

RIVERSIDE SCHOOL



Educational Visits Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

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1. Background

The school has formally adopted, through its governing board 'The London Borough of Bromley Code of Practice – 2.32 (Health and Safety of Children/ Young People on Education Visits'. We are aware that the up-to-date version of this document is on the LB Bromley EVOLVE website. Further school procedures have been agreed with the Governing Board to ensure that this policy is used by all those involved in education visits.

2. Aims and Purpose of Educational Visits

Riverside School has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned educational visits. Educational visits and learning outside of the classroom form part of the school's required role to provide a broad, balanced and rich curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life. Riverside School is committed to developing a pupils' cultural capital and continues to develop a planned and progressive programme of visits. Each educational visit is carefully planned, personalised and tailored to suit the pupils it has been planned for.

Learning intentions are specified for pupils on all visits. The school arranges a number of activities that take place off the school site and/or out of school hours, which support the aims of the school. These include but are not limited to swimming, shopping and accessing public transport; all of which focus on key life skills. Visits which link to topic work and may include visits to parks, museums, galleries and areas of natural interest.

The governing board has given its approval to the following types of activities being arranged in support of the educational aims of the school:

- Sports events off site;
- Regular local visits including, but not limited to, parks, libraries, shops, woodlands, and places of worship;
- Day visits including visits for pupils in secondary accessing community and careers experience; and
- Residential visits including Woodlodge (Independent Living and Skills Centre), camping opportunities and may also include overseas stays.

We have successfully implemented more meaningful opportunities for our pupils, focussing on what is important for them and for their families. This is featured heavily within our Happiness Passports on the 'My Life, Culture and Community' page. We regularly consult with families to ensure this is up to date and reflective, and educational visits are then planned accordingly. This could include supporting a pupil to access a particular barber or doctors' surgery.

In advance of all visits, the lead adult will plan pre-visit opportunities that are personalised for the pupils attending. This may include social stories, shopping lists, now and next boards and other personalised visual supports. This will also include ensuring that

regulation support, sensory supports and communication supports are prepared and in place prior to the visit.

3. Approval Procedure and Consent (including use of EVOLVE)

The headteacher has nominated Katie Collett-Strutt, Secondary AHT, as the educational visits co-ordinator (EVC) and the governing board has approved this appointment. The EVC has attended the local authority EVC training course (as well as any update sessions) and is given sufficient time and resources to carry out the role. The governing board has delegated the consideration and approval of educational visits and other offsite activities to the deputy headteacher, Charlotte Downs, and she will liaise as necessary on visits in situations such as:

- Visits that extend to 24 hours or involve an overnight stay;
- Visits involving travel outside the UK mainland; and
- Visits involving adventure activities.

The headteacher will keep the governing board aware of its educational visits programme via the normal head to governor reporting process. The school will comply with the local authority's guidelines for educational visits and journeys.

Before a visit is advertised to parents the school's EVC and appointed signatories must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date. Two weeks prior to the visit, the visit leader will complete a Learning Outside the Classroom Form. This will be signed by the class teacher, AHT/ phase leader and EVC.

We have successfully implemented the EVOLVE paperless system across all four of our sites, this includes visit forms and risk assessments. This ensures that there is a clear overview for all trained EVCs/ AHTs/ DHTs and headteacher on the visits that are taking place at any given time.

Regardless of whether an educational visit is led by an external provider, each visit lead is required to complete a comprehensive risk assessment that considers the environmental risks and specific pupil risks. This is then submitted for review by the allocated line leader.

All payments for the visit will be made through the school's accounts, using 'School Gateway'. All educational visit costs will be reviewed to ensure accessibility, and any contributions will remain voluntary.

For regular 'local visits', parents/carers will be asked to sign a general letter of consent for participation in these activities, this letter forms part of the welcome pack when their child first joins the school. A 'local visit' is defined as one that is written within the London Borough of Bromley. Parents/ carers will be given the information for the activities that pupils are involved in and will be informed if an activity has to be cancelled.

