



Rosehill Junior School

Educational Visits Policy

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Statement of Intent

This policy applies to any visit that leaves the school grounds, whether as part of the curriculum, during school time, or outside the normal school day.

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 Rosehill Junior 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.
- 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. i.e., 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.



1. Employer Policies & Procedures

In addition to this Educational Visits Policy, Rosehill Junior School:

1. Adopts the Local Authority's (LA) document: 'Learning Outside the Classroom (LOtC) and Educational Visits Policy and Guidance' (All staff have access to this via EVOLVE).
2. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

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

2. Approval Process

The approval process is as follows for each type of visit:

1. Local visits follow the Local Learning Area' policy (Appendix 1). These are entered on EVOLVE via the Local Visits function for notification/for approval by the EVC* (School Business manager)
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE and should be submitted to the EVC for checking at least 10 working days in advance, and then forwarded to the Head.
3. Visits that are overseas, residential, and/or involve an adventurous activity. These are entered on EVOLVE and should be submitted to the EVC for checking 30 working days in advance, and then forwarded to Head. Applications should then be submitted to the LA 20 working days in advance.



3. Roles and Responsibilities

- **Visit Leaders** are responsible for the planning of their visits, and for entering these on EVOLVE . They should obtain outline permission for a visit from the headteacher or EVC prior to planning, and certainly before making any financial or other commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.
- **The Educational Visits Coordinator (EVC)**, will support and challenge colleagues over visits and learning outside the classroom activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE before submitting them to the headteacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.
- **The Headteacher** (if maintained school) has responsibility for approving type 1 and 2 visits, and authorising type 3 visits which are then work flowed via EVOLVE to the LA.
- **The Governing Body's** role is that of a 'critical friend'. 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.



4. 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 competent to be a visit leader, the Head Teacher will consider 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.

Records will be kept via EVOLVE of induction, training, relevant qualifications, and competence.

5. Volunteers

Any volunteers who accompany a visit or activity will be vetted and be directly supervised by a member of staff. If volunteers are to have substantial unsupervised access to young people, then an enhanced DBS disclosure will be obtained, and they will undergo induction and training in their role and responsibilities.

- See Safeguarding Policy
- See Appendix 3 for guidance for parents and carers who are supporting an educational visit



6. 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.



7. Parental Consent

- **Annual Consent:** Written consent will be gained annually for routine local visits and activities which are a normal part of our educational provision. This can include visits and activities beyond the normal day such as after school sports events and information regarding the nature of the types of visits will be included via a letter/email/dojo post. We will fully inform parents, send reminders and give them opportunity to update information and emergency contact details.
- **Individual Consent:** Written consent will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits, adventurous activities, those which fall outside of normal hours and non-routine activities which are not a normal part of educational provision. We will fully inform parents of the nature of each visit, activity, or series of a similar nature.
- **Medical Information:** We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.



8. Inclusion

We endorse the principles for young people of a presumption of entitlement to participation, accessibility through direct or realistic adaptation or modification and integration through participation with peers.

We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. See the school's local SEND Offer.

9. Behaviour

Appropriate behaviour is essential for the smooth running of learning beyond the classroom activities and ensures that effective memorable learning can take place. Young people, parents and carers will be made aware of the code of behaviour, expectations of young people and sanctions which may be invoked should the code be breached. In addition, parents and carers will be made aware of their responsibilities for removing/collecting young people in prescribed circumstances. See the Behaviour Policy.



10. Charging/Funding For Visits

Where the school has specific arrangements in place for educational visits, these will be clearly communicated to parents and carers in advance. This may include situations where the school chooses to subsidise certain visits in order to ensure inclusion, or where a visit is dependent on receiving sufficient voluntary contributions to cover costs. No child will be excluded from an educational visit due to financial circumstances, and the school will always seek to ensure that visits are accessible, inclusive and educationally valuable for all pupils.

11. Transport

Minibus Usage and Driver Requirements

Rawmarsh Rosehill Junior School prioritises the safety of pupils during all off-site transport.

- **Pre-Use Checks:** For school-owned or hired self-drive minibuses, a designated staff member or the authorised driver must conduct and record a pre-use safety check (including tires, lights, and fluid levels)
- **Authorised Drivers:** Only staff members who hold a valid license with the appropriate category (e.g., D1) are permitted to drive.
- **Driving Limits:** Drivers must adhere to standard safety regulations regarding driving hours, ensuring adequate rest breaks for long-distance travel to maintain the safety of all passengers.
- **Supervision:** A minimum of one additional adult (other than the driver) must be present in the vehicle to supervise pupils at all times, ensuring the driver is not distracted.



