



**Tylers Green First School
Educational Visits Policy**

September 2025

Context

At Tylers Green First School we believe that children should be placed at the heart of decision making. Our Curriculum is designed to support the children's development through the application of our school values: Safe, Happy, Learning, Creative and Successful.

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Tylers Green First School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Improved achievement and attainment across a range of curricular subjects. Pupils 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 in a range of contexts. I.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- 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 is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Tylers Green First School

1. Adopts the Local Authority's (LA) document: '**Bucks Requirements and Guidance**' in Evolve resources (All teaching staff have access to this via EVOLVE.)
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and carry out visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day. (Enrichment)**
These follow the 'Local Learning Area' Operating Procedure (Appendix 1).
- 2. Other non-residential visits within the UK that do not involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the Headteacher for checking and approval.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Head authorises and then submits to the LA for approval.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

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

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. Governors receive reports about educational visits and have opportunity to challenge the Headteacher and senior leaders on decision making. Individual governors may request 'read-only' access to EVOLVE.

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. (For academies, approval by the LA is acknowledgment that the plans attached to Evolve are sound but responsibility sits with the academy.)

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is ready to be a visit leader, the Head will take into account the following factors:

- Relevant experience.
- Previous relevant training.

- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Emergency procedures

The school has an emergency plan in place to deal with a serious 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, or 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.

Parental Consent

Consent is not required - The school obtains blanket consent at the start of each year for for activities within the Local Learning Area that are part of the normal curriculum during normal school time and certain other routine activities, e.g. visits to the local church.

Specific (i.e.one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents, so that consent is given on a 'fully informed' basis.

Inclusion

We are committed to ensuring that we comply with the Equality Act 2010. Pupils with special educational needs and disabilities will be taken on trips and the school will make reasonable adjustments to support them. This may include increasing the ratio of adult supervision during the visit, and carrying out an individual risk assessment to identify ways to support the pupil to successfully attend.

Pupil mobile and tracking devices

Tylers Green First School does not allow the use of mobile devices, smart watches or any tracking devices (eg Air Tag) on school trips.

Any tracking devices found in pupil belongings will be confiscated by the trip lead and returned at the end of the trip.

This is also set out in our online safety policy.

Staffing and Volunteers

Wherever possible Tylers Green First School will staff the trip using school staff members and any volunteers (eg Governors) who are on our single central record and therefore have had checks carried out.

If we need additional adults for a trip, we may ask for parent volunteers. The purpose of asking for parent volunteers would be to lower the ratio of adults to children for the trip. Parent volunteers would need to be responsible for a small group of children, which may not include their own child.

Volunteers will be selected by the lead teacher on the trip, and this decision will be based on the needs of all of the pupils attending the trip. The final decision on which adults will attend the trip rests with the Headteacher.

All adults volunteering with Tylers Green First School will need to agree to be bound by our Volunteer Code of Conduct and Volunteer policy.

Charging / funding for visits

We have a Charging and Remissions policy that covers school trips and visits. There may be times when visits or trips have to be cancelled if we do not have sufficient voluntary contributions to run the trip.

Transport

Tylers Green First School follows Buckinghamshire Council Requirements and Guidance which reflects National Guidance.

Use of staff cars to transport pupils – On the rare occasion that it is necessary to transport pupils in staff cars, the school will comply with the Buckinghamshire Council Requirements and Guidance document.

Insurance

Tylers Green First School uses Buckinghamshire Council Insurance to cover all trips and visits.

Appendix 1 – Local Learning Area General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent – we will generally inform parents via email that this will occur.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE if these are ad-hoc activities
-

Boundaries

The boundaries of the School Learning Area are the Villages of Penn and Tylers Green. This area includes, but is not limited to, the following frequently used venues: e.g.

- *The Village Green*
- *The Back Common*
- *The Village Hall*
- *The Pond*
- *The local shops*
- *Tylers Green Middle School*
- *St Margaret's Church and Churchyard*
- *Holy Trinity Church*
- *The Village sports fields*
- *Any other areas within walking distance of Tylers Green First School.*

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).

These are managed by a combination of the following:

- The Head or Assistant Headteacher must give verbal approval before a group leaves.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.

- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. 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 at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s 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.
6. For visits that take place outside the School Learning Area, the visit leader will carry an Emergency Card
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.