



# Outdoor Learning & Educational Visits Policy

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## Signatures:

	<b>Name</b>	<b>Signature</b>
<b>Chair of Governors:</b>	<b>Clr. David Meredith</b>	<i>D. Meredith</i>
<b>Headteacher:</b>	<b>Sarah Court</b>	<i>S. Court</i>

Ysgol Golwg Pen y Fan

## **Outdoor Learning and Educational Visits Policy**

**Some information has been adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council.**

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### **1. Introduction**

At Ysgol Golwg Pen y Fan, we believe that outdoor learning and educational visits play a vital role in enriching the educational experience of our learners. This policy outlines how we manage and promote safe, inclusive, and purposeful visits for all pupils, ensuring that every child has the opportunity to learn beyond the classroom. Our approach is fully aligned with the principles and guidance of the Welsh Curriculum, which emphasises experiential and cross-curricular learning through real-world contexts. Outdoor learning and visits support the development of key Areas of Learning and Experience (AoLEs), promote wellbeing, and foster skills such as inquiry, collaboration, and creativity, preparing our learners to be confident, ethical, and informed citizens. This policy applies to all staff, pupils, volunteers, and external providers involved in off-site activities, including day trips, residential visits, and outdoor learning experiences.

## **2. National Guidance and Compliance**

Ysgol Golwg Pen y Fan adopts the OEAP National Guidance as our framework for managing educational visits and outdoor learning. Staff must follow this guidance alongside this policy and the local authority's procedures.

### [OEAP National Guidance](#)

In case of conflicts between this policy, employer policies, or national guidance, the local authority's policy will take precedence, and clarification should be sought from the school's Educational Visits Coordinator (EVC- Ebony Johnson) or senior leadership team.

**Requirements for all off-site visits** (adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council)

- It is a requirement that each school should have a trained EVC.
- The EVC should be a senior member of staff who will act as a focus for good practice on visits from that school.
- The policies and procedures outlined in this document must be followed for any off-site visits.
- In particular, the County Council's Outdoor Education Adviser must approve all Category B and C visits.
- The Local Authority advises all schools to plan their educational visits and learning outside the classroom opportunities on the basis of assuming that ALL learners will be able to take part

Powys County Council recognises three categories of visit.

- Category A activities – These comprise day activities that present no significant risks with no need for the group leader to have National Governing Body or other accreditation.
- Category B activities – These include residential and visits abroad. They do not include the activities that come into Category C
- Category C activities – Higher risk activities such as Duke of Edinburgh expeditions, adventure activities or visits to demanding environments or foreign expeditions.

Category A visits can be approved at school level. Category B and C visits must be notified to the Local Authority and Local Authority approval sought.

### 3. Roles and Responsibilities

- **Governing Body:** Oversees the policy and ensures its implementation.
- **Headteacher:** Overall responsibility for educational visits.
- **EVC (Educational Visits Coordinator):** Provides support, training, and monitoring; coordinates visits in line with national standards.
- **Visit Leaders:** Plan and lead visits, conduct risk assessments, and ensure the safety of all participants.
- **All Staff and Volunteers:** Support the safe running of visits, following all guidelines and expectations.

For specific role details, refer to:

- [OEAP 3.4g – Headteacher](#)
- [OEAP 3.4j – EVC](#)
- [OEAP 3.4k – Visit Leader](#)

### 4. Procedures for Educational Visits

All visits must:

- Be approved by the EVC and Headteacher.
- Include an amended risk assessment and STAGED Approach (Appendix 3 and 7)
- Have clear plans for supervision, communication, emergencies, and safeguarding.
- Provide clear information to parents, including consent forms.
- Be accessible to all learners, following our commitment to inclusion.

For risk management guidance, see:

OEAP 4.3c Risk Management

Visit Type	Approval Mechanism	Supporting Documents Required
All off site activities	Approval by the Head/EVC. Some of these visits may be authorised on a termly or annual basis	Use of Evolve and relevant attachments
Residential Visits and Visits Abroad	Approval by the Head/EVC followed by Local Authority <b>approval</b> 28 days before the start of the visit	Use of Evolve and relevant attachments
Visits involving Adventure activities <sup>1</sup>	Approval by the Head/EVC followed by Local Authority <b>approval</b> 28 days before the start of the visit	Use of Evolve and relevant attachments

### 5. Parental Consent

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*(adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council)*

There are three different consent mechanisms to consider. How these three are used or combined is entirely up to the discretion of the school. Some establishments will use one-off consent, others will prefer to use visit specific consent, while others will use a combination. In whatever way the various mechanisms are used, it is good practice to ensure that parents are clear about (a) how their consent will be sought when it is required and (b) how they will be given information on visits.

Ysgol Golwg Pen Y Fan will endeavour to share information regarding local visits where consent is not required prior to the experience taking place.

### **No consent required.**

Schools are not required to obtain consent from parents for learners to participate in off-site activities that take place during school hours, and which are a normal part of a child's education, e.g. local studies and visits to a museum or library etc. While parents do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents that a visit or activity is to take place, and information on the visit should be given to parents prior to it taking place.

Consent from parents is needed by schools for visits taking place outside school hours and also for activities that take place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventurous activity. These can be covered by the following consent.

### **Blanket consent**

One-off consent form to be signed by the parent on enrolment of their child in a school. This is gathered each year on a permission and consent form and parents sign.

Blanket consent provides evidence that parents have consented in advance to all visits and activities that require their consent. It is essential that such blanket consent be turned into informed consent prior to any visit. Therefore, where blanket consent is used, parents must be given information about the visit and their child's proposed participation.

Activities that involve a charge, or that include payment or cancellation terms, will need agreement by parents to the financial arrangements. Such activities could be treated as visit-specific (see below) if preferred.