Group Management on Public Transport and Coaches

When managing groups of infant-aged children on external transport, the following rules apply:

- **Coach Bookings:** The school maintains a strict policy of requesting only coaches fitted with three-point seat belts at the time of booking to ensure maximum pupil safety.
- **Public Transport:** When using public transport, staff must maintain a high adult-to-pupil ratio, ensuring that pupils are seated together and accounted for via headcounts before boarding and after alighting.
- **Boarding Procedures:** Staff members will act as marshals during boarding and exiting to ensure pupils move in an orderly and quiet manner.

Use of Staff and Private Cars

- The use of staff or private cars to transport pupils is generally discouraged.
- Where such transport is unavoidable, it must be conducted in strict accordance with the **Local Authority (LA) Educational Visits Policy**, ensuring the driver has valid business insurance and the appropriate child safety restraints are used.



12. Insurance

All educational visits organised by the school are covered by the Local Authority's insurance policy. This insurance provides appropriate cover for pupils, staff and approved volunteers while participating in school-approved visits and activities.

Where a visit involves activities or circumstances that fall outside standard cover, the school will seek additional insurance as required and ensure that all necessary risk assessments and approvals are in place before the visit goes ahead.

Parents and carers will be informed in advance if any visit requires additional insurance arrangements or specific consent.

13. Monitoring

Rosehill Junior School is committed to a robust monitoring framework to ensure that all safety procedures are followed and that learning outside the classroom is conducted to the highest standard.

Monitoring Roles and Responsibilities

- **The Governing Body:** Holds strategic oversight, reviewing annual summaries of visit data, incident trends, and ensuring that the school fulfils its legal health and safety obligations.
- **The Headteacher:** Oversees the implementation of the monitoring program and ensures the EVC has sufficient time and authority to conduct their role.
- **The Educational Visits Coordinator (EVC):** Conducts regular checks of planning documentation (risk assessments, itineraries) and verifies that all staff leading visits have the appropriate training and experience.
- **Senior Leadership Team (SLT):** Supports the EVC in ensuring that departmental or year-group visits align with the school's safety culture.



Reporting and Incident Analysis

- **Accidents, Incidents, and Near Misses:** All safety-related events—including "near misses" where no injury occurred but a risk was identified—must be reported immediately to the Headteacher and EVC. These are analysed to prevent recurrence.
- **Post-Visit Reviews:** Visit leaders must submit a completed review form for all residential, adventurous, or complex trips. This provides a formal mechanism for "lessons learned" to be shared across the staff.
- **Peer Monitoring:** On a sample basis, staff may be asked to review the planning of a colleague to encourage the sharing of best practices and peer-to-peer accountability.

Field ('Out-of-Classroom') Observations

Rosehill Junior School recognizes that true safety is observed in the field. Monitoring through direct observation of visits will be scheduled based on a **risk-based sampling** approach:

- **Routine Activities:** Sampling frequent trips (e.g., local sports fixtures) to ensure consistent standards and prevent "procedural drift."
- **Complex Management:** Prioritizing observation of visits that involve higher-risk activities, water-based environments, or complex logistics.
- **Staff Development:** Focusing observations on staff members who are new to the school or leading a specific type of visit for the first time.
- **Training Verification:** Observations will include "on-the-spot" checks to ensure first aid kits are accessible, registers are accurate, and staff-to-pupil ratios are maintained.



Records of Monitoring

The EVC will maintain a central log of all monitoring activities, including the findings of field observations and the completion of post-visit reviews. This record serves as evidence for the Governing Body and external inspectors (Ofsted) that the school's safety systems are active and effective.

14. Specific Activity Procedures

Swimming Lessons

Rosehill Junior School recognizes that swimming is a high-risk activity requiring enhanced supervision.

- **Changing Room Supervision:** Staff and volunteers must ensure a balance between safeguarding and privacy. A minimum of two adults must be present in the vicinity of the changing rooms. For Junior-aged pupils, staff should remain outside the individual cubicles but be present in the communal area to monitor behaviour and safety.
- **Ratios:** We maintain a higher adult-to-pupil ratio for swimming than for standard classroom activities, ensuring a designated staff member is always available to manage any pupil needing to leave the pool for medical or personal reasons.
- **Handover:** A formal headcount is conducted by the class teacher both upon arrival at the leisure centre and before boarding the transport to return to school.



