Truro and Penwith Academy Trust

Mithian School

Educational Visits Policy
2026 - 2027

Mithian School is strongly committed to learning outside of the classroom walls. We believe that the value added of these activities far exceeds the inherent risks. Thus, safely managed educational visits with a clear purpose are an indispensable part of the broad and balanced curriculum we offer.

Throughout the school year, staff at Mithian School undertake numerous activities that occur away from the school site, often beyond school hours. The organisation of all educational visits follows current best practice guidance as described in the DfE booklet Health and Safety of Pupils on Educational Visits (advice on legal duties and powers 2014).

Purpose

It is important that any educational visit, or overseas trip, is carried out in a calm, happy and secure environment; that staff and children feel confident in the safety procedures in place and that they fully understand the parameters of the trip. The learning experience, however, must remain the primary focus.

The aims and objectives of educational visits and of learning across and beyond the curriculum are:

Developing key skills

Using and applying knowledge, skills and understanding in different, realistic and exciting contexts.

- ✓ *Developing the ability to work co-operatively.*
- ✓ *Developing the ability to communicate successfully.*
- ✓ *Showing initiative and a positive attitude.*
- ✓ *Showing greater independence, moving towards self-reliance.*
- ✓ *Becoming increasingly risk aware and increasing understanding and independent action.*

Raising achievement by boosting self-esteem and motivation

- ✓ *Raising self-esteem through successful participation and enjoyment.*
- ✓ *Developing a positive attitude to learning.*
- ✓ *Helping demonstrate strengths and understanding of limitations.*
- ✓ *Encouraging responsibility.*
- ✓ *Improving behaviour.*
- ✓ *Addressing disaffection.*

Developing social education and citizenship

- ✓ *The ability to work with others, accept and support them, building relationships.*
- ✓ *Learning to tolerate others and respect their views – understanding equal opportunities.*
- ✓ *Learning to accept the consequences of their own actions.*
- ✓ *Learning to defend their own point of view.*
- ✓ *Encouraging a commitment to voluntary service.*
- ✓ *Exploring attitudes and values they will carry into adult life.*

Promoting education for sustainable development

- ✓ *An appreciation of the natural world as a source of interest and challenge.*
- ✓ *A concern for living things.*
- ✓ *An understanding of the need for interdependence between people and the environment.*
- ✓ *Recognition of the effect of present actions on the future.*
- ✓ *An increasing ability to access evidence and make personal decisions.*

Promoting health and fitness and a positive use of leisure

- ✓ *Developing a positive attitude to physical activities and a healthy lifestyle.*
- ✓ *Developing and experiencing physical fitness and well-being.*
- ✓ *Achieving success in physical activities.*
- ✓ *Developing self-respect and self-discipline and the ability to cope with adversity.*
- ✓ *At any time pupils are 'off-site', they are considered to be on a school trip or educational visit. This involves activities such as: fixtures, visits to museums, extracurricular activities (skiing, golf etc), local community work (visits to residential/care homes), residential trips, sports tours etc.*

Equal opportunities and inclusion

Everyone concerned needs to ensure that every effort is made to include all children. The challenge is to make these activities available and accessible in some form to all who wish to participate or are required to take part. This would be irrespective of their special educational or medical need, disability, ethnic origin, sex or religion. It needs to be remembered that this must be done whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. These are significant factors to be managed, which may over-ride other considerations. Communication with parents is key to decisions being made.

Approval Procedure

The Headteacher

This is the key role for ensuring that the management of visits and trips meets the regulations and conforms to the school's Health and Safety and Safeguarding Policies. Any delegation of responsibilities must be done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities the aims and objectives; and the risk assessments required.

The Educational Visits Coordinator (EVC)

As the EVC, the Headteacher may delegate some of his duties to a designated member of the Senior Leadership Team as appropriate.

The Group Leader

This is the person with overall responsibility for the risk assessment, administration, programme, supervision and conduct of the venture. They are therefore an important part of the health and safety and good practice support system, and should both

understand their own responsibilities and those of the other people in the process who contribute to their support, success and confidence.

The Group Leader has full responsibility for the safe running of the activity including pre-planning and following guidance, and ensuring all participants are aware of their roles.