### **Visit-specific consent**

While one-off consent can be used for virtually all visits there are situations where consent for a specific visit may be required. These include some visits abroad and some visits involving third party provision where the provider requires their own consent forms to be signed, e.g. an outdoor education centre. In this case information about the visit can be provided to parents and their informed consent given on that basis. [NG 4.3d](#)

## 6. Using Evolve

*Adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council*

Evolve is an on-line planning and approval tool that is used for logging educational visits and off-site activities. Completing Evolve should be seen as part of the planning process and not merely as an administrative task. As the member of staff is planning the visit, they should be putting the information onto Evolve. Schools can also use the tools available in Evolve to search for locations to visit and to see which schools have visited places of interest. Any visit that requires Local Authority approval must go onto Evolve, and it is highly recommended that all other visits are logged on the system, this will allow schools to demonstrate clearly the work they do and also that a process has been adhered to when planning off-site activities.

## 7. Inclusion and Equal Access

We are committed to ensuring **all learners** can access visits. Adjustments and support will be provided wherever possible to promote full participation.

## 8. Safety, Supervision, and Ratios

Staffing levels will reflect the nature of the activity, the needs of learners, and national guidance on ratios:

[OEAP 4.3b – Ratios and Supervision](#)

(Below table adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council)

General off-site visits			
Activity	Age of young people	Staff: young person ratios- typical range NB actual ratios must be determined by a process of risk assessment	Leader competence
Local visits and visits to normal countryside	Nursery	1: 2-4	Previous experience and approved by Head/EVC
	Reception / Year 0	1: 4-6	
	Years 1-3	1: 6-8	
	Years 4-6	1: 8-15	
	Year 7 onwards	1: 15-20	
	Special education	1: 6-10	
Residential visits and visits abroad	Years 4-6	1:8-10	As above
	Year 7 onwards	1: 10-15 (but 1:10 with 2 staff minimum for visits abroad)	
	Special education	1: 5-8 (but 2 staff minimum for visits abroad)	
	Years 1-3	1: 5-8	As above

Swimming in public pools (with lifeguard)	Years 4-6	1: 10-12	
	Year 7 onwards	1: 15-20	
Swimming elsewhere (without lifeguard)	All years	1: 5-10 (but 2 staff minimum)	As above & lifeguard qualification

## 9. Safeguarding and Well-being

All staff and volunteers involved in visits must follow the school's **Safeguarding Policy** and disclose any medical or personal factors that may impact their role.

Volunteers will undergo appropriate vetting (DBS checks) and training, as outlined in:

[OEAP 3.4o – Volunteers](#)

## 10. Emergency Procedures

(Adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council)

There may be occasions when support is required during a visit to manage an emergency situation. Proportionate planning for an emergency should form part of the planning process for all visits whether they involve taking a small group of learners 200m from the school or to the other side of the world. It is important that consideration be given to having a Plan B, if unable to complete original planned activities. Plan B might be that children return to school, or that an alternative location or activity is identified.

Up to date contact numbers are also very important when considering emergency planning, this not only relates to contact numbers for the learners families, but also for any adult on the visit and for the emergency school contact.

Our school's emergency procedures apply to all visits. Visit leaders must carry emergency contacts, medical details, and follow the school's critical incident plan:

[OEAP 4.1d – Emergencies](#)

## 11. Finance and Insurance

We follow the school's **Charging Policy** for visits:

[OEAP 3.2c – Charging](#)

### Legal Framework

Sections 449–462 of the Education Act 1996 govern the charging policies for maintained schools in England and Wales. Schools must have a charging and remissions policy in place, which must be reviewed regularly. This policy should detail the activities for which charges will be made and the circumstances under which charges may be remitted. The policy must also include information on voluntary contributions and support available for families on low incomes. [GOV.WALES](http://gov.wales)

### Activities Schools Cannot Charge For

Schools and local authorities cannot charge for:

- Education provided during school hours, including the supply of materials, books, instruments, or other equipment.
- Admission to the school.
- Education provided outside school hours if it is part of the National Curriculum, a prescribed public examination syllabus, or religious education.
- Tuition for pupils learning to play musical instruments if the tuition is required as part of the National Curriculum, a prescribed public examination syllabus, or religious education.
- Entry for a prescribed public examination if the pupil has been prepared for it at the school.
- Examination re-sits if the pupil is being prepared for the re-sit at the school.
- Transport provided in connection with any educational visit that takes place during school hours.
- Supply teachers to cover for teachers who are absent from school accompanying pupils on a residential visit.

### **Activities Schools Can Charge For**

Schools and local authorities may charge for:

- Optional extras, which include:
  - Education provided outside school hours that is not part of the National Curriculum, a prescribed public examination syllabus, or religious education.
  - Board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits.
  - Extended day services offered to pupils (e.g., activity clubs).
- Materials, books, instruments, or other equipment where the pupil's parent has indicated in advance a wish to own the finished product.
- Music tuition provided at the request of the pupil's parent.
- Certain early years provision.
- Community facilities.

### **Voluntary Contributions**

Schools may ask for voluntary contributions to fund activities that take place during school hours for example to cover the cost of transport. However, no pupil may be excluded from an activity because their parents have not made a contribution. If an activity cannot be funded without voluntary contributions, this must be made clear to parents at the outset.

## **12. Monitoring and Review**

The EVC and senior leadership team will monitor visits through planning reviews and, where appropriate, field observations. This policy is reviewed annually or when significant changes occur.

### **13. Local Learning Area: Ysgol Golwg Pen Y Fan, Brecon, Powys**

#### **General**

The school's local area policy identifies one shared local area that applies consistently across all three sites, ensuring equity of experience for all learners. While the Mount Street Campuses are able to access local visits and community resources on foot, the Cradoc Campus requires transport to take part in the same opportunities. This approach ensures that all pupils, regardless of site, benefit from a coherent programme of place-based learning and community engagement.

Visits and activities within the Local Learning Area that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure outlined below.

#### **These visits/activities:**

- must be recorded on EVOLVE via the 'Local Area Visit' module.
- do not require parental consent. (*Staff should consider informing parents in advance in specific circumstances, for example via EVOLVE notifications or a slip home*).
- do not normally require additional risk assessments or notes beyond following this Operating Procedure.

