



# Educational Visits and Overnight Stays Policy

## Magdalen Gates Primary School and Nursery

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| Formally adopted by the Governing Board of:- | Magdalen Gates Primary School              |
| Approved by:-                                | Georgia Dale, Paul Guille and Jude Corbett |
| Chair of Governors:-                         | Paul Guille and Orla Kennelly              |
| Last updated:-                               | January 2026                               |
| Next review date:-                           | February 2027                              |

## **Introduction**

This document covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities.

## **Aims and Objectives for Educational Visits**

Our fundamental aim at Magdalen Gates Primary School is to provide the best possible education for all our pupils. It is the aim of the school to place a high value on diversity, treating every member of the school community as an individual, and meeting the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. In doing this, we aim, therefore, to raise the achievement of all the children in the school.

Educational Visits and Outdoor and Adventurous Activities are an integral part of the children's education at Magdalen Gates Primary School. They offer opportunities to enrich the curriculum, enabling the children to have first-hand experience of a wide range of topics and activities. On residential visits especially, there is opportunity to develop social skills which have a long-lasting beneficial effect.

## **Nature of Educational Visits**

The school runs a wide range of Educational Visits. These may include:

- Local visits to Mousehold Heath.
- Walks around the City of Norwich, including local places of worship.
- Half-day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- Residential visits for children once they are in Key Stage 2 to develop teamwork, cultural capital, confidence and self-esteem.

## **Health & Safety**

The school follows the Local Authority 'Educational Visits' guidance.

Note: The LA has an Outdoor Education Adviser, who is able to give support and advice, and who has the responsibility of approving listed Overseas, Residential or Adventurous activities.

## Staffing and supervision

Adequate levels of supervision and staffing must be established for the journey based on such factors as the sex, age and ability of the children, the presence of pupils with special educational needs, the nature/length of the journey, the nature of activities to be undertaken and the experience and competence of the staff involved. This is assessed using the SAGED model, as per the EVC training from the Local Authority.

SAGED stands for **S**taff-**A**ctivity-**G**roup-**E**nvironment-**D**istance and the calculation should take each of these factors into account before the level of supervision is decided.

The starting points for adult to child ratios are:

- Early Years Foundation Stage – 1:5 +1 (The visit leader)
- Key Stage One – 1:6 +1
- Lower Key Stage Two – 1:10 +1
- Upper Key Stage Two – 1:15 + 1

These ratios should be regarded as the minimum appropriate staffing ratios for school journeys. These ratios should preferably be interpreted as referring to the number of staff needed to supervise the party. Voluntary helpers may be involved in assisting teachers with the organisation and supervision of visits, but teachers will retain primary responsibility for supervising the party at all times. At least one member of staff should be a suitably qualified first aider and aware of the special medical needs of any member of the party. Early Career Teachers should not normally lead school parties.

## Personnel

The school's Educational Visits Co-ordinator (EVC) is Mahla Sivananthan. All non-residential visits are approved by the Headteacher, Dhinasha Balachandre. For each visit, of whatever duration, a Visit Leader is identified whom is responsible for the planning and organisation of the visit. Where possible, school governors are encouraged to play a role in all Educational Visits.

The roles for these are defined in detail in 'Standards for LEAs in overseeing Educational Visits. In brief:

The **Local Authority** is responsible for:

- ensuring that guidance is available to inform the school policy, practices and procedures relating to the health & safety of pupils on educational visits;
- ensuring that the Headteacher is supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities;
- asking questions about a visits educational objectives and how they will be met;
- ensuring that visits are approved as necessary by the LA before bookings are confirmed;
- ensuring that the Headteacher has taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit;

- ensure that they review procedures with the Headteacher on an annual basis.

