



# Bentham Community Primary School

## Policy for Educational Visits, Outdoor Learning and Adventurous Activities

### Introduction

This policy outlines the procedures that all employees at Bentham Community Primary School are expected to follow. Further operational detail can be found in the Employer Policy referenced in Section 2.

At Bentham, we believe that every child—regardless of age, ability, background or circumstance—should have meaningful opportunities to experience the world beyond the classroom. Learning beyond the classroom forms an essential part of our curriculum intent, supporting pupils' academic progress, personal development and wider cultural understanding.

Learning beyond the classroom refers to the use of environments and experiences outside the traditional classroom setting to enhance teaching and learning. These opportunities enable children to engage in challenging, exciting and varied activities that deepen their understanding and broaden their horizons. Direct, hands-on experience is central to this approach, helping pupils to make connections, develop independence and apply their learning in real-life contexts.

High-quality learning beyond the classroom is not an end in itself; it is a powerful vehicle for developing pupils' curiosity, confidence and capacity to learn. It enriches classroom learning, supports the development of essential life skills, and contributes to pupils' spiritual, moral, social and cultural (SMSC) development.

As an inclusive school, we are committed to ensuring that all pupils—including those with SEND, those who are disadvantaged, and those with additional needs—can access and benefit from these experiences. Staff plan visits and activities with equity, safety and accessibility in mind, making reasonable adjustments where necessary so that every child can participate fully.

### 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 retains the role of the Educational Visits Co-Ordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy.

- The Educational Visits Co-Ordinator is: Richard Wright with Deputy EVC support for use of Evolve provided by Helen Harrison
- Administrative tasks will be carried out by: Sally Johnson

## 2. Curriculum Intent for Outdoor Learning

Outdoor learning at Bentham Community Primary School is an integral and purposeful part of our curriculum. It is not an add-on or enrichment extra, but a planned, progressive and inclusive approach that supports our ambition for every child to flourish academically, socially and emotionally. Our intent is rooted in the belief that high-quality outdoor learning broadens horizons, deepens understanding and strengthens children's connection to the world around them.

Our curriculum intent for outdoor learning is to:

- **Enhance and extend classroom learning** by providing real-world contexts that make learning meaningful, memorable and relevant
- **Promote inclusion and equity of access**, ensuring that all pupils—including those with SEND, those who are disadvantaged, and those with additional needs—can participate fully through thoughtful planning, reasonable adjustments and adaptive teaching
- **Develop cultural capital** by offering experiences that broaden pupils' understanding of their community, environment and wider world
- **Strengthen personal development**, including resilience, independence, teamwork, communication and problem-solving
- **Support physical and mental wellbeing**, recognising the positive impact of outdoor experiences on confidence, self-esteem and emotional regulation
- **Foster environmental awareness and responsibility**, helping pupils understand their role as global citizens and stewards of the natural world
- **Build progression over time**, ensuring that outdoor learning experiences are carefully sequenced, age-appropriate and linked to curriculum objectives across subjects
- **Promote curiosity, creativity and critical thinking**, encouraging pupils to ask questions, explore, investigate and take safe, supported risks

Outdoor learning contributes directly to the aims of the National Curriculum by:

- Providing opportunities for **first-hand experience**, enquiry and practical application
- Supporting the development of **vocabulary, oracy and language acquisition** through rich, shared experiences
- Strengthening **geographical, scientific and mathematical understanding** through observation, measurement, exploration and fieldwork
- Enabling pupils to develop **physical skills**, coordination and spatial awareness
- Offering authentic contexts for **writing, reading, and cross-curricular learning**

Our approach aligns with Ofsted's expectations for a high-quality curriculum by demonstrating:

- **Clear intent:** outdoor learning is purposeful, planned and rooted in our curriculum vision
- **Effective implementation:** staff are trained, confident and supported to deliver high-quality outdoor learning
- **Positive impact:** pupils demonstrate improved engagement, deeper understanding, stronger personal development and increased readiness for future learning

Outdoor learning at Bentham Community Primary School reflects our commitment to nurturing well-rounded, confident and curious learners who are equipped with the knowledge, skills and experiences they need to thrive both now and in the future

## 3. Establishment policy and procedures

The North Yorkshire Council Policy for Educational Visits, Outdoor Learning and Adventurous Activities (November 2022) is the employer's policy on which this school policy is founded. In any instance where non-statutory guidance or advice from other sources conflicts with this policy, the employer's policy will take precedence. Where clarification is needed, staff should seek guidance from the Headteacher, and, if necessary, from the North Yorkshire Outdoor Learning Educational Visits Advisory Service.

