



Outdoor Learning and Educational Visits Policy

Approved by Governing Body		July 2026
Next review date		July 2027
Head Teacher	 Kate Le Page	
Co-Chairs of Governors	Louise Hallam & Tony Kung	

Values

The Wells Free School is an inclusive school which aims to ensure all pupils have access to the best possible education, and where the happiness, safety and wellbeing of all individuals, matter. We believe that all members of our school community have a right to succeed, and the entitlement to develop their full potential. We are committed to ensuring all pupils have access to a broad, balanced and relevant curriculum which aims to prepare them for life outside school, and which is designed to meet each individual's specific needs.

Equal Opportunities Statement

We are committed to the promotion of equality and equity and an understanding of individual rights and responsibilities. We will ensure that all members of our school community have equal access to the education provided by our school. We celebrate the different experiences all members of the school community bring to our school, and recognise that these experiences, interests and strengths affect the ways in which people learn. We aim to harness this diversity to enable all members of our school community to thrive and enjoy their time at our school.

Disability Statement

The Wells Free School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

We aim to ensure that all users can access key learning areas and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Nurture UK

The Wells Free School is a Nurture UK accredited school. As such, we share the vision that:

1. Child development is not limited by lack of nurture in education
2. Adults working with and caring for our children are supported and equipped with evidence-based tools to help them flourish and learn

Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. As a school we consistently implement the six principles of nurture:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

These six principles help staff to focus on the social and emotional needs and development of our children, ensuring all children are ready to learn.

Statement of Intent:

The Headteacher and Governors of The Wells Free School are committed to establishing and implementing arrangements that will ensure:

- Visits and activities are planned to ensure the safety of pupils, staff and volunteer helpers - including appropriate risk management and assessment that is specific to the needs of the group, the planned activity and the location and environment. This includes any significant risk assessment information being communicated with those attending the visit as appropriate.
- The management of overall visit and activity planning, risk assessment and the visit approval process is carried out by a competent staff member with appropriate experience and training. At The Wells Free School this is the Educational Visits Coordinator (EVC) who will attend EVC training course, and an EVC update course every 3 years. This role can also be retained by the Headteacher in the absence of the EVC.
- Governors have a strategic role in ensuring that:
 - There is an effective policy for off-site activities
 - Procedures for trips comply with safeguarding and health and safety
 - Risk assessments and inclusivity are considered
 - There is a process for approving trips.
- Visits and activities are planned with clear educational aims and objectives, based on pupils' needs and abilities, to support high quality learning outcomes.
- Visits and activities are planned and led by competent members of school or establishment staff, with appropriate qualifications and experience as required by the activities.
- Appropriate technical expertise is sought in relation to the planning and management of more hazardous or adventurous activities, including the verification of activity leader qualifications, safe activity management, appropriate ratios, etc.
- External providers used to provide services and support, have been appropriately checked to ensure they are suitable for use on educational visits e.g. meeting nationally accepted standards and legal adventurous activity requirements (e.g. Adventurous Activities Licence), have appropriate financial protections in place (e.g. ATOL), etc as appropriate; and hold an appropriate level of Public Liability Insurance for the activities or services provided.
- Appropriate emergency and serious incident procedures are in place to manage accidents, incidents and safeguarding issues, and visit information can be easily accessed by all those who need it in an emergency situation (this may be overnight, at

weekend or during holiday periods). All staff and volunteers involved with visits receive appropriate training and briefings on dealing with emergencies.

- Information and documents relating to educational visits are appropriately stored and retained, in line with data protection and document retention requirements, to support incident management and potential investigations / court proceedings after serious incidents and accidents.
- All school and establishment staff are appropriately trained for their roles in leading and accompanying educational visits and activities.
- All visits and activities have been formally approved by the Headteacher or Educational Visits Coordinator (EVC) on their behalf.
- Informed activity and medical consent has been obtained from parents / guardians as appropriate for the type of visit or activity, and that parents / guardians are given enough information to be 'fully informed' about all educational visit activity plans if specific written consent has not been gained.
- Full medical information and details of other issues such as behaviour, special needs, dietary requirements, etc have been obtained from parents and are available to visit leaders and accompanying school or establishment staff. These should be shared with provider staff where appropriate.
- Appropriate monitoring and evaluation of visits and activities takes place, to ensure quality and safety.

