



Holy Souls Catholic Primary School

Educational Visits Policy

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Overview

Intent

Holy Souls RCPS is committed to providing high-quality educational visits and learning beyond the classroom experiences that enrich the curriculum, broaden pupils' horizons, and promote personal development. We believe that learning beyond the classroom fosters curiosity, resilience, and cultural capital, enabling pupils to make meaningful connections between classroom learning and the wider world.

Mission Statement:

"To love one another as I have loved you" is at the heart of our Mission Statement. Holy Souls is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Educational visits are planned to:

- Deepen subject knowledge and understanding through real-world contexts.
- Develop essential life skills such as independence, teamwork, and problem-solving.
- Promote equality of opportunity by ensuring all pupils can access enriching experiences regardless of background.
- Support spiritual, moral, social, and cultural development in line with our school values.

Implementation

Learning beyond the classroom (LBtC) activities and educational visits are used as teaching and learning tools for the delivery of elements of our *School's* statement of Intent

We embed educational visits and LBtC opportunities within our curriculum planning to ensure they are purposeful and linked to learning objectives. Visits are carefully risk-assessed and inclusive, with clear pre-visit preparation and post-visit reflection activities to maximise learning outcomes. Staff receive guidance and training to ensure visits are safe, educationally relevant, and aligned with statutory requirements.

We work in partnership with parents, external providers, an Accredited Educational Visits Adviser and the wider community to deliver experiences that complement classroom learning. Trips range from local fieldwork and cultural visits to residential experiences that build confidence and independence.

Impact

Learning beyond the classroom activities and educational visits have clear and measurable aims which link to our statement of intent/curriculum intent. The impact contributes to pupil's attainment and progress. Holy Souls approach to the evaluation of activities and visits is set out in this policy.

Through educational visits and LBtC, pupils demonstrate improved engagement, deeper understanding of curriculum content, and enhanced personal development. Feedback from pupils, parents, and staff informs ongoing improvement. We monitor participation and outcomes to ensure experiences contribute to raising achievement and preparing pupils for life beyond school.

Context

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 *Holy Souls* 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.
- 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. 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. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- 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 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, *Holy Souls*:

1. Adopts the Local Authority's (LA) employer guidance document. (All staff have access to this via Evolve).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. This is also a requirement of the LA's trips & visits policy for schools. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

All staff are responsible for uploading their own certificates to their Evolve profiles, to evidence competence in their specific role on an educational visit. E.g. first aid, etc.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day. These are risk assessed beforehand.**
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 EVC/Head for checking. They are then approved.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the EVC/Head authorises and then submits to the LA for approval.

Timescales

Holy Souls School uses the Evolve system to plan, manage and record educational visits.

Visit Leaders should plan and prepare visits allowing time for internal and external vetting and approval as required. Normally this will mean that visit plans should be submitted to the EVC by the following deadlines:

- 4 weeks before departure for Residentials
- 4 weeks before departure for Adventure Activities
- 2 weeks before departure for other types of visits

If for any reason these deadlines cannot be met, clarification and approval should be sought from the EVC.

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 Teacher or EVC prior to planning, and certainly before making any financial commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

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

The Headteacher has responsibility for authorising all visits and for submitting all residential or adventurous activity visits to the LA for approval, via EVOLVE.
(refer to www.oeapng.info document 3.1b)

The Governing Body's role is that of a 'critical friend' and it will:

1. Adopt and periodically review this policy, as required.
2. Ensure there is a competent Educational Visit Coordinator (EVC) in place who meets the requirements outlined in 'National Guidance' and has completed the Employer's EVC Training Programme and any updates as required.
3. Review the range of visits provided by the school via a report submitted twice a year by the EVC.

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.

Evaluation

All visits will be evaluated to ensure the learning outcomes were achieved and that the visit provides value for money. We will use a range of methods including capturing our pupil's voices, to gauge their learning, and their enjoyment. We will complete full risk assessments seeking the support of the EVC should this be necessary.

Staff Competence

Holy Souls recognises 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.
- Monitoring or learning walks of education occurring beyond the classroom

In deciding whether a member of staff is competent to be a visit leader, the Headteacher 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.

Ratios

[National Guidance 4.3f Risk Assessment - Some Practical Advice](#)

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Holy Souls suggest a starting point of:

Year 1	1:6
Year 2	1:8
Year 3	1:8
Year 4	1:10
Year 5	1:10
Year 6	1:10

The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for children up to the age of five. However, the outcome of the risk assessment process will be the decisive factor in finalising the staffing ratio with agreement from the EVC across all year groups.

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, 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.

Educational Visits Checklist

Holy Souls Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's and National Guidance checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'. Holy Souls Educational Visits Checklist may be downloaded from EVOLVE Resources.

blob:<https://oeapng.info/0a4875da-ac39-4340-b094-61694c8f8416>

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures, local walks; etc.

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 (via letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

Holy Souls is committed to inclusion and will include all students in our offsite activities wherever this is reasonably practicable

Charging/funding for visits

Visits will only take place if sufficient voluntary contributions are received.

Transport

Use of staff cars to transport pupils - Staff will use their own cars to transport children with the permission of their parents. Staff will not take 1 child in their car alone without another staff member.

Insurance

Risk Protection Arrangement Scheme

Alcohol

As alcohol affects judgement and decision-making ability, participants should always be supervised by alcohol-free leaders. This includes overnight during a residential.

Other topics

- **Use of volunteers** (refer to www.oeapng.info document 3.4o) these will be registered on Evolve. They will not be left to supervise children alone.
- **Swimming Lessons** (refer to www.oeapng.info document 7x)
- **Sports Fixtures** Children will be transported either by coach, minibus, staff cars or walking; a first aider will be present; base contact and emergency procedures as on school visits

General

Visits/activities within the Local 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 - an information leaflet will be sent home to parents/carers when appropriate
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE

Boundaries

This area includes, but is not limited to, the following frequently used venues: *e.g.*

- Woolridge Field (Pleckgate Road)
- Blackburn Leisure Centre
- Holy Souls RC Church & Parish Centre
- St Alban's RC Church
- Local area walks (within a 4 mile radius)
- Roe Lee Park
- Corporation Park

Operating Procedure for Local activities

The following are potentially significant issues/hazards within our Local 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 Headteacher or SLT member must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'Local Visits' is explained to all new parents when their child joins the school.

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 talked to about road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- 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 sign out all pupils on Inventory, 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

Our plan in an emergency is:

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 Local Area, the visit leader will carry an EV7
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.