#### **Boundaries of the Local Learning Area**

The boundaries of the Local Learning Area include, but are not limited to, the following regularly used venues:

- Brecon Promenade
- Brecon Library
- Theatr Brycheiniog
- Brecon Leisure Centre
- Brecon Market Hall
- Canal Basin and towpath (between Theatr Brycheiniog and Canal Bridge)
- Brecon Cathedral grounds
- Brecon town centre
- Brecon Museum and Art Gallery
- Local shops and cafes (as appropriate)

#### **No-go areas within the boundaries:**

- The River Usk beyond the Canal Basin (except under specific risk assessment).
- Any building sites or areas under construction.

- Isolated woodland areas beyond sightlines.

### **Operating Procedure for Local Learning Area**

This Operating Procedure is a generic risk assessment for routine activities in the Local Learning Area.

#### **Potential hazards may include:**

- Road traffic.
- Members of the public.
- Dogs and other animals.
- Losing a pupil.
- Uneven surfaces, slips, trips, and falls.
- Weather conditions.
- Fieldwork-specific issues (nettles, brambles, litter, etc.).
- Other area-specific issues.

#### **These are managed by the following practices:**

- **Approval:** The Headteacher, Deputy, or EVC must give verbal approval before a group leaves school. (This can be streamlined if staff are known to be competent and the operating procedure is well-established.)
- **Competency:** Only staff judged competent to supervise groups in the Local Learning Area are approved. A list of approved staff is maintained by the EVC and the school office.
- **Parent Information:** The Local Learning Area procedure is explained to all new parents when their child joins the school. A summary is included in the school prospectus.
- **Supervision:** There will normally be a minimum of two adults. (This may be adjusted for Year 6 groups in safe, familiar locations – decisions are made on a case-by-case basis.)
- **Familiarity:** Staff are familiar with the area, including no-go areas, and have practised group management techniques.
- **Road Safety:** Pupils are trained in safe road crossing techniques, practised on school grounds before leaving.
- **Separation Plans:** Pupils are briefed on what to do if separated from the group – e.g., stay where they are, find a safe adult, or return to school.
- **Clothing:** Pupils' clothing and footwear are checked for suitability before leaving school.
- **Medical Needs:** Staff are aware of any relevant medical information and ensure any required medication is available.

- **Recording:** Staff either record the activity on EVOLVE (Local Area Visit module) and leave a completed 'Signing Out' sheet with the office.
- **Communication:** A mobile phone is taken by the group leader, and the school office has a note of the number.

#### **14 . Essential Visits and Experiences- Cluster Agreed Experiences**

The Brecon Cluster Headteachers have agreed on a set of essential visits and experiences that all children in Brecon schools should be offered before leaving Year 6. These visits and activities are designed to provide a broad and enriching educational experience, supporting curriculum aims and personal development. These have been aligned with the 2 Year planning cycle to extend the learning with real life experiences (Appendix 5). Some of these experiences will take place annually, whilst others are expected to occur at least once within the child's primary school experience.

At Ysgol Golwg Pen y Fan, we are committed to ensuring that all pupils access the agreed non-negotiable visits and experiences throughout their time in primary education. Our approach is carefully planned and embedded within the curriculum to provide meaningful, progressive learning opportunities that support pupils' personal, social, and academic development.

#### **How we plan for these experiences:**

- **Curriculum Integration:** Many experiences are linked directly to Areas of Learning and Experience (AoLEs) within the Welsh Curriculum, enabling cross-curricular learning that is purposeful and contextual.
- **Progressive Exposure:** Activities and visits are carefully sequenced to build skills and knowledge year on year. For example, younger pupils may start with local environment exploration and library visits, progressing to theatre trips, residential visits, and more complex experiences in later years.
- **Collaborative Planning:** Teachers collaborate with cluster schools, local organisations, and community partners to provide high-quality visits and learning opportunities aligned with cluster priorities.
- **Pupil Involvement:** Opportunities such as pupil voice councils and participation in performances are planned to ensure all pupils can engage actively and develop confidence and leadership skills.
- **Flexible Scheduling:** Experiences are planned throughout the academic year to complement classroom learning and respond to seasonal and local opportunities.
- **Risk Assessment and Safety:** All visits and activities are carefully risk assessed, following school and local authority guidelines, ensuring pupils learn in a safe and supportive environment.
- **Evaluation and Reflection:** After each visit or experience, pupils and staff reflect on learning outcomes to inform future planning and ensure continual improvement.

By embedding these experiences within the school's curriculum and ethos, Ysgol Golwg Pen y Fan aims to provide every child with rich, memorable learning opportunities that prepare them well for transition to secondary education and lifelong learning.

## 15. Outdoor Learning and Forest School

All three school sites have access to Forest School provision as a core element of outdoor learning. Two sites benefit from immediate access to on-site or nearby woodland areas, enabling regular sessions within walking distance. The rural site also has a designated on-site Forest School area, meaning learners can access high-quality outdoor learning without the need for transport. This consistency across sites ensures that all pupils are able to participate in Forest School as part of their entitlement to outdoor learning.

At the Cradoc and Mount Street Infant campuses, staff are trained as accredited Forest School Leaders, enabling pupils to benefit from regular sessions led by practitioners with specialist expertise in woodland learning and child-led outdoor exploration. At Mount Street Junior, staff are trained in outdoor education, ensuring that learners have opportunities to engage in structured, skills-based outdoor learning experiences that complement and build upon earlier Forest School provision.