### **Consent**

**Routine acknowledgement:** Although parental consent is not legally required for curriculum-based activities, written acknowledgement will be obtained on enrolment for routine local visits and activities that form part of our normal educational provision during the school day. Information about the types of routine visits will be shared through our weekly newsletters,

school prospectus and website. We will always aim to inform parents by letter and/or text about the nature of each visit, activity or series of similar activities, remind parents of their existing acknowledgement, and provide an opportunity to update emergency contact and medical information. Occasionally, curriculum opportunities may arise at short notice. We will always aim to notify parents when children will be off-site, although this may not always be possible.

**Non-routine consent:** Written consent—either paper-based or electronic via ParentPay or Microsoft Forms—will be obtained for non-routine visits and activities, including those taking place outside normal school hours. Parents will be fully informed by letter and/or email about the nature and purpose of each visit, activity or series of similar activities.

**Specific consent:** Written consent (which may be electronic via ParentPay or Microsoft Forms) will be required for every individual visit, activity or series of similar activities that involve a higher level of risk. This includes, but is not limited to, longer journeys, residential visits and adventurous activities. Parents will be fully informed by letter and/or email about the nature and requirements of each visit or activity.

**Medical information:** We will use the medical information held within our Student Information Management System, alongside any updated details that parents are invited to provide for most visits and activities. For higher-risk visits or activities, it may be necessary to request separate medical information and consent forms to ensure pupil safety and appropriate planning.

### **Staff Competence**

Records of staff induction, training, relevant qualifications and competence will be maintained at school and we reserve the option to also use the 'My Details' section of Evolve as appropriate. To ensure continuity and sustainability of key visits, deputy visit leaders will be appointed so that contingency arrangements are in place should the visit leader be unavailable.

### **EVC Training**

The Educational Visits Co-ordinator Team (EVC and Deputy EVC) will undertake appropriate training and revalidation in line with employer requirements.

### **Visit Leader Training**

Visit leaders will be approved by the Headteacher and will have completed the necessary training as required by the employer.

## **4.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 Bentham Community Primary School we have identified our Local Area Visits which include all the places that we visit and the activities that we undertake routinely.

Details of our Local Area Visits are contained within the appendix which includes generic risk assessment. 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.

## **5.Visit Planning and Management System**

Evolve is the North Yorkshire Council 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 categorized, 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. Initial approval in principle will also be gained as required in the employer policy.

#### 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/EVC:

All Visits including in particular: visits abroad, all adventurous activities, residential visits, and non-local day visits or all visits and activities, local walking visits, bike ability training, local sports fixtures, and local swimming visits.

### Visit planning approval summary table for Bentham Community Primary School

|                                              | Planning/Recording Process                                                                                                                                                                                                                          | Risk Management                                                                                                                                                                                                                                          | Final Approval |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>On-site/Local Learning Area</b>           | <ul style="list-style-type: none"> <li>• Local Learning Area Policy <sup>1</sup></li> <li>• Complete School Educational Visits planning form</li> <li>• Recorded within LLA on Evolve</li> <li>• Risk Assessments saved on school server</li> </ul> | <ul style="list-style-type: none"> <li>• Local Learning Area Risk Assessment<sup>2</sup></li> <li>• Supplemented by other specific documentation<sup>3</sup> where necessary e.g. transport RA, activity RA, provider statements<sup>4</sup>.</li> </ul> | EVC/Head       |
| <b>Day Visit outside Local Learning Area</b> | <ul style="list-style-type: none"> <li>• Complete School Educational Visits planning form</li> <li>• Recorded on Evolve</li> <li>• Risk Assessments saved on school server</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• School risk manages journey and non-provider led activities using the events specific risk assessment <sup>5</sup>.</li> <li>• Supplemented by other specific documentation where necessary.</li> </ul>         | EVC/Head       |
| <b>Residential</b>                           | <ul style="list-style-type: none"> <li>• Complete School EV planning form</li> <li>• Recorded on Evolve</li> <li>• Risk Assessments saved on school server</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Event specific risk assessment</li> <li>• Supplemented by specific documentation necessary</li> </ul>                                                                                                           | Head           |
| <b>Overseas</b>                              | <ul style="list-style-type: none"> <li>• Complete School EV planning form</li> <li>• Recorded on Evolve</li> <li>• Risk Assessments saved on school server</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Event specific risk assessment.</li> <li>• Supplemented by other specific documentation necessary</li> </ul>                                                                                                    | Adviser        |
| <b>Adventure, provider led</b>               | <ul style="list-style-type: none"> <li>• Complete School EV planning form</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Provider risk manages activities</li> </ul>                                                                                                                                                                     | Head           |