The **Headteacher** is responsible for:

- ensuring approval for visits is given, including liaising with the LA where appropriate;
- ensuring that the Governing Body is made aware of visits;
- ensuring that arrangements are in place for the educational objectives of a visit to be inclusive;
- being aware of the need for best value;
- ensuring that all accreditation or verification of providers has been met;
- ensuring that visits are evaluated to inform the operation of future visits;
- ensuring that each visit has an appropriately competent visit leader;
- ensuring that the school has an emergency procedure in case of a major incident, which has been discussed and reviewed by staff. This emergency procedure must include getting support from the LA's public relations unit. See also the school's Critical Incidents Procedures (Red Book).

The function of the **EVC** is to:

- ensure educational visits meet the employer's and school's requirements;
- ensure all school staff are fully trained on educational visits, including how to use EVOLVE
- support the Governors with approval and other decisions;
- assess the competence of prospective leaders and staff;
- ensure that Risk Assessment meets requirements;
- organise training and induction;
- ensure parents are informed and have given consent;
- organise emergency arrangements;
- keep records of visits, accidents or incident reports;
- review systems and monitor practice - see appendix for planning/monitoring/evaluation practices.
- ensuring that all teachers are aware of the LA guidance;

The **Visit Leader** has overall responsibility for the supervision and conduct of the visit, including direct responsibility for the pupils' health, safety and welfare. The Visit Leader must:

- be approved to carry out the visit, suitably competent and knowledgeable about the school and LA's policy and procedures;
- ensure that **only** the '**Visit Form**' on EVOLVE is used to plan all visits including local area ones. We do not use the 'Local Visits' option on the EVOLVE website;
- plan and prepare for the visit and assess the risks;
- define the roles and responsibilities of other staff and pupils and ensure effective supervision of what they do.

**Adult volunteers** who are not teachers at the school must:

- understand and agree expectations of them;

- understand their relationship to the pupils, teachers and visit leaders;
- recognise the limits of their responsibility;
- ensure that they are not left in sole charge of pupils unless this has been formally agreed through a risk assessment;
- follow instructions from teachers;
- raise concerns for pupil welfare with the Group Leader.

### **Procedure for Running Educational Visits**

A set procedure is followed for all Educational Visits, although the nature of each visit will determine the level of preparation required. A visit will proceed only when the EVC is satisfied that all reasonable preparations have been made.

All educational visits are planned using the Evolve online planning system. This is used so that the visit leader goes through the process of thinking of each stage of the visit leading process and considers all eventualities before committing to the visit. Completing the Evolve form is the beginning of the visit planning process, rather than the end. The time lines for completion are:

- For residential and adventurous visits, the Evolve form must be submitted to the Local Authority **at least 8 weeks** prior to departure as their authorisation is required.
- For non-residential visits, the Evolve form must be submitted **at least 2 weeks** prior to departure. Forms submitted after these deadlines may not be authorised and that visit may be cancelled as a result.

### **Risk Assessment**

Risk assessments are made for all Educational Visits. This necessitates that the Group Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- Identify significant hazards;
- Assess the risk of harm;
- Put control measures in place;
- Check if anything else is needed;
- Use a simple assessment language – high/medium/low.

Risk Assessment considers the site and its environment, the group, the activity and the leaders and also assess what level the visit is.

### **Financing Educational Visits**

The school complies with the Education Act 1996 (section 451), and procedure is outlined in the school's Charging Policy. For children who are in receipt of the Pupil Premium, the school may use this funding to pay for some of, or the entirety of the cost of the visit. This decision will be made on a case-by-case basis with the following factors being taken into account:

- The ability of the parent to pay for the visit.
- The availability of financial support from local charities, such as The Thomas Anguish Foundation and The Foundation of Joanna Scott and others.
- The level of financial support that the school has already given to the child's family.

### **Emergency Procedures**

It is the responsibility of the EVC/Headteacher to ensure that emergency arrangements are in place for all Educational Visits. This includes:

- Ensuring that all involved know who is the emergency contact point in the school, for each visit, and in the LA
- Having access to an emergency (Critical Incidents) plan appropriate to the visit;
- Ensuring that the contact point – or rota – is effective throughout the visit;
- Ensuring that parental contact information is up to date and accessible.

**Date:** February 2026

**Review Date:** February 2027