## 16. Adventurous Activities

*(adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council)*

Adventurous use of the outdoor environment is recognised as making an important contribution to the broad curriculum of schools. Part of the value of this approach lies in the spirit of adventure, or apparent risk and in the satisfactory conclusion of an expedition or activity in the face of natural hazards and difficulties. The following table contains lists of adventurous activities, although it should be noted that this list is not exhaustive. Any visit leader unsure of whether or not an activity should be classified as an adventure activity should seek the advice of their EVC or the Outdoor Education Adviser. [NG 7a](#)

<b>Land Based Activities</b>	<b>Water Based Activities</b>
Rock climbing/abseiling including climbing walls	All forms of boating (excluding commercial transport)
Mountaineering	Sailing and windsurfing
Hill walking	White water rafting
Ice climbing	Waterskiing
Gorge or coastal scrambling/sea cliff traversing/coasteering	Swimming except at lifeguarded public pools
Underground cave or mine exploration	Kayaking and canoeing
Skiing/Snowboarding (snow/dry slope)	Improvised rafting
Air activities (except commercial flights)	Kite surfing
Horse riding and pony trekking	Surfing and body boarding
High ropes courses	Dragon boating
Quad biking/ATV's/Motorsport	Wave skiing
Orienteering	Jet skiing/personal water craft
Mountain biking	Snorkel and aqualung diving
Road cycling (long distance)	

Shooting/Archery	
Trampoline Parks	
Any activity ( <b>including camping, fieldwork and non-adventure activities</b> ) taking place in demanding environments (see below)	

## 17. Transport

*(adopted from the Approval Procedures for Educational Visits – 2019 Powys County Council)*

Many off-site activities require transport of some sort. This could be a hired vehicle, public transport, or car. Travel does not have to be merely a means to an end; it can make a major contribution to a visit's learning opportunities. In deciding where to go and how to travel, Ysgol Golwg Pen Y Fan will consider not only the cost, convenience and safety of particular modes of transport, but also other factors including such as health benefits, environmental impact, and accessibility issues.

Where schools decide to use a self-drive minibus, the driver must, as well as holding a D1 category on their driving licence, be trained to at least MiDAS standard. Further information on driving minibuses is available in [NG 4.5b](#)

Some visits may involve only a small number of learners, and consideration might be given to using cars to transport them; this might be staff or volunteer cars. Where staff use their cars, they must have business class insurance.

Sometimes we might want to ask parents to provide transport for their own children to or from a venue, or parents might ask if they can do this. For example, a parent might walk or cycle with their child, or accompany them on public transport, or drive them. There will be a clear handover of the responsibility for the supervision of children between establishment staff and parents, so that it is clear at all times who is responsible. This handover will match the way that handovers are routinely managed at the beginning and end of the school day. Parents may make their own private arrangements with other parents to provide transport for each other's children. If the establishment becomes involved in such arrangements (for example by matching parents offering lifts with those seeking lifts for their children) then it has a responsibility to ensure that the arrangements are acceptable (for example by checking that vehicles are roadworthy and that drivers are suitable).

Where we ask parents to provide transport to transport other children, the following evidence needs to be obtained:

- The vehicle is safe. This means that it holds a valid MOT certificate, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer. Tax and MOT status can be checked at [www.vehicleenquiry.service.gov.uk](http://www.vehicleenquiry.service.gov.uk)
- The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements. Driver licence details can be checked at [www.gov.uk/check-driving-information](http://www.gov.uk/check-driving-information) if the driver provides a check code from [www.gov.uk/view-driving-licence](http://www.gov.uk/view-driving-licence)
- There is a valid insurance policy covering the driver and the vehicle for the intended use.

## **18. Appendices**

### **Appendix 1- Planning a Visit Flow Chart (Full Visit and Local Area)**

#### **Planning a Full Educational Visit (Beyond the Local Area)**

##### **Step-by-Step Process and Suggested Timeline**

###### **6–8 Weeks Before the Visit**

###### **1. Initial Planning and Approval in Principle**

- Identify the purpose and intended learning outcomes.
- Check the category of visit (A – day visit, B – residential/abroad, C – adventurous).
- Discuss the proposal with the EVC (Ebony Johnson) and Headteacher.
- Check diary dates, staffing, and transport options.

###### **2. Preliminary Risk Assessment**

- Carry out an initial site visit if possible or gather information from the venue/provider.
- Draft a risk assessment using the STAGED approach and Appendix 3 template.
- Identify potential hazards (travel, terrain, group management, weather, etc.).

###### **3. Book Provisional Venue and Transport**

- Only proceed with provisional bookings after verbal agreement from EVC/Headteacher.
- Ensure providers have necessary safety accreditation (AALA if adventurous).

###### **4–5 Weeks Before the Visit**

###### **4. Complete Evolve Form**

- Enter visit details onto Evolve (include itinerary, risk assessment, staffing, transport, and contact info).
- Upload supporting documents (risk assessment, itinerary, letters to parents, medical forms).

###### **5. Seek Approvals**

- Category A: Approval by Headteacher/EVC.
- Category B or C: Submit via Evolve to Local Authority at least 28 days before visit.

###### **6. Confirm Staffing and Ratios**

- Check ratios (e.g., 1:8–15 for Years 4–6 day visits; 1:8–10 for residential).

- Ensure all adults are DBS-checked and briefed on supervision and safeguarding.
- Identify a first aider and ensure a kit is available.

### **3–4 Weeks Before the Visit**

#### **7. Parent Communication and Consent**

- Send home parent information letter and consent form (Appendix 4).
- Include itinerary, costs, clothing list, and emergency contact details.
- Gather consent forms and medical updates.

#### **8. Finance and Insurance**

- Ensure costs align with the school's Charging Policy.
- Collect voluntary contributions and confirm insurance cover.

### **1–2 Weeks Before the Visit**

#### **9. Final Preparations**

- Revisit the site-specific risk assessment and make any updates.
- Confirm bookings, transport, and staff roles.
- Prepare emergency plan (include contact numbers and Plan B).
- Share details with the school office, including Evolve summary.

#### **10. Pre-Visit Briefing**

- Meet with accompanying staff and volunteers.
- Review group lists, supervision plans, first aid, and contingencies.

### **Day of the Visit**

#### **11. Departure and Supervision**

- Take pupil register, medical info, consent forms, and first aid kit.
- Carry emergency contact list and mobile phone.
- Ensure clear instructions to pupils and staff before departure.