|                            |                                                                                                                                                                 |                                                                                                                                                                                                                    |         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                            | <ul style="list-style-type: none"> <li>Recorded on Evolve</li> <li>Risk Assessments saved on school server</li> </ul>                                           | <ul style="list-style-type: none"> <li>School risk manages journey and non-provider led activities using event specific risk assessment</li> <li>Supplement with specific documentation where necessary</li> </ul> |         |
| <b>Adventure, self-led</b> | <ul style="list-style-type: none"> <li>Complete School EV planning form</li> <li>Recorded on Evolve</li> <li>Risk Assessments saved on school server</li> </ul> | <ul style="list-style-type: none"> <li>Local Learning Policy/Specific Risk Assessment.</li> <li>Supplement with specific documentation where necessary</li> </ul>                                                  | Adviser |

<sup>1</sup> Local Learning Area Policy – see Appendix 1 of this policy.

<sup>2</sup> Local Learning Area Risk Assessment – this is created per class at the start of each academic year and saved on the school server. Staff update this as necessary for LLA visits.

<sup>3</sup> Other specific documentation may include provider statements, provider risk assessment(s), provider qualifications, specific or site risk assessments e.g. travel, residential accommodation. Templates are available on the school server.

<sup>4</sup> Provider Statement – this should be obtained where necessary for an event where the teaching/input is being provided by an external provider.

- 5 Event specific Risk Assessments – a template is provided on the school server and should be completed, as appropriate.

## 6. Incident Management

In the case of an incident during a visit all members of staff will follow the establishment's incident management plan as detailed in the appendix.

## 7. 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.

## 8. 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 should also be made to Bentham CP School charging and remissions policy.

## 9. Inclusion & SEND

Bentham Community Primary School is fully committed to an inclusive approach in which every pupil—regardless of need, background or circumstance—is entitled to participate fully in all aspects of school life, including educational visits, outdoor learning and enrichment opportunities. Our practice is rooted in the principles of equity, dignity and high ambition for all learners.

We uphold a **presumption of participation** for every child. This means that all pupils, including those with SEND or other additional needs, are considered for all visits and activities from the outset. Staff plan proactively to remove barriers to participation through thoughtful design, reasonable adjustments, and the use of adaptive strategies that enable pupils to engage meaningfully alongside their peers.

In line with the **Equality Act 2010**, we recognise that it is unlawful to treat a pupil with a protected characteristic less favourably or to fail to take reasonable steps to ensure they are not placed at a substantial disadvantage. We are committed to anticipating

needs wherever possible, rather than reacting to them, and to ensuring that decisions are always evidence-based, child-centred and proportionate.

Our approach reflects the expectations of the **SEND Code of Practice (2015)** and current Ofsted inspection criteria, which emphasise:

- **Ambition for all pupils**, including those with SEND
- **High-quality adaptive teaching** rather than over-reliance on one-to-one support
- **Equality of access** to the full curriculum and wider school experiences
- **Careful planning and risk assessment** that considers individual needs without unnecessarily excluding pupils
- **Strong communication with parents and carers**, ensuring they are partners in decision-making
- **Monitoring the impact** of inclusion strategies to ensure they are effective and improve outcomes

We recognise that inclusion is not simply about access, but about **belonging, participation and success**. Staff are expected to plan visits and activities with inclusion in mind from the outset, ensuring that adaptations are realistic, safe and within their professional competence. Where specialist advice is needed, staff will consult the SENDCo, external agencies or the Educational Visits Co-ordinator to ensure decisions are well-informed and appropriate.

This policy should be read alongside the **Bentham CP School SEND Policy**, the **Accessibility Plan**, and the **Equality Duty Statement**, which together outline our whole-school commitment to removing barriers, promoting equality and ensuring that every child can thrive.

## 10. Safeguarding

Safeguarding is central to all educational visits and must be embedded throughout the planning, approval and delivery of every activity. All visits, regardless of scale or duration, must comply with the school's safeguarding procedures and the statutory requirements set out in *Keeping Children Safe in Education (KCSIE)*.

Visit Leadership Teams must ensure that safeguarding considerations are fully integrated into the planning process.