Dismissal After Evening Activities

For activities ending outside of standard school hours (e.g., sports fixtures, disco, or theatre trips), the following safety protocols apply:

- **Designated Collection Point:** Pupils will only be dismissed from a pre-arranged, well-lit internal area (e.g., the school hall) rather than the school gate.
- **Authorised Collection:** Staff will only release pupils to a parent or a pre-authorized adult. If a child is to walk home alone, written parental consent must be held on file specifically for "out of hours" dismissal.
- **Register of Attendance:** A "sign-out" sheet must be maintained by the lead staff member to ensure 100% accountability as pupils depart.
- **Emergency Contact:** The lead staff member must remain on-site until every pupil has been safely collected.

Residential Visits and External Providers

- **Provider Checks:** Before booking, the EVC must verify that external providers hold a valid **Learning Outside the Classroom Quality Badge** or equivalent safety accreditation.
- **Night-time Supervision:** For residential trips, a clear duty roster for staff is established. Pupils must be briefed on how to contact a staff member during the night in the event of an emergency.
- **Remote Supervision:** On the rare occasion that "remote supervision" is used (e.g., orienteering or museum exploration), pupils must be in groups of no less than three, carry a school-issued emergency contact card, and have a clearly defined meeting point and time.



15. Monitoring and Review

This policy will be reviewed on an annual basis, or sooner, if statutory guidance is released before the review date, which is January 2027. The review will be conducted by the Headteacher in collaboration with the Governing Body.

Signed by:

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____



Appendix 1: Local Learning Area

Visits/activities within the 'Local 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:

- must be recorded on EVOLVE via the 'Local Area Visit' module. (or if not activated - must be recorded on a 'Signing-out' sheet to be left with the office)
- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Boundaries

The Locality Boundary The "Local Area" for Rosehill Junior School is defined as the geographical area within walking distance of the school site where routine educational visits and physical education take place. This boundary is roughly defined by the A633 (Rawmarsh Hill) to the west, Bellows Road to the south, and the residential perimeters near Rosehill Victoria Park.

Frequently Used Venues The school regularly utilises the following local facilities for curriculum enhancement:

- **Rosehill Victoria Park:** Used for sports, nature walks, and environmental studies.
- **Rawmarsh Library (Barbers Avenue):** Used for literacy workshops and research visits.
- **Rawmarsh Leisure Centre:** Used for weekly swimming lessons and indoor sporting fixtures.
- **Local Places of Worship:** Including St. Mary's Church and Rawmarsh Methodist Church for RE-related visits.
- **Parkgate Shopping Park:** Occasionally used for specific enterprise or life-skills projects (under high-ratio supervision).



'No-Go' Areas and Specific Safety Restrictions Within the defined locality, the following areas have specific restrictions or are designated as "no-go" zones to ensure pupil safety:

- **Rosehill Victoria Park Public Toilets:** Pupils are strictly forbidden from entering the public toilet blocks. Staff must use the school's mobile welfare procedures or return to the school/leisure centre facilities.
- **A633 / Rawmarsh Hill Crossing:** Under no circumstances are groups crossing the main road at non-designated points. Use only the signal-controlled pedestrian crossings near the library or the leisure centre.
- **Bellows Road Shopping Precinct:** This area is a "no-go" zone during peak lunch hours (12:00 PM – 1:30 PM) due to high traffic volume and congestion, unless specifically authorised for a controlled visit.
- **The 'Dell' area of the Park:** During periods of heavy rain or winter months, the steep embankments in the lower sections of the park are off-limits due to slip risks.

Implementation Note for Staff:

When planning a trip within these boundaries, staff must still conduct a dynamic risk assessment on the day of the visit, taking into account weather conditions and any temporary local hazards (such as roadworks or utility repairs on Kilnhurst Road).



Operating Procedure: Local Learning Area (LLA)

This procedure constitutes the standing risk assessment for all routine, low-risk activities within the Rawmarsh locality boundaries.

