Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD

Educational Trips and Visits Policy

Reviewed: September 2026

Bridgewater Primary School

Policy for Educational Visits, Outdoor Learning and Adventurous Activities

Introduction

This policy sets out the establishment procedures within which all employees must operate.

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability, or circumstances.

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting, and different experiences to help them learn.

It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

1. Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.

The Headteacher (Emma Henderson) has appointed an Educational Visits Co-ordinator. They will have the training and experience to enable them to competently discharge their responsibilities.

The Educational Visits Co-ordinator is Rachael Thornley

Administrative tasks will be carried out by Joanne Thomasson.

2. Establishment policy and procedures

Bridgewater Primary Schools Policy for Educational Visits, Outdoor Learning and Adventurous Activities (September 2024) has been adopted by the governing body as its policy. The governing body recognises that it is the employer and retains responsibilities for health and safety. It will discharge its duties through the adoption of the policy and retain competent advice, additional approval and monitoring through North Yorkshire Outdoor Learning. Specific local procedures will be in line with, but not duplicate this policy.

Consent

Routine acknowledgement: Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visits will be included in our prospectus. We will always aim to fully inform parents (by a notification on PA Connect) of the nature of each visit, activity, or series of a similar nature, and give opportunity to update information and emergency contact details where necessary. On occasion, a curriculum opportunity may become available at short notice, and we will always notify parents that their child will be off-site via PA Connect.

Non-routine consent: Written consent will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents by either paper letter or PA Connect of the nature of each visit, activity, or series of a similar nature.

Specific 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, and adventurous activities. We will fully inform parents by either paper letter of PA Connect of the nature of each visit, activity, or series of a similar nature.

Medical information: We will use the medical information on SIMS, alongside any updated information, which parents can 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.

Staff competence

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.
To ensure sustainability of important visits deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.

EVC Training

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required by the employer.

Visit Leader Training

Visit leaders will be approved by the EVC or Headteacher and will have attended appropriate training as required by the employer.

3. Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures, and standard assessments of risk.

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. At Bridgewater Primary School we have identified a Local Learning Area which includes all the places that we visit and the activities that we undertake routinely. Details of our Local Learning Area are contained within the appendix. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment.

External providers: Wherever possible visit leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively, assurances will be gained through a Provider Statement as detailed in the employer policy.

4. Visit Planning and Management System

Evolve is Bridgewater's web-based system used to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own account, which is set up by the Educational Visits Co-ordinator.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Visits will be recorded as detailed in the summary table below.

Approval of visits will be made as detailed below. Each trip will be assessed by the EVC and ensure that the appropriate insurance is in place.

Governing Body:

The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this, it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained, and financial regulations are adhered to.

Adviser: Visits abroad, residential and all adventurous activities regardless of leadership or location. (As detailed in guidance).

Headteacher: Visits abroad, all adventurous activities and residential visits.

Educational Visits Co-ordinator: All normal school trips that require routine consent, Local walking visits, bike ability training, local sports fixtures, and local swimming visits

Visit planning approval summary table for Bridgewater Primary School.

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area/Local Area Visits	Class teacher and EVC Coordinator record on Evolve	LLA risk management supplemented by specific documentation where necessary	EVC
Day Visit outside Local Learning Area	Class teacher and EVC Coordinator record on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC

Overseas	Class teacher/ trip leader and EVC Coordinator record on Evolve	LLA risk management and supplemented by specific documentation necessary	LA Adviser and Headteacher
Residential	Class teacher/ trip leader and EVC Coordinator record on Evolve	LLA risk management and supplemented by specific documentation necessary	LA Adviser and Headteacher
Adventure, provider led	Class teacher/ trip leader and EVC Coordinator record on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	LA Adviser and Headteacher
Adventure, self-led	Class teacher/ trip leader and EVC Coordinator record on Evolve	Local Learning Policy/Specific Risk Management	LA Adviser and Headteacher

Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of group;
- Special needs pupils;
- Nature of activities;
- Experience of adults in off-site supervision;
- Duration and nature of the journey;
- Type of any accommodation;
- Competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly. Where possible it is recommended that the party leader is not in charge of a group of children, to ensure the safety and supervision of the whole group of children and adults.