This includes:

- **Early liaison with the Designated Safeguarding Lead (DSL)** and relevant staff to identify any safeguarding, pastoral or contextual issues relating to individual pupils or the group as a whole
- **Ensuring access to the DSL or a trained deputy** throughout the duration of the visit, either directly or via the designated Base Contact
- **Careful planning for residential visits**, recognising the additional safeguarding responsibilities associated with overnight stays, supervision arrangements, privacy, and staff-to-pupil ratios

All adults accompanying visits must follow safer recruitment expectations:

- **Volunteers will be appropriately vetted** in line with school and employer policies
- Volunteers will be **directly supervised** by a member of staff unless they have undergone the necessary checks
- Where volunteers or other adults may have **significant unsupervised access** to pupils, an **enhanced DBS check** will be required
- All adults supporting visits will receive **clear induction and training**, including their safeguarding responsibilities, reporting procedures, and expectations for conduct

Staff must remain vigilant throughout any visit, recognising that safeguarding risks can change depending on the environment, activity and group dynamics. Any concerns arising during a visit must be reported immediately to the Visit Leader, who will follow school safeguarding procedures and liaise with the DSL.

This section should be read alongside the **Bentham CP School Safeguarding and Child Protection Policy**, which outlines the full procedures and responsibilities for keeping children safe.

## 11. Emergency Procedures

Robust emergency procedures are essential to ensuring the safety and wellbeing of all pupils and staff during educational visits. All visits must have clear, pre-agreed arrangements that align with the school's Critical Incident and Emergency Plan, as well as employer guidance.

Visit Leadership Teams must ensure that:

- An emergency plan is in place for every visit, proportionate to the level of risk and the nature of the activity
- All staff and accompanying adults will be fully briefed on emergency procedures, communication protocols and their specific roles
- A designated team leader is available for the full duration of the activity and able to liaise with the Headteacher, DSL and external agencies where required
- Staff have access to emergency contact information, including pupil medical needs, SEND requirements, as required and have the ability to contact school for parent/carer contact details if required
- Clear procedures exist for managing lost or missing pupils, injuries, illness, behavioural incidents or unexpected changes to the itinerary
- For residential visits, additional planning is undertaken to address night-time supervision, rooming arrangements, fire procedures, and access to medical support

In the event of an emergency:

- The Visit Leader will take immediate action to safeguard pupils and stabilise the situation
- The Headteacher will be notified as soon as it is safe to do so who will liaise and help with communication to relevant authorities
- Parents/carers will be informed promptly and sensitively via the Headteacher.
- All incidents will be recorded, reported and reviewed in line with school and employer procedures

Following any emergency or significant incident, a **formal review** will take place to evaluate the effectiveness of the response, identify learning points and strengthen future practice. This reflective approach supports continuous improvement and aligns with Ofsted expectations around leadership, safeguarding culture and risk management.

## 12. Insurance

Young people participating in visits and activities will have annual travel insurance provided under an annual Schools Journey Insurance policy. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

## 13. 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 your employer.

## 14. Headteacher Notification

It is the duty of the class teacher/group leader of an intended Offsite Visit to notify the Headteacher at least two weeks in advance of a visit through the completion of this document. This document will need to be signed by the headteacher to obtain consent via the Headteacher Off-site Visit Consent Form (please see template below).

## 15. Local Area Visits

### **Boundaries**

The boundaries of what we deem 'The locality' are shown on the attached map. The boundary represents a travelling distance (as the crow flies) of up to 30 minutes from School and includes the following frequently used venues:

- Churches in Bentham and Ingleton
- The Library
- Settle Swimming Pool/Settle college

- Bentham Auction Mart
- Bentham Golf Club
- River Wenning
- Kirkby Lonsdale or Settle Rugby Club
- Primary Schools within the North Craven Cluster

We use our Local 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 Area Visits option\*, provided they follow the below Operating Procedure.

\*For schools who still wish to record visits on Evolve but also want to designate their own Local Area we have created the On-site enrichment/Local Learning Area option on Evolve which requires the completion of a greatly reduced question set but allows for all visits to be recorded in a single place which can be very useful when running reports on Evolve.

### **Operating Procedure for visits to the Local Area**

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

- Road traffic, in particular large vehicles.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Visit leader incapacitated.
- Objects falling from height.
- Unplanned entry to water.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish etc).
- Adverse contact with animals/plants
- Pavements stopping at various places/no pavement access

These are managed by a combination of the following:

- The Head must give verbal 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.
- The Operating Procedures for the 'Local Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques. (see 4.2a Group management and supervision guidance).
- 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. This will depend on the group and place visited e.g. return to school, wait where they are, go to x and ask for help.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school. It is good practice to inform parents of the visit and clothing needed via text message/letter beforehand.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- First Aid is taken.
- Staff will leave a copy of the generic local visit or specific risk assessment on the server and evolve which includes a list of Year groups/classes taken, staff or parents accompanying the trip and the place of visit.
- Members of staff taken their mobile phone with them and the office have access to their numbers.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles).