Appendix 1: Procedures for The Wells Free School Outdoor Learning and Educational Visits

End of previous Academic Year

- ❑ **Class teachers** to complete the form for trip and workshop requests for the entire academic year

https://forms.cloud.microsoft/pages/responsepage.aspx?id=nWcm86_5AkaxlrKRHG-Zg8PnUm-xAI9KuU_DSW_Mt3xUQklyU09UWDRKQ1dRVVhUODFMQ1VSQlpVOC4u&route=shorturl&fswReload=1&fswNavStart=1782997373711

- ❑ **Office Manager:** Where costs are incurred to begin gaining quotes and bring to SLT to sign off.

Beginning of new Academic Year

- ❑ **Office Manager:** To continue gaining quotes and bring to SLT to sign off.
- ❑ **Class Teachers:** To book Amelia Scott Workshops
- ❑ **SLT:** To agree and sign off on all trips taking into consideration PPA of teachers, cost (including overtime for TPs) and school calendar
- ❑ **Office Manager:** Once trips are booked, confirm the date with class teachers and place in school calendar. Place the trip on Arbor for parents to consent and pay.
- ❑ **School Business Manager/EVC:** Update the trip to the Website diary.
- ❑ **Class Teachers:** To put trips and cost into class newsletters and ask for parent support. Generic trip ratios can be found at the top of the School risk assessment format.

Two Weeks before trip:

- ❑ **Class Teachers:** Complete a risk assessment (visit the site where possible, do the journey both ways, consider contingency plans and plan for UK weather) using the most up to date version of our school risk assessment form
- ❑ Send risk assessment to EVC (Rae Akehurst) for approval who will read through and return to you with requests for changes or signed. A signed Risk Assessment is an approved trip
- ❑ Tell SLT who you intend to take on the trip with you. These adults are not guaranteed to go with you until confirmed by SLT. Staff ratios will be considered on a trip-by-trip basis by SLT to ensure the smooth running of both the trip and the school.
- ❑ Inform kitchen of packed lunch requirements.
- ❑ Remind parents of the information needed.
- ❑ **Office Manager:** confirm travel arrangements and remind parents to pay

On the Day:

- ❑ Collect medical care plans and medicines to take by checking your class first aid bag (paediatric first aider).
- ❑ Prepare and pack first aid kit (paediatric first aider).
- ❑ Meet with accompanying adults to go through programme for the day including the expectations (class teacher).
- ❑ Check travel arrangements first thing (class teacher).
- ❑ Ensure 3CX app is installed on a mobile phone (class teacher).

Appendix 2: Risk Assessment Proforma

This template can be found in School Hub/policies and procedures/risk assessments.

Location, Activity or Issue being assessed: What Three Words:	Date of assessment:
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Names of Staff Members attending:	Names of Parent Helpers attending:	Ratios
		Under 5s - 1:4 Reception - 1:5 Year 1 + 2 - 1:6 Year 3 + 4 - 1:8 Year 5 + 6 - 1:10
Details of cover required:		

Hazard (Any potential to cause harm)	Who may be affected and how?	Current RAG rating (1-5) <i>See table below</i>			What controls and measures need to be put into place?	Revised RAG rating (1-5) <i>See table below</i>		
		Severity	Likelihood	Overall		Severity	Likelihood	Overall

Created by:	Date Created:
EVC/ Head Teacher approved:	Date approved:

	Trivial	Minor Injury	Over 3 day injury	Major injury	Incapacity or Death
Highly unlikely	1	2	3	4	5
Unlikely	2	4	6	8	10
Possible	3	6	9	12	15

Probable	4	8	12	16	20
Certain	5	10	15	20	25

The class-based risk assessment will be written by staff in September each year. It will be reviewed and updated accordingly for each trip. It can be found in school hub/policies and procedures/risk assessments/section 3.

Last Updated:		
Name of Child	Hazard	Mitigations