### **After the Visit**

#### **12. Debrief and Review**

- Complete post-visit evaluation on Evolve.
- Reflect with staff and pupils on outcomes and any lessons learned.
- File and retain records for monitoring by EVC/SLT.

## **Planning a Local Visit (Within the Local Learning Area)**

### **Step-by-Step Process and Suggested Timeline**

#### **1–2 Weeks Before the Visit**

##### **1. Check Local Area Visit Approval**

- Ensure you are an approved staff member for local visits (record kept by EVC).
- Confirm the visit fits within the Local Learning Area boundaries.

##### **2. Gain Verbal Approval**

- Seek verbal approval from Headteacher, Deputy, or EVC before the visit.

##### **3. Review Generic Local Visit Risk Assessment**

- Consider site-specific adjustments (weather, group needs, accessibility).
- Submit the visit on Evolve under local visit

##### **4. Inform Parents (if appropriate)**

- Although consent is not required, inform parents via a note (e.g., different timings or special clothing).

#### **1–2 Days Before the Visit**

##### **5. Prepare Group and Staff**

- Check supervision ratios
- Ensure adults are briefed on roles and safeguarding.
- Review pupil behaviour expectations and road safety.

##### **6. Check Practical Arrangements**

- Confirm weather, clothing, medical needs, and carry first aid kit.
- Ensure mobile phone and emergency contact details are ready.
- Complete 'Signing Out' sheet in the school office.

#### **On the Day**

##### **7. Before Leaving**

- Register pupils and leave attendance list with the office.
- Confirm emergency contact arrangements.

##### **8. During the Visit**

- Maintain agreed ratios and supervision.
- Follow safe walking routes and “no-go” area rules.

- Carry out dynamic risk assessment if conditions change.

### **9. Returning to School**

- Inform office on return.
- Note any incidents or updates for EVC records.

### **After the Visit**

#### **10. Review and Reflect**

- Briefly evaluate the visit's learning impact.
- Report any issues or near-misses to EVC.
- Record visit on Evolve if not already done.

**Appendix 2- Local Visit Generic Risk Assessment – Edit as Required**

**Visit Type: Local Visit (within walking distance)**

**Category: A – Low Risk**

**Applicable Sites: As defined in the Local Learning Area boundaries**

**Visit Leader: \_\_\_\_\_**

**Accompanying Staff: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**Risk Assessment Summary Table**

Hazard / Issue	Who Might Be Harmed & How	Existing Control Measures	Further Action / Control Required	Residual Risk
Road Traffic and Crossing Roads	Pupils and staff – injury from vehicles	Route pre-planned; safe crossing points used; staff positioned front/back/middle; high-visibility jackets worn; road safety taught and reinforced	Reassess route on day; adapt if diversions or obstructions occur	Low
Straying from Group / Lost Child	Pupil separated, distress or safeguarding risk	Clear boundaries and meeting points; head counts before, during, and after visit; buddy system used; staff carry list of pupils; mobile contact with school	Ensure all staff have a copy of group list and emergency plan	Low
Contact with Members of	Pupils – inappropriate	Staff vigilance; groups kept together; pre-visit	Extra supervision in crowded or enclosed	Low

the Public	approach, comments, or interaction	reminder about behaviour and stranger awareness	areas	
Slips, Trips, and Falls (Uneven Surfaces / Weather)	Pupils and staff – minor injury	Suitable footwear checked before leaving; staff supervise on steps, kerbs, and gradients; route checked for hazards	Adjust plans in poor weather; use alternative paths	Low
Weather Exposure (Heat, Cold, Rain)	Pupils – sunburn, dehydration, hypothermia	Weather forecast checked; appropriate clothing; water and sun protection carried; shelter identified	Shorten visit in extreme weather conditions	Low
Dogs or Animals in Public Areas	Pupils – risk of bites or fear response	Avoid contact with animals; instruct pupils not to approach; staff intervene if necessary	Re-route if aggressive dogs observed	Low
Medical Needs and First Aid	Pupils and staff – worsening medical condition or untreated injury	First aid kit carried; at least one first-aider present; emergency medication (e.g. inhalers, EpiPens) taken; medical info known to leader	Ensure medical info is updated and accessible	Low
Behaviour / Group	Pupils – distress, disruption, or	Clear behavioural expectations shared;	Monitor closely for known behavioural	Low

Management	unsafe actions	pre-visit briefing; restorative approaches used if needed	needs	
Public Toilets / Hygiene	Pupils – hygiene risks	Pre-identified toilet stops; handwashing or sanitiser used; supervision outside facilities	Review options for changing/handwashing if required	Low
Water Hazards (Canal, River, Pond Areas)	Pupils – risk of slipping, drowning	Boundaries explained clearly; minimum 2 m from water edge; adults supervise closely; safe zones marked	Only approach water under controlled supervision and risk assessment	Low
Emergency or Illness During Visit	Pupils/staff – distress or injury	Leader carries emergency contacts; mobile phone taken; school office aware of route/timings; Plan B in place	Ensure office contact remains available throughout	Low
Public Transport (if used)	Pupils – separation, injury when boarding/alighting	Count pupils before and after; staff at all doors; instructions before travel	Use quieter times where possible	Low

### Appendix 3 – Educational Visit Generic Risk Assessment- Amend as Required

#### Ysgol Golwg Pen y Fan

Visit Type: Educational Visit (beyond Local Learning Area)

Category:  A (low risk, day visit)  B (residential/abroad)  C (adventurous/demanding environment)