## **Locality Visits and Risk Assessment Procedures**

Our locality Map is below:



When planning locality visits, risk assessment is an essential part of planning and delivering safe, inclusive and high-quality educational visits. At Bentham Community Primary School, risk assessment is viewed as a **dynamic, ongoing process**, not a one-off document. It supports staff in identifying hazards, reducing risk, and ensuring that all pupils—including those with SEND or additional needs—can participate safely and meaningfully. All risk assessments must:

- Be proportionate to the level of risk and the complexity of the visit
- Reflect the specific context, activities, environment and group characteristics
- Consider the needs of individual pupils, including SEND, medical, behavioural or safeguarding factors
- Identify control measures that are realistic, effective and clearly understood by all staff
- Support safe, inclusive participation rather than unnecessarily restricting opportunities
- Be reviewed and approved by the Headteacher (EVC) before the visit takes place

Risk assessments must follow the employer's guidance and the OEAP National Guidance framework. A template is provided to staff as a starting point for any locality visits. For visits classified as *local*, staff must use the school's standard risk-management template. This template must be adapted to reflect:

- The specific location and activities
- The age, needs and dynamics of the class
- Any SEND or medical considerations
- Any safeguarding or contextual factors
- Staffing ratios and supervision arrangements

The completed assessment must be shared with the Headteacher (EVC) in advance for review and approval.

**Visits involving higher levels of risk**—such as residentials, adventurous activities, water-based activities or unfamiliar environments—require a more detailed risk assessment and **MUST** be entered onto EVOLVE for further feedback as necessary. Visits with potentially higher risk must include:

- Venue-specific risks and provider assurances
- Night-time supervision arrangements (for residentials)
- Emergency and contingency planning
- Medical and dietary needs
- Behavioural expectations and support strategies
- Transport arrangements and handover procedures
- 

Where external providers are used, staff must obtain and review the provider's safety documentation, but **this does not replace the school's own risk assessment**.

**Risk assessments must actively support inclusion.** This means:

- Identifying barriers early and planning reasonable adjustments
- Consulting with the SENDCo, DSL and relevant staff
- Ensuring that risk assessments do not become a reason to exclude pupils unless all reasonable adjustments have been explored

- Documenting decisions clearly and sensitively

Ofsted expects schools to demonstrate that pupils with SEND are included in the full curriculum, including visits and outdoor learning, wherever reasonably possible.

### **Dynamic Risk Assessment**

Staff must remain alert to changing circumstances during a visit. Dynamic risk assessment involves:

- Monitoring behaviour, weather, environment and group needs
- Adjusting plans or control measures as necessary
- Making safe, informed decisions in real time
- Recording significant changes or incidents on return

Visit Leaders must ensure that all staff understand their role in dynamic risk assessment.

### **Approval and Record Keeping**

- All risk assessments must be submitted to the Headteacher (EVC) for approval before the visit
- Records will be stored on Evolve and/or the school's secure system
- Following the visit, staff should review the risk assessment and note any learning points to improve future practice

This reflective approach supports continuous improvement and aligns with strong leadership and a proactive safeguarding culture.

**R Wright**

**Headteacher / EVC**

**Date Adopted:** January 2026

**Review Date:** January 2027



## The Headteacher Off-site Visit Consent Form

*It is the duty of the class teacher/group leader of an intended Offsite Visit to notify the Headteacher at least two weeks in advance of a visit through the completion of this document. This document will need to be signed by the headteacher to obtain consent.*

**Class:**

**Purpose of visit:**

**Group Leader/ Teacher in Charge:**

**Proposed Day and Timing of the visit:** (when do you leave school/return?)

**Proposed staffing for the visit:** (please include the names of staff/ parent/volunteer helpers)

**Number of children taking part:**

**Staff to Pupil ratios:**

**Special Considerations:** (Include risk assessments and arrangements for high needs/SEN pupils, Pupils with Medical Needs)

**Cost of the visit** (Please outline below if this trip is free or whether there is a charge. If there is a charge, please attach the Bursars financial cost breakdown sheet)

**Date of Consent**

**Signed .....** **Headteacher**