



John Clare Primary School

Inspire - Nurture – Celebrate

Educational Visits and Learning Outside the Classroom Policy

Editions and Revisions:

Reviewed	May 2026
Approved by LGC	6th May 2026
Next Review Date	May 2028

Introduction

This Policy is the local policy for John Clare Primary School and aligns with Peterborough City Council (PCC) Policy for Educational Visits. None of the PCC Policy is repeated here. Secondly none of the guidance material is reproduced here and also should be accessed via the web links provided.

John Clare Primary School provides a rich and varied program of opportunities for pupils to learn outside the classroom - on the school site, the local area and further afield. The program of visits is structured and progressive to directly support the curriculum by providing different contexts for learning and applying skills and knowledge, and beyond the curriculum into the whole school life supporting SMSC, Personal development and cultural capital, to develop young peoples' confidence, independence, responsibility and specific learning objectives.

We believe that pupil and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the Curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

- Provide a broad programme of visits
- Ensure access for all students, including those with additional and learning needs
- Develop continuity and progression throughout a pupil's school experience
- Enable pupils to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Head Teacher and the Trained Educational Visit Coordinator.

Provision of Guidance for staff planning visits

John Clare Primary School has formally adopted **the OEAP National Guidance (NG)** as the source of guidance, www.oeapng.info

It is a legal expectation that employees **must** work within the requirements their employer's guidance; therefore employees must follow the requirements of "National Guidance", set within the context of this policy.

Systems for Managing this Activity

John Clare Primary School has systems in place covering a range of key areas vital to the safe and successful delivery of off-site activity.

Specific Arrangements

The school has an Educational Visit Coordinator who is trained and remains up to date.

There is a clear process for planning and approval of visits, using Evolve software for Zone 2 and 3 visits. There is a defined process in place for Zone 1 visits.

Oversight for this system rests with the Head Teacher, with the Management/Trust receiving reports when appropriate and requested.

Insurance

The School has insurance policies in place to cover this area of work. Specific activity may require further cover which should normally be with the insurers.

Managing Risks

The School has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A “Risk-Benefit Assessment” approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”. As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Emergencies and Critical Incidents

The School Critical Incident plan is regularly reviewed and updated. It covers and manages the possibility of having to manage an off-site visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

Monitoring

As an employer, the School ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

Links to other Key Policies

This policy links to other school policies and therefore these areas are acknowledged and not repeated. Related policies include: Health and Safety Policy, Safeguarding Policy, SEND Policy, Charging and Remissions Policy and GDPR policy.

Staff

Staff Roles are defined on the NG website and staff taking on a specific role should read and understand the advice contained within defined documents associated with the role. Roles include: visit leader, assistant leader, EVC, Head and Governing Body and voluntary helpers.

Staff are judged as competent to lead visits by the EVC. For specialist activities led by School the Outdoor Education adviser will provide this guidance and advice. The EVC will lead on this process but may involve other senior staff.

Vetting

Staff deployed onto visits are subject to the schools safeguarding processes and arrangements. Volunteers are also included.

Effective Supervision

The School follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision at all times.

Working with outside providers

All visits must be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet our expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. A provider must either supply an LOTCQB or an AALS License or complete the [Provider form](#)

Planning for Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states: 'leaders are accountable, confident and competent to lead visits'.

Transport

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.