As general guidelines, the following ratio of adults to children should be used:

Nursery: 1:2
Reception: 1:4
Year 1 to 2: 1:6
Year 3 to 4: 1:8
Year 5 to 6: 1:10 / 1:15

Regardless of these suggested ratios, each visit will be assessed individually.
Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

If the school is leading an adventure activity, such as canoeing, the LEA or Governing Body must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The Group Leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

5. Incident Management

In the case of an incident during a visit all members of staff will follow the risk assessment and where necessary contact the emergency contact on the Evolve form (usually the Headteacher) at the earliest convenience.

During the Visit

Medical Administration

The Group Leader must ensure all medical equipment is clearly labelled and guidance is given to the time it is to ministered, by the first aider or nominated adult supervisor.

Head counts

- Regular head counts must take place. All staff accompanying the group must carry a list of all pupils and adults at all times.
- Pupils must not wear name badges.
- The group leader must establish a rendezvous point and tell all pupils what to do if they become separated from the group.

Missing Children

If an individual child is lost then the Group Leader should immediately notify the responsible authority in the place being visited. When this has been done and all reasonable precautions have been taken then telephone the school to let us know. The Headteacher will make helpful suggestions about meeting up, and if appropriate will take responsibility for the next action and for passing the messages to all concerned.

If you are in a place where this is impossible, make a quick initial search, collect the other children together, leave them with an adult, find a telephone, ring the police and then school. Remember your position so that you can take officers there if necessary.

Generally if the adults in charge are confident and the children are not frightened then there is no reason why the rest of the day should not be enjoyed. It may be necessary for the school to send out another adult to meet the group. Under other circumstances it may be necessary for the adult concerned to bring back the group to school.

Emergency Procedures

Group leaders/teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation or to stop an activity they feel unsafe or dangerous.

If an accident happens, the priorities are to:

- assess the situation
- safeguard the uninjured members of the group
- attend the casualty - inform emergency services and everyone who needs to know of the incident.

Serious Incidents must be reported immediately to the school emergency contact (usually the Headteacher) by the Group Leader. It is then the responsibility of the school to notify the Director of Education and Leisure as soon as possible. In the event of a serious injury / emergency, the main factors to include:

- Establish the nature and extent of the emergency as quickly as possible
- Ensure that all the group are safe and looked after
- Establish the names of any casualties and get immediate medical attention for them
- Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together.
- Inform school contact. The school contact number should be accessible at all times during the visit. Include name, date and time of incident, location, names of others involved, actions so far and actions yet to be taken.
- Write down accurately all events, times and contacts as soon as possible.
- Notify the police / British embassy if necessary
- Notify Salford city council's educational visits advisor

If a child falls ill, but not seriously enough that an ambulance is needed, then telephone the school and explain the situation. The advice will be to send an adult back with the child. (See attached Emergency Action Plan).

First Aid

Group Leaders, who are in charge of pupils during a visit, have a duty of care to make sure that the pupils are safe and healthy. It is common law duty to act as a reasonably prudent parent would.

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The Group Leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.
The minimum first-aid provision is:

- Suitably stocked first-aid bag
- Person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Headteacher should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned. First aid / Medical Kit for full day trips should include:

First Aid Kit	Medical kit
• Guidance card • Six individual sterile adhesive dressings • One large sterile un-medicated dressing • Two triangular bandages • Two safety pins • Individually wrapped moist cleaning wipes • Disposable gloves • Sterile water or sterile normal saline in sealed disposable containers	• 10 antiseptic wipes • 1 antihistamine cream • 1 sun protection cream • 1 after sun cream • 1 wasp-eze aerosol or equivalent • 1 bottle/packet of laxatives • 1 junior aspirin • 1 packet of paracetamol • 1 packet of sanitary towels (girls in party)

6. Monitoring of visits and procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy.

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

Planning Off-Site Visits

Before a the Visit

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. The Headteacher is responsible for overseeing the planning all off-site visits. In practice, the detailed planning is delegated to the Group Leader, but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The Group Leader must agree all plans with the Headteacher.