Visit Leader: \_\_\_\_\_

Accompanying Staff: \_\_\_\_\_

Date(s): \_\_\_\_\_

Location: \_\_\_\_\_

Purpose / Learning Intent: \_\_\_\_\_

Linked AoLEs: \_\_\_\_\_

#### Risk Assessment Summary Table

Hazard / Issue	Who Might Be Harmed and How	Existing Control Measures	Further Action / Control Required	Residual Risk
1. Travel (coach, minibus, or car)	Pupils and staff – injury from collision, falls, or separation	Use reputable, licensed transport providers; seatbelts worn at all times; approved drivers only; supervision during boarding and disembarking; clear meeting points; risk assessed routes	Ensure MiDAS-trained driver for minibus use; contingency plan for breakdown/delay	Low
2. Walking near roads / unfamiliar locations	Pupils – road traffic accidents	Road safety briefing before departure; high-visibility jackets; staff positioned at front/back; crossing points used; small group ratios	Reassess on arrival for hazards (works, diversions, etc.)	Low

		maintained		
3. Contact with public / safeguarding	Pupils – inappropriate contact or lost child	Supervision ratios adhered to (see policy); staff vigilance; agreed meeting points; clear boundaries; mobile phone contact; staff carry up-to-date pupil lists	Review supervision plan for busy public areas	Low
4. Medical / first aid needs	Pupils or staff – illness or injury	First aid kit taken; first aid-trained staff present; medication checked and taken; emergency contacts accessible	Confirm medical updates and allergy information prior to visit	Low
5. Slips, trips, and falls (terrain, steps, uneven ground)	Pupils and staff – minor injury	Appropriate footwear and clothing required; brief pupils on care; supervision on gradients and steps	Inspect paths and terrain on arrival; adjust route if unsafe	Low
6. Weather conditions / exposure	Pupils and staff – hypothermia, sunburn, dehydration	Check forecast; ensure appropriate clothing; apply sunscreen; water carried; shelter identified	Adapt itinerary if severe weather	Low
7. Water proximity (ponds, rivers, beaches)	Pupils – risk of drowning or slipping	Access restricted unless activity is planned and supervised by competent provider; boundaries clearly explained	Maintain 2m buffer from water edge unless under direct supervision	Low
8. Behaviour / group	Pupils – injury, disruption,	Clear code of conduct; pre-visit briefing; buddy system;	Apply restorative approaches if	Low

management	distress	reminders throughout the visit	behaviour deteriorates	
9. Food, hygiene, and toilets	Pupils – illness from poor hygiene or unsafe eating	Regular handwashing/sanitising; food allergy checks; clean eating areas	Remind children about hygiene and safe eating	Low
10. Emergency situations	All participants – injury, distress	Visit Leader carries emergency contacts; Plan B in place; follow school Critical Incident Plan; emergency services contactable	Conduct debrief and review after visit	Low
11. Overnight stays (for residential)	Pupils – safeguarding, illness, missing pupil	Accommodation vetted for safety and security; staff supervise rooms and routines; gender-appropriate sleeping arrangements; fire drills and alarms identified	Night supervision rota in place; daily briefings	Low
12. Adventurous / specialist activities	Pupils – injury due to high-risk activity	Licensed provider (AALA if applicable); qualified instructors; safety equipment used and checked; dynamic risk assessment on site	Review provider safety paperwork before visit	Low

## Appendix 4- Educational Visit Parent Consent Letter and Form

Dear Parent/Carer,

We are pleased to inform you that we are planning an educational visit for your child as part of our curriculum learning. Details of the visit are outlined below:

### Visit Details

Destination: \_\_\_\_\_

Purpose / Learning Focus: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

Departure Time: \_\_\_\_\_

Return Time: \_\_\_\_\_

Class/Group: \_\_\_\_\_

Visit Leader: \_\_\_\_\_

Accompanying Staff: \_\_\_\_\_

### Travel Arrangements

Pupils will travel by:

Coach     Minibus     On foot     Other (please specify):

\_\_\_\_\_

### Clothing and Equipment

Children should wear:

School uniform     Outdoor clothing     PE kit  
 Waterproof coat     Sun hat / sunscreen     Suitable footwear

Packed lunch:

School to provide     Pupil to bring from home

Please ensure your child brings a refillable water bottle and any required medication clearly labelled.

### Cost and Payment

The total voluntary contribution for this visit is £\_\_\_\_\_.

This covers the cost of [e.g. transport / entry fees / workshop materials].

Payments can be made via ParentPay or by contacting the school office.

Please note that no pupil will be excluded if a contribution cannot be made, but if insufficient funds are received, the visit may not be able to go ahead.

### Medical and Emergency Information

If there have been any changes to your child's medical information, please inform the school as soon as possible.

All pupils will be supervised by school staff throughout the visit and the school's emergency procedures will apply.

### Parental Consent

*If the visit takes place within the school day and is part of the normal curriculum within the Local Learning Area, separate consent is not required.*

*For visits outside school hours, residentials, or higher-risk activities, please complete and return the consent slip below.*

Consent Slip (if required)

Please return to: \_\_\_\_\_ by

\_\_\_\_\_

I give permission for my child, \_\_\_\_\_  
to take part in the visit to \_\_\_\_\_ on

\_\_\_\_\_.

I confirm that I have read the information provided and that the school holds up-to-date medical and contact information for my child.

Parent/Carer Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Emergency Contact Number (for the day): \_\_\_\_\_

\_\_\_\_\_

Thank you for your continued support.

We look forward to providing this enriching experience for our pupils.

Yours sincerely,

## Appendix 5- Cluster Agreed Experiences- 2 year Cycle

### Cluster Agreed Experiences- Primary Schools

Table below shows suggested Experiences that link with each concept- during the primary school period a child should have experienced each of these at least once. Within every concept, teachers should consider local visit options to compliment the learning in class- first hand experiences are beneficial in enhancing the learning of the children in line with the curriculum for Wales.