Identified Hazards in the Rawmarsh Locality

Staff must remain vigilant regarding the following significant hazards:

- **Road Traffic:** Specifically high-volume areas such as the A633 (Rawmarsh Hill) and the Bellows Road junction.
- **Members of the Public & Animals:** Interaction with unsupervised dogs in Rosehill Victoria Park or congested footpaths near Parkgate.
- **Losing a Pupil:** Particularly in wooded areas of the park or during busy market days.
- **Terrain:** Uneven footpaths, slippery embankments in "The Dell," and trip hazards from tree roots.
- **Environmental Risks:** Nettles, brambles, and potential litter (including glass or discarded needles) in less-maintained perimeter areas.
- **Weather:** Exposure to extreme heat in summer or icy pavements on Kilnhurst Road in winter.

Risk Management & Control Measures

To manage these hazards, Rosehill Junior School implements the following mandatory controls:

Supervision and Approval

- **Notification:** Staff must notify the EVC or Headteacher before leaving the site. For routine LLA visits, verbal approval or a sign-out on the office whiteboard is sufficient. For more complex local visits, the **EVOLVE** 'Local Visits' function must be used.
- **Competence:** Only staff validated as "Competent Group Leaders" by the EVC may lead a group. A register of approved staff is held in the school office.



- **Ratios:** A minimum of **two adults** is required for all LLA visits. For Year 6 pupils in "benign" areas (e.g., the immediate quiet cul-de-sacs), a single-adult ratio may be authorized by the Headteacher following a specific risk assessment of the group's maturity.

Group Management

- **Road Safety:** Pupils are drilled in the "Stop, Look, Listen" technique using the road markings in the school playground. When crossing the **A633**, staff must use the signal-controlled crossings; "crocodile" formations are maintained at all times.
- **Separation Protocol:** All pupils are briefed: *"If you lose the group, stay exactly where you are and wait for a teacher to find you. Do not try to walk back to school alone."*
- **Medical & Inclusion:** Staff must carry the "Red Trip Folder" containing up-to-date medical info and emergency inhalers/EpiPens for their specific group.

Equipment and Communication

- **Mobile Contact:** At least one school-issued mobile phone must be taken, with the number logged at the office before departure.
- **Clothing:** Footwear must be checked; pupils in "fashion" shoes or sliders will not be permitted to enter Rosehill Victoria Park for fieldwork.
- **PPE:** When conducting environmental work (e.g., pond dipping or litter picking), school-issued protective gloves must be worn.



Specific "Rosehill" Safety Rules

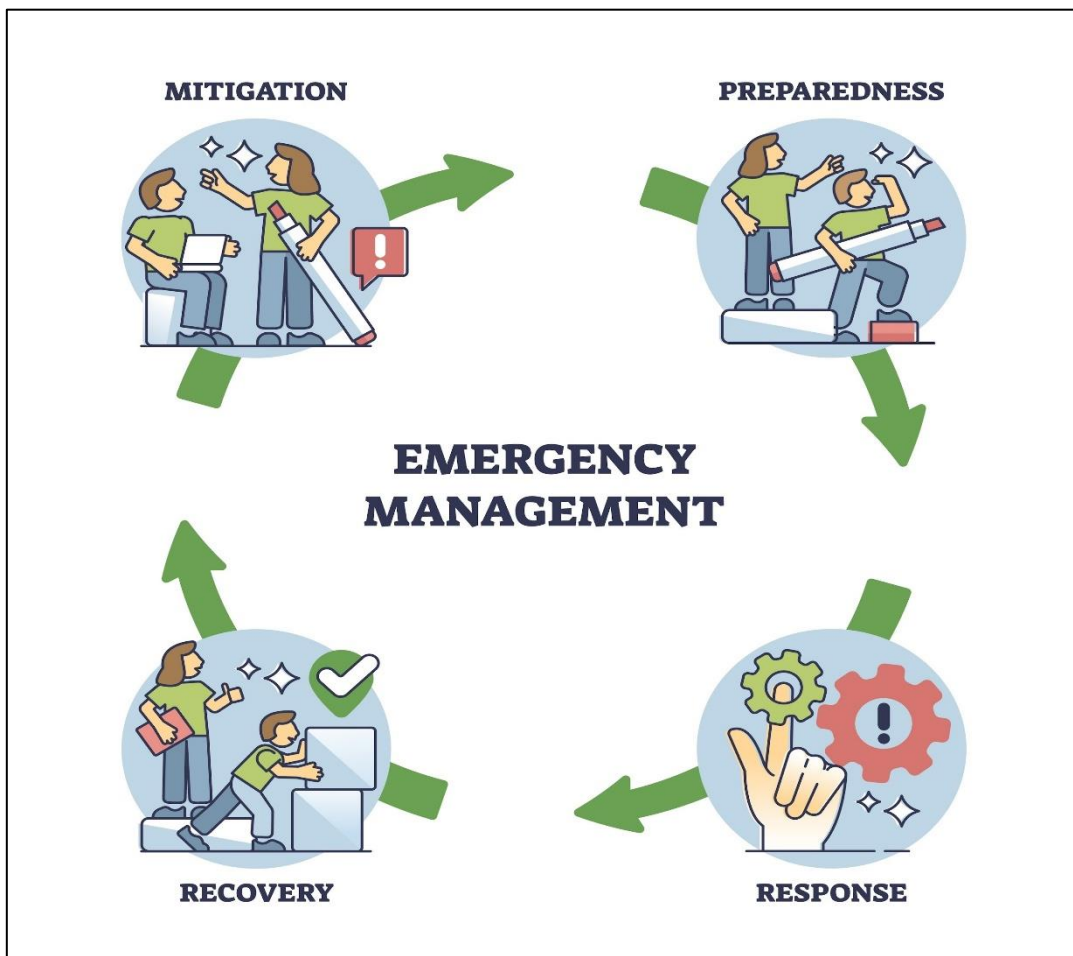
- **Bellows Road Crossing:** When crossing towards the Leisure Centre, staff must ensure the "all clear" is signalled by the lead teacher before the tail-end of the group steps off the curb.
- **The Parkgate Protocol:** If visiting the retail area, pupils must work in "buddy triplets" as a minimum and remain within the line of sight of a staff member at all times.
- **Welfare:** If a pupil requires a toilet break while in the Park, the entire sub-group must return to the school or the Rosehill Victoria Park pavilion (if open and staffed); pupils are never sent to public toilets alone or in pairs.