All educational visits should be recorded on the EVOLVE web-based recording, reporting and monitoring system. This system has been designed to help streamline the educational visits planning process. All staff have been given their own log in details to access and organise the off-site visit. EVOLVE has already installed Salford City Council approved venues / established and companies to use. It is strongly recommended that these be used; however it cannot always be possible. A Checklist has been devised to aid the group leaders in their planning of the off-site visit.

7. Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance. Reference is also made in the Charging and Remissions policy.

8. Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption 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. Reference should also be made to Bridgewater's SEN policy.

9. Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues

- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact. This information is stored on Evolve and each trip leader will ensure they have a means of contacting the base contact before they leave for a trip.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant 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 as detailed in employer and school policies and local procedures. Reference should also be made to Salford's model safeguarding policy, which is adopted by the school.

10.Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by the local authority. Specific risk assessments for travel are completed by the trip leader for each trip. It is essential that anyone travelling with pupils, both staff and external agencies, carry the correct insurance and it is the responsibility of the EVC to check this before agreeing to the trip.

Appendix – Bridgewater Primary School Local Learning Area

The areas of Bridgewater Primary School's Local Learning areas are detailed below, and are areas which are used frequently across the school year:

- Blackleach Park
- Walkden Library
- Worsley Pool and Leisure Centre
- Kenyon Lodge Care Home
- Lowry Academy
- St. Edmunds RC Primary School
- St. John's (Ellesmere) Community Centre
- Little Hulton Youth Club

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure.

Operating Procedure for visits to the Local Learning Area

The following are potentially significant issues/hazards within our extended locality:

- 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 EVC (Deputy Headteacher) must give approval before a group leaves
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and is saved on the Evolve platform
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school
- There will normally be a minimum of two adults, although there will always be more than this for any Early Years trip
- 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 extended learning locality 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 upload on Evolve a list of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)

Appendix 2 Child Protection Summary

Child Protection Summary

BRIDGEWATER
PRIMARY SCHOOL

This summary sheet is for staff who work in the school on supply or other short contracts (even for only a day). Ensuring such staff read this sheet contributes to the school's commitment to safeguarding and promoting the welfare of pupils.

Adults working in this school have a duty of care towards all pupils. This means acting at all times in a way that is consistent with their safety and welfare.

If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Child Protection Officer or the Learning Mentor who are Emma Henderson/Ian Greaves and Karen Hopkins.

The following is not an exhaustive list but you might become concerned as a result of

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- witnessing behaviour which gives rise to concern
- a pupil telling you that s/he has been subjected to some form of abuse
- If the child is already subject to a Child Protection Plan you must inform the Social Worker.

In any of these circumstances you should write down what you observed or heard, date and sign the account and give it to the DCPO.

If a pupil talks to you about (discloses) abuse you should

- listen carefully without interruption, particularly if s/he is freely recalling significant events
- only ask sufficient questions to clarify what you have heard. You might not need to ask anything but, if you do, you must not 'lead' the pupil in any way so should only ask 'open' questions
- make it clear you are obliged to pass the information on, but only to those who need to know
- tell the DCPO or LM without delay
- write an account of the conversation as soon as you are able (definitely the same day), date and sign it and give it to the DCPO.

Do not ask the pupil to repeat the disclosure to anyone else in school, ask him/her or any other pupil to write a 'statement', or inform parents. You are not expected to make a judgement about whether the child is telling the truth. If the behaviour of another adult in the school gives rise to concern you should report it to the Headteacher.

