In the first instance the providers listed on the dropdown menu on the electronic EV form either hold the Learning outside the Classroom (LotC) Quality Badge (see below) or have completed a provider questionnaire subsequently checked by Cornwall Council.

The LotC Quality Badge is an assurance of quality and safety across all provider sectors from museums and galleries to sports tours, ski companies and foreign expeditions. However, it is neither a mandatory nor statutory requirement.

Holders of this accreditation may be found at

<http://lotcqualitybadge.org.uk/search>

Adventure Activities Licensing is a statutory scheme requiring providers of certain adventure activities to hold an AALA licence. The activities in-scope are caving, climbing, water sports and trekking however there are anomalies as the scheme does not cover, for example, surfing, sub-aqua, water skiing, climbing walls.

AALA licence holders can be found at

http://www.aals.org.uk/aals/provider_search.php

If the provider does not have LotC accreditation and is not on the dropdown menu on the EV form, they must be sent a Provider Questionnaire (Appendix D) which should then be returned to Cornwall Outdoors for checking.

11. Volunteers

Where visit leaders intend to utilise volunteer helpers the following arrangements must be in place

Enhanced DBS checks must be in place for any volunteers helping on a residential, or car drivers who are used regularly to transport young people.

All volunteers must be clear about their responsibilities when helping on an activity. Equally they must be competent to fulfil those responsibilities.

Careful consideration must be given to using volunteers who are related to any of the party members on the activity/visit.

In circumstances where the visit leader is not a member of the school staff they must be deemed as competent to lead that activity/visit and must be fully conversant with all the school's policies, procedures and expectations including emergency procedures.

12. Action in the case of emergency

The headteacher must ensure that emergency arrangements are in place, known to staff and in line with Council policy, to cover the range of activities undertaken from the school and the times at which they take place. This will include a minimum of two emergency contact numbers for designated senior members of staff or the governors/trustees/ management boards out of hours.

Any accidents and incidents that occur during educational visits and activities must be reported and recorded in accordance with the school health and safety policy. Cornwall Council must be informed of notifiable accidents and incidents which occur in its maintained schools. Accidents and incidents must be reviewed within the school to identify any learning points.

13. Behaviour

The school's policy for behaviour should be followed at all times.

14. Inclusion

This school seeks to ensure that outdoor learning and visits are accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or ability to pay. If the proposed pupil group includes young people with special needs, every reasonable effort should be made to find venues and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

An individual risk assessment must be completed for any pupil with SEND taking part in a visit or outdoor learning activity.

15. Insurance

Visit leaders must ensure that suitable insurance arrangements are in place to cover the activity they are leading.

16. Financial Arrangements

The school's charging policy applies for collecting money, record keeping, and any arrangements for supporting young people unable to afford a visit.

17. Rolling Programme

Children in reception, year 1 and year 2 will have a school sleepover in the Summer Term. Key stage 2 rolling programme is below. This year is year B.

Y3/4 Year A - Porthpean (Water/sea based activities)- Kayaking, Stand up paddleboarding, Canoeing, Coasteering, Rock pooling, Swimming, Beach safety

Y3/4 Year B – BF Adventure (Climbing and team building) Indoor/outdoor climbing, low ropes, trust exercises, problem-solving challenges, trekking

Y5/6 – Year A – Isles of Scilly (Orienteering and nature skills) Orienteering, scavenger hunts, basic shelter building, trail exploration, beach exploration, water safety, sea swimming

Y5/6 – Year B – City/trip abroad (Cultural exploration), historical studies, geographical features, independence, linguistic inquiry

This policy has been agreed by the governors in September 2025

The review date for this policy is: September 2026

Paula Blackburn, Headteacher
Bertie Archer, Chair of Governors

Appendix A – Visit Leader

Visit Leader Check List

This checklist is designed as a final check on planning, or as a review tool for regular visits. The relevance of some of the points and the complexity of the responses are dependent on the nature of a particular visit.

The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance with an acceptable level of residual risk.

Content and Aims:

There are clear and well considered learning aims that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curricular or programme aims of the establishment.

Monitoring and post activity/visit review and evaluation arrangements are in place.