For any visits that last longer than a day, involve significant travel or are considered adventurous (e.g., swimming), parents/ carers will be asked to sign a letter which consents to their child taking part. The school has a standard model letter which should be used for this purpose. Parents/ carers will be fully informed of the activities and arrangements for the visit. We will continue to keep up to date with national guidance on safety and adjust our plans for visits as needed.

For all residential visits, parents/ carers will be invited to a briefing meeting where they can ask for clarification of any aspects of the itinerary and organisation of the visit. The school has separate policies for 'Charging and Remissions' and 'Equal Opportunities' which applies to all educational visits.

4. Staffing

The school recognises the key role of accompanying staff in ensuring the highest standard of learning, challenge and safety on a school visit.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

Where it is appropriate, the school will ensure that the DBS screening is available for volunteer adults assisting with educational activities and visits.

The school does not typically support additional people accompanying educational visits who are not pupils at the school or part of the agreed staff complement. This may include family members accompanying visits if the governing board is not satisfied that there is an educational benefit for the pupils.

The appointed visit leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

The ratio of staff to pupils on educational visits is measured upon the needs of the pupils, the type of visits and the duration of the visit. All pupils are allocated to specific members of staff when on visits. The pupil specific risk assessment will identify any individual needs of individual pupils. The visit leader, line leader and EVC will all need to be satisfied that the ratio on the trip is appropriate to ensure the trip is safe and purposeful.

On all visits for pupils within the Early Years Foundation Stage (EYFS) a first aider or member of staff trained in CPR must be present and will adhere to the EYFS ratio of one member of staff to three children.

5. Remissions Policy

Where non-chargeable education is provided during a residential visit, then the parents of pupils who are in receipt of the following state benefits for either the whole or part of the time spent on a visit shall receive a complete remission of any charges that would otherwise be payable in respect of board and lodgings:

- Income Support (IS);
- Income Based Jobseekers Allowance (IBJA);
- Income-related Employment Support Allowance;
- Support under part IV of the Immigration and Asylum Act 1999;
- Child Tax Credit, provided that Working Tax Credit is not also received and the family's income (as assessed by His Majesty's Revenue and Customs) does not exceed £16,190 (financial year 2026/27);
- The guarantee element of State Pension Credit; and
- Universal Credit

The school may ask for voluntary contributions. Parents should be made aware that the contribution is not compulsory, and that children of parents who do not contribute may not be discriminated against. It is permissible to ask parents to contribute more than the minimum amount to subsidise those pupils whose parents have not contributed. In the last resort, the visit may have to be cancelled if there are not enough voluntary contributions, and the shortfall cannot be made up.

6. The Expectations of Pupils and Parents

The school has a clear code of conduct for school visits based on the school's Regulation Support Policy. This code of conduct will be part of the condition of booking by the parents/ carers, and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would be unsafe and to a degree where the individual or others are in danger. This decision would be made by a member of the senior leadership team and in discussions with parents. Alternative arrangements within school will be provided for pupils during this time.

7. Equality

At Riverside School we provide appropriate learning outside the classroom opportunities to all pupils. Equality of access is given irrespective of:

- Disability;
- Age;
- Gender reassignment;
- Religion or belief;
- Race (including colour, nationality, ethnic or national origins);
- Sex (gender); or
- Sexual orientation

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations

Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

8. Emergency Procedures

The school will appoint a member of the leadership team as the emergency school contact for each visit. All major incidents should immediately be related to this person, especially those involving injury that might attract media attention.

The visit leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/ carers and next-of-kin as appropriate.

The visit leader will take with them a copy of the school's emergency procedures for educational visits.

All incidents and accidents occurring on a visit will be reported back through the school systems.

The school will have emergency funding available to support the visit leader where required.

9. Evaluation

The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/ or modified as a result.

The visit leader is responsible for preparing a budget for each trip to establish how costs will be met; all funds will be managed through the school voluntary fund which will be audited as part of the schools' procedures.

10. School Self-Evaluation

The school will ensure it highlights the benefits of its educational visits in self-evaluation reports.