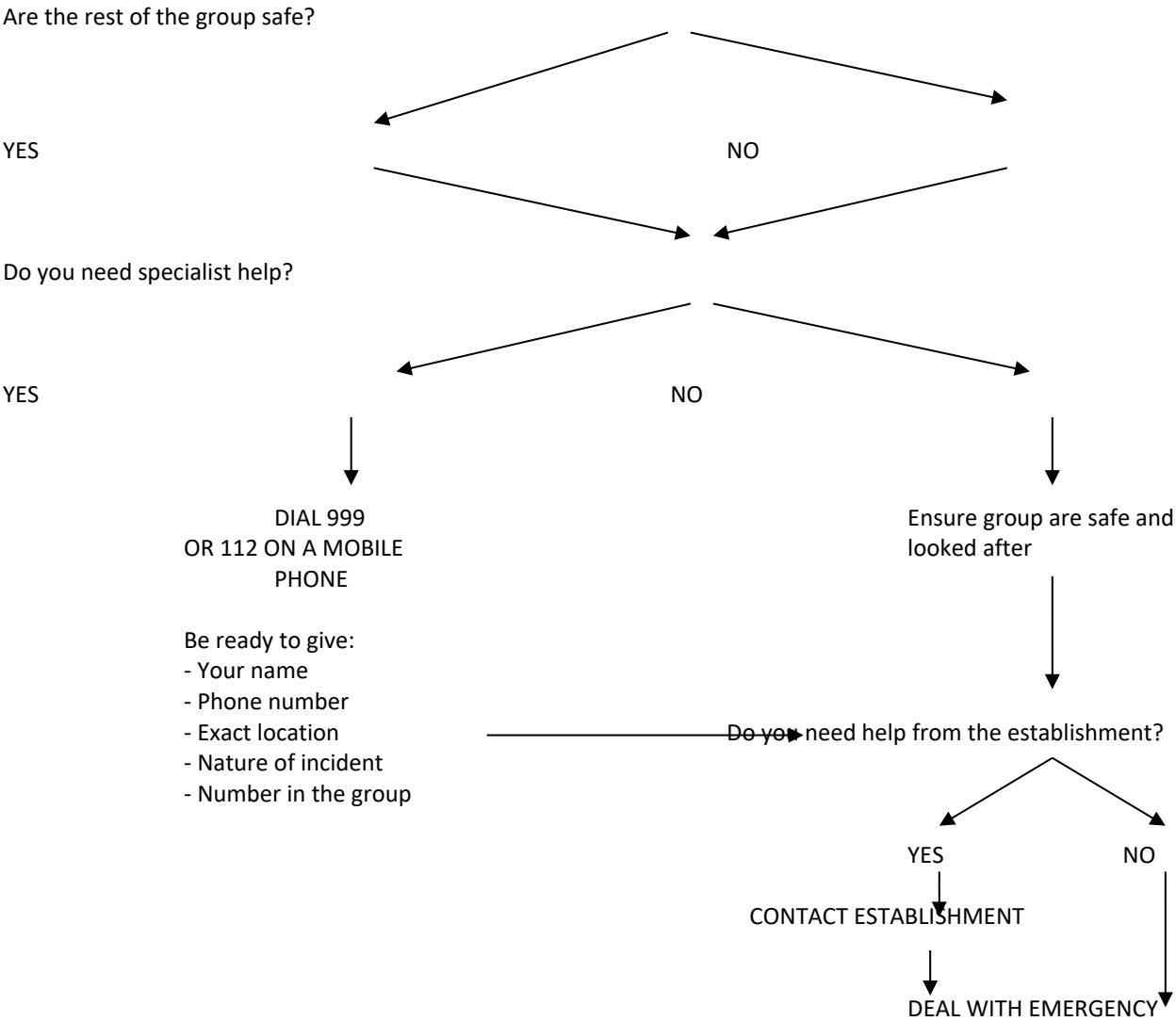
Remember – share any concerns, don't keep them to yourself. This school has a child protection policy and safeguarding policy and more detailed procedures on child protection which are available from the DCPO.

Bridgewater Primary School

Emergency Action Plan

STOP! THINK! ACT! KEEP CALM – Let the group know that you are in control.

Establish the nature and extent of the emergency:



- Administer first aid
- Ensure that a member of staff accompanies any casualty to hospital and that the rest of the group are supervised at all times and kept together.
- Identify who the nominated establishment contact is – this should be Emma Henderson, but in her absence it will be another member of the SLT.
- Write down as many relevant facts as possible, witness details, preserve vital evidence.
- Keep written accounts of all events, times and contacts after the incident.
- Do not let any one in the group talk to the media, do not give any names. Refer all media communication to Emma Henderson, the Establishment Head.
- No one in the group is to discuss legal liability with other parties.
- Complete an accident report form as soon as possible.

Bridgewater Primary School: 0161 921 1191