Appendix 2: Emergency Procedures for Off-Site Visits

The safety of pupils and staff is our absolute priority. Rosehill Junior School's response to any off-site incident is based on the following robust protocols:

1. **Emergency Base Contact:** Every visit has a nominated Emergency Base Contact. During school hours, this is the Main School Office. For out-of-hours or residential visits, a specific Senior Leader will be designated and reachable 24/7.
2. **Senior Management Oversight:** The Base Contact will always be a member of the Senior Leadership Team (SLT) or have immediate, direct access to them to ensure rapid decision-making.
3. **Medical Information:**
 - a. **During School Hours:** The Visit Leader carries a "Red Trip Folder" containing medical alerts and dietary requirements for all pupils and staff.
 - b. **Outside School Hours:** Both the Visit Leader and the Emergency Base Contact hold full copies of medical data and emergency contact numbers for all participants.

4. **Escalation Protocol:** The Visit Leader and Base Contact are trained to contact the Local Authority/Trust Emergency Team immediately if an incident:
 - a. Overwhelms the school's immediate response capability.
 - b. Involves serious injury or a fatality.
 - c. Is likely to attract media attention.
5. **Emergency "Action Cards":** For all visits outside the 'Local Learning Area', Visit Leaders carry an Emergency Procedure Reminder card (based on National Guidance 4.1g) detailing immediate "Post-Crash" or "Post-Incident" priorities.
6. **Testing and Readiness:** These procedures are not static; they are tested annually through "Desktop Exercises" and periodic "scenario calls" where Visit Leaders simulate an emergency check-in to test communication lines.





Appendix 3: Volunteer Helper Guidance & Agreement

Educational visits are vital to the curriculum at Rosehill Junior School. We value the support of our volunteer helpers, who play a crucial role in the safety and success of these experiences.

Role of the Volunteer Helper

- **Supervision:** Work alongside school staff to look after your allocated group. You must stay with your group at all times.
- **Safety First:** Ensure the wellbeing of your group for the total duration of the trip. If the teacher asks you to lead a small group (e.g., in a museum), stay within the agreed boundaries and timeframes.
- **Role Modelling:** Promote polite, respectful, and courageous behaviour. Ensure your group remains with the main party during transitions (walking, boarding coaches, etc.).
- **Reporting:** Immediately contact the Class Teacher or Visit Leader regarding any issues with first aid, behaviour, or safety.