Year	Foundation Learning	KS2
<b>Year 1 Cycle - Autum Term</b> Cynefin and Belonging	<ul style="list-style-type: none"> <li>Library visit</li> <li>Visit a place of worship</li> <li>Exploration of the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Visit a place of worship</li> <li>Develop understanding of the composition of Brecon</li> </ul>
<b>Year 1 Cycle - Spring Term</b> Awe, Wonder and Curiosity	<ul style="list-style-type: none"> <li>Museum visit</li> <li>Theatre visit to see a live performance</li> <li>Participation in the Eisteddfod</li> </ul>	<ul style="list-style-type: none"> <li>Museum visit</li> <li>Theatre visit to see a live performance</li> <li>Exploration of the local environment</li> </ul>
<b>Year 1 Cycle - Summer Term</b> Changes and Journeys	<ul style="list-style-type: none"> <li>Visit a river</li> <li>Visit a beach</li> <li>Undertake a hill walk</li> </ul>	<ul style="list-style-type: none"> <li>Visit a river</li> <li>Visit a beach</li> <li>Undertake a hill walk</li> </ul>
<b>Year 2 Cycle – Autumn Term</b> Enterprise and Creativity	<ul style="list-style-type: none"> <li>Undertake an entrepreneurial enterprise activity (simplified – e.g. craft stall / fundraising)</li> </ul>	<ul style="list-style-type: none"> <li>Undertake an entrepreneurial enterprise activity</li> <li>Develop understanding of the composition of Brecon</li> </ul>
<b>Year 2 Cycle – Spring Term</b> Diversity and Empathy	<ul style="list-style-type: none"> <li>Undertake charitable support activities</li> <li>Visit a place of worship</li> <li>Library visit</li> </ul>	<ul style="list-style-type: none"> <li>Undertake charitable support activities</li> <li>Visit a city</li> <li>Participation in the Eisteddfod</li> </ul>
<b>Year 2 Cycle – Summer Term</b> Discovery and Adventure	<ul style="list-style-type: none"> <li>Exploration of the local environment (extended/fieldwork)</li> <li>Visit a beach</li> <li>Undertake a hill walk</li> </ul>	<ul style="list-style-type: none"> <li>Visit a beach</li> <li>Visit a river</li> <li>Undertake a hill walk</li> <li>Exploration of the local environment</li> </ul>

#### Annual Experiences:

- Year 6 Residential Visit- 2 night
- Year 5 Residential Visit- 1 night
- Participation in pupil voice councils
- Participation in a performance (e.g., play, concert)
- Develop awareness of Brecon as a military town
- Eisteddfod in School

## Appendix 6- Forest School Risk Assessment

Hazard / Issue	Who Might Be Harmed & How	Existing Control Measures	Further Action / Control Required	Residual Risk
Uneven Ground, Slopes, Trips & Falls	Pupils and staff – sprains, cuts, bruises	Boundaries and paths marked; pupils briefed to move carefully; suitable footwear required; supervision at steep areas	Ongoing dynamic assessment after wet weather	Low
Falling Branches / Dead Wood	Pupils and staff – head injury	Pre-session site check for loose branches or dead wood; avoid high winds; leader inspects canopy regularly	Cancel or move session in high wind	Low
Tool Use (e.g. peelers, loppers, saws)	Pupils – cuts or minor injury	Tools stored safely; used 1:1 or in small groups with direct supervision; PPE (gloves) used as appropriate; tool safety taught explicitly	Ongoing leader monitoring	Low
Campfire / Cooking Activities	Pupils and staff – burns, smoke inhalation	Fire circle designated; clear boundaries; water and fire blanket on site; pupils briefed and supervised; hair tied back; only trained staff manage fire	Wind direction checked; first aid kit with burn dressings available	Low
Poisonous Plants / Fungi	Pupils – skin irritation or	Pupils briefed not to eat plants or berries; identification taught; area	Reinforce safety message regularly	Low

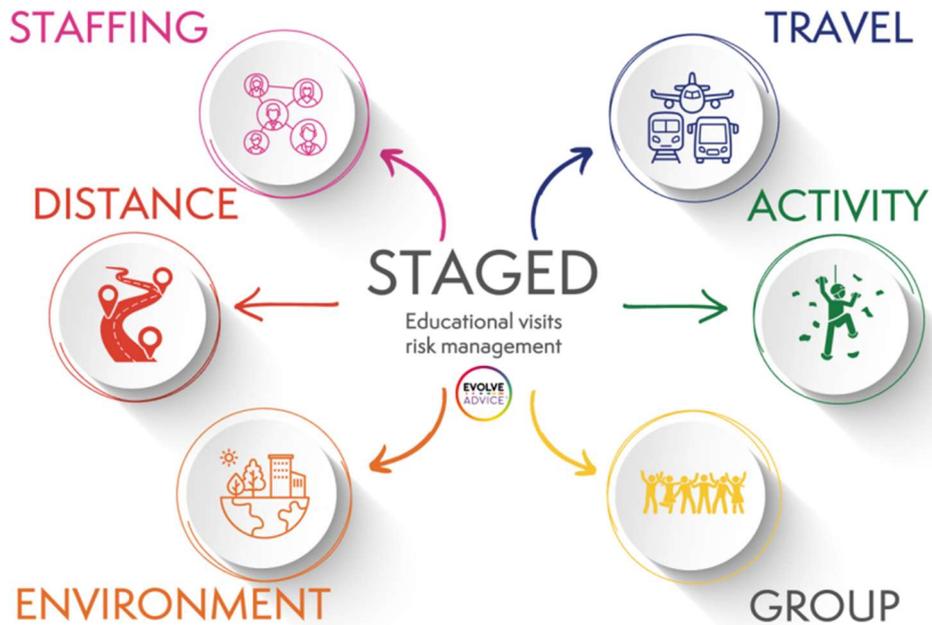
	ingestion risk	checked before session		
Stings / Bites / Allergic Reactions	Pupils – allergic reaction, discomfort	First aid kit on site; known allergies recorded and medication carried (EpiPen if needed); insect repellent advised in summer	Dynamic check for nests or wasp activity	Low
Weather Conditions (Cold, Heat, Rain)	Pupils – hypothermia, sunburn, dehydration	Weather checked prior to session; ensure layers, waterproofs, hats, sun cream, and drinks; shelter identified	Shorten session in extreme conditions	Low
Sharp Sticks / Thorns / Branches	Pupils – scratches or eye injury	Pupils reminded not to run with sticks; use downward pointing; safe spacing enforced	Adult monitoring during active play	Low
Contact with Animals / Faeces	Pupils – infection or distress	Hands washed or sanitised before eating; staff check area for droppings; avoid unknown animals	Dynamic checks before session	Low
Firewood Collection and Lifting	Pupils – strains, splinters	Only small manageable branches collected; gloves available; staff demonstrate lifting safely	Check weight and size before lifting	Low
Behaviour and Boundaries	Pupils – unsafe movement or separation	Boundaries marked and explained; staff positioned around area; whistle signals agreed; buddy system in	Regular reminders	Low