To achieve this, the Group Leader will:

- ✓ *Identify the clear purpose and objectives of the visit.*
- ✓ *Complete visit documentation, and obtain approval from the Headteacher for any visit off-site, no matter how short its duration.*
- ✓ *Have prior knowledge of the venue – the trip leader should normally have made an exploratory pre-visit.*
- ✓ *Carry out, and provide a comprehensive risk assessment on Evolve.*
- ✓ *Ensure that all proper means of transport have been catered for.*
- ✓ *Check that the nature of the activity falls within the scope of the school's insurance; if not, plan as necessary for an appropriate level of insurance cover.*
- ✓ *Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.*
- ✓ *Arrange briefing meetings with parents, as appropriate, for high risk, residential and foreign visits.*
- ✓ *Liaise with the office to ensure that any specific medical or health issues of pupils or accompanying staff are taken into consideration within the planning and that their needs are catered for.*
- ✓ *Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for, and to ensure that each pupil knows which adult is responsible for them.*
- ✓ *Continuously monitor the appropriateness of the activity.*

The Headteacher or designated member of the SLT is responsible for approving all visits or ventures that take place. Before approval is given, the Group Leader should gain information from the Centres/Providers of the activities to ensure that health and safety, risk assessment and operating procedures are in place. Centres/Providers will be checked for their appropriateness as will their leader's qualifications and basic operating procedures. These checks will be carried out annually where repeat visits are planned.

Members of the group with specific responsibilities

These people will assist the Group Leader in all their tasks and activities and will need to demonstrate person specific, pastoral, technical and management expertise.

he list of responsibilities and competencies for the members of the group will need to be supplemented according to circumstances.

Responsibilities of the children

As school trips and visits are an extension of the curriculum, Mithian School expects its pupils to adhere to the principles stated in the school's Behaviour Policy. Whilst we acknowledge that enjoyment is a fundamental ingredient of any visit or trip, pupil safety

is paramount

- ✓ *It is essential that all groups are made as aware and active in the process of managing the visit or trip as they can be.*
- ✓ *Procedures, group and supervision arrangements/strategies must be explained and understood.*
- ✓ *Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to.*
- ✓ *Any children whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.*

Staffing supervision

Mithian School recognises that accompanying staff possess a key role in ensuring the high standards of learning, challenge and safety on a school trip. The levels of supervision will determine not only the health and safety of the children and their leaders, but also the quality of the overall experience, enabling learning to take place as well as allowing all those concerned to enjoy the experience and derive satisfaction from it.

Supervision is a key element in the success of any venture. To this end, an appropriate staff/pupil ratio will be observed, and this is determined by the risk assessment carried out by the Group Leader.

The minimum ratios are those considered best practice as described in the DfE booklet Health and Safety of Pupils on Educational Visits (advice on legal duties and powers 2014).

- ✓ *Nursery classes should have a ratio of at least 1 adult for every 2 children.*
- ✓ *Reception classes should have a ratio of at least 1 adult for every 4 children.*
- ✓ *Years 1 to 2 should have a ratio of at least 1 adult for every 6 pupils.*
- ✓ *Years 3 to 6 should have a ratio of at least 1 adult for every 10-15 pupils.*

Safeguarding

All children have the right to be protected from harm. An educational visit, off-site and residential activities, provide a stimulating learning, environmental and, in many cases, a different and more relaxed or interactive environment.

The School is committed to ensuring that:-

- ✓ *Safeguarding Children procedures are initiated and followed.*
- ✓ *Ensuring clear lines of communication and effective liaison between staff managing and supervising this work.*
- ✓ *Ensuring clear lines of communication and effective liaison between all agencies responsible for the safety and welfare of children.*
- ✓ *Enabling children to understand their rights and recognise and deal with unsafe situations.*
- ✓ *Implementing the Blackwater Primary School's Safeguarding Policy and procedures.*

First Aid

The School's Health and Safety Policy ensures that, as far as possible, the school buildings are an accident-free environment. The same standards apply to off-site,

including all forms of visit and trips.

The provision of a first-aider does not prevent accidents, but it is an important part of the control measures that follow risk assessment.

The School provides adequate and appropriate equipment, facilities and personnel at its locations to enable employees, pupils and visitors to be given first aid. • Decisions about the deployment of first aiders on visits and trips are based on risk assessments, which consider:

- ✓ *The hazards in any environment and the risks they present.*
- ✓ *Any generic policies in place.*
- ✓ *The group and its needs (including medical)*
- ✓ *The leaders and activities to be undertaken*
- ✓ *The transport arrangements.*
- ✓ *The remoteness of any location and the ability to summon support.*
- ✓ *What first aid qualifications and experience are available at the trips provider's locations/centres.*
- ✓ *The history of any incidents or accidents in similar contexts.*

Cover is proportional to the risk, rather than to group numbers or similar criteria.

Recording and reporting incidents and accidents

Accidents to children, leaders and volunteers will be recorded or reported in accordance with the established procedures. All accidents and emergencies will be recorded, no matter how minor. In the case of a serious injury, the parents and the Headteacher will be informed as soon as possible.

Those people responsible for Educational Visits matters in this school are:

Mrs. Evey Evison ~ Headteacher
Mr. Chris Watson – Chair of Governors

Dates:

Date of Policy: Sept 2026
Review: Sept 2027