The process has led to a visit plan addressing the following variables:

Staffing:

I am clearly identified as the Visit Leader and approved by the establishment.

All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.

There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.

All members of the Visit Leadership Team have received all relevant information on both the visit and the group.

If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.

I have kept my EVC informed during the planning process.

Activities:

Activities are appropriate to the aims of the visit and the nature of the participants.

Appropriately competent Activity Leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.

There is a sufficient amount of suitable equipment for activities.

Group:

Parental consent is in place (where needed) and up to date medical information and contact details are available and shared with the Visit Leadership Team and any relevant Provider staff.

Information has been provided to parents and young people to enable informed consent (where consent is required).

Young people have been involved in the planning and risk benefit assessment process. Where this was not appropriate young people have been provided with all required information to know what to do and what is expected of them.

Child protection issues are addressed.

Inclusion issues are addressed.

Environment:

Environmental factors (weather, daylight hours, temperature, water levels etc) have been considered.

Accessibility issues are addressed.

Safety and security have been checked and considered

I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a pre-visit I have sufficient information from other sources.

There is access to first aid at an appropriate level.

Where remote supervision will be used the environment is suitable for it.

Accommodation, where used, is safe, suitable and appropriate.

Distance:

Travel or transport arrangements are appropriate.

There is a Plan B in place, where necessary.

There is an emergency plan in place and Leaders, Helpers, Participants, Providers and Emergency Contacts have been given relevant information about it.

Suitable insurance is in place.

Finally:

The visit meets all relevant requirements of my employer and establishment policy/procedure.

My decision is that this visit is appropriately prepared and should take place.

APPENDIX B – Visit leader approval form

The Federation of Boskenwyn & Germoe Schools Educational Visits Form

Proposed visit to:	
Date:	
Educational Aims and objectives:	
<i>Learning outcomes:</i> By the end of the workshop children will learn – .	
Brief description of visit: .	
Leader:	Number of children:
Extra adults:	Number of SEN:
Risk Assessment date:	EV Form date:
	Date of recce visit/person responsible:
Person responsible for collecting medical needs forms and administering medication: (one person per year group)	
First aider/s:	
Initial letter to parents/consent forms: (Attach for approval)	
Date of parent meeting:	
Charge:	
Transport arrangements:	
Cost of transport:	
Approval:	
Designation:	
Date:	

Appendix C Model consent form

PARENTAL CONSENT FOR LOCAL OFF-SITE ACTIVITIES

(Annual consent form)

Dear Parent or Guardian,

This is a consent form to cover local off-site activities and visits that your child may be undertaking during the school year. These visits may include short journeys on foot or in vehicles and some may continue beyond the school day. None of these visits include any adventurous activity, or involve an overnight stay. A separate specific consent form will be sent out for visits involving adventurous activities or for residential visits.

The visits and activities covered by this consent typically include

- All visits which take place as part of the normal school programme
- Swimming lessons
- Visits to theatres, museums and similar
- All off-site sporting fixtures within and outside the school day
- Any local visits which take place in the holidays or at a weekend
- All off-site activities for nursery schools

In normal circumstances the school will send you information about each visit or activity before it takes place.

Name of child

Date of birth

Special details - any information about your child's health which may need special attention, but does not prevent them from taking part should be noted below. (For example; any allergies, any medication needed and the dosage, travel sickness, diabetes, asthma or epilepsy?)

Has your child had any recent illness?

Does your child have any specific dietary requirements?

Any additional information which may be of use:

- I would like my child to take part in the programme of activities that form part of the school year. I understand that I will be informed of the arrangements for each visit in advance.
- I acknowledge the need for my child to behave responsibly at all times.
- I consent to any emergency medical treatment required by my child during the course of the visit.

- I consent to my child travelling in a motor vehicle driven by a member of staff or other adult in the event of an emergency and in accordance with associated Local Authority guidance.
- I confirm that my child is in good health and I consider him/her fit to participate.

Signature of parent/guardian

Date

Name of parent/guardian

Address

Telephone number

Contact name and telephone number in event of an emergency

Relationship to child

Name of family doctor

Approximate date of last tetanus injectio