		place		
Medical Needs and First Aid	Pupils – injury, asthma attack, allergic reaction	First aider always present; first aid kit and medical info on site; emergency medication carried	Ensure all medical forms up to date	Low
Fire Escape or Emergency Evacuation	Pupils and staff – confusion or delay	Emergency plan shared; assembly point identified; staff carry mobile phone and contacts	Rehearse procedure with pupils	Low
Safeguarding / Volunteers	Pupils – risk of inappropriate contact	All adults DBS-checked; pupils supervised at all times; volunteer briefing before session	None required	Low
Returning to School	Pupils – tiredness, dehydration	Calm, reflective end of session; drinks available; visual check of all pupils before leaving site	Review group wellbeing	Low

## Appendix 7- The STAGED Approach

This approach is used in addition to the suggested risk assessments to give you a prompt to reflect on the requirements for the trip.

### STAGED Approach Booklet V2



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	Who is at risk?	What is the issue?	How do we manage it?
<b>Staffing</b>			
<b>Travel</b>			
<b>Activity</b>			
<b>Group</b>			
<b>Environmental Conditions</b>			
<b>Distance</b>			

## Appendix 8- Visit Leader Checklist

Visit: \_\_\_\_\_ Date: \_\_\_\_\_

Visit Leader: \_\_\_\_\_ Category:  A  B  C

### Before the Visit

- Discuss plans with EVC / Headteacher and confirm visit category.
- Complete Evolve form and attach itinerary, risk assessment, and staffing details.
- Gain Headteacher/EVC approval (and LA approval 28 days prior for Cat. B or C).
- Confirm learning purpose and inclusion for all pupils.
- Ensure appropriate ratios and DBS-checked staff.
- Check a first aider is present and kit available.
- Complete or review risk assessment (use STAGED format).
- Share parent information letter and gather consent if required.
- Confirm transport arrangements or walking route.
- Share emergency plan and contact list with office.

### On the Day

- Take register, medical details, contact numbers, and first aid kit.
- Leave itinerary and list of pupils with school office.
- Conduct head counts regularly and monitor supervision.
- Reassess for weather, behaviour, or route changes.
- Follow Plan B if needed.
- Keep mobile phone switched on and accessible.

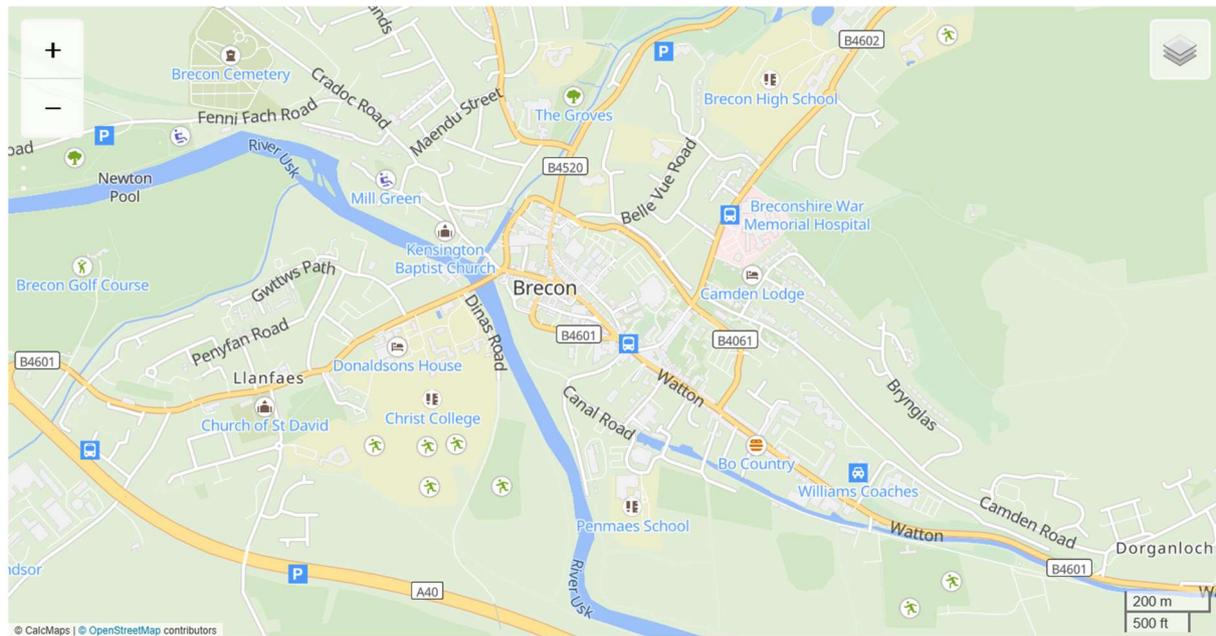
### After the Visit

- Debrief with staff and pupils.
- Record any incidents or near-misses.
- Complete Evolve evaluation and update risk assessment if needed.
- Provide feedback to EVC/SLT.

Visit Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EVC / Head Approval: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 9- Map of Local Area Visits



## Appendix 10- Links to Further Guidance

[EVOLVE - National Document Library](#)

[Search OEAP National Guidance](#)

[Kaddi | Places to go and things to do](#)

[EVOLVE - Guidance](#)

Policy, Planning and Approval Procedures for Educational Visits – 2019- Helpful for example risk assessments

[STAGED Approach Booklet V2](#)