



Maria Fidelis
Catholic School FCJ

Educational Trips Policy	
Committee	Curriculum
Author	Based on Camden's model policy
Ratified By Governing Body	29 June 2026
Frequency of Review	2 years
Next review Date	Summer 2028

The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Maria Fidelis Catholic School FCJ a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Maria Fidelis Catholic School FCJ:

1. Adopts the Local Authority's (LA) document: **'Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE 2026'** (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
These follow the 'School Learning Area' Operating Procedure (Appendix 1). These are entered on EVOLVE by the visit leader under 'Local Area Visit' and submitted to the EVC for checking and approval.
- 2. Other non-residential visits within the UK that do not involve an adventurous activity e.g. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader under 'Visit Form' and submitted to the EVC for checking. The EVC then submits to the Head for approval.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These follow 2. above, but the Head then submits the visit to the LA for approval.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

The Educational Visits Coordinator (EVC) is the School Business Manager, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Headmaster has responsibility for authorising all visits, and for submitting those that are overseas, residential or adventurous to the LA for approval.

The Governing Body's role is that of a 'critical friend'. Governors are made aware of visits through the Head Teacher's report to Full Governing Body meetings.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

The **Head of Department** is responsible for ensuring that:

- trips are planned sufficiently in advance and entered into the school calendar, avoiding clashes where possible;
- correct planning procedures are followed;
- in collaboration with the School Business Manager, appropriate risk assessments are completed and any control measures put in place (see separate guidance);
- the Visit Leader is competent to lead the planned trip and has completed all necessary paperwork;
- supervision levels are appropriate to the planned activities;
- child protection measures are in place.

Visit Leaders are required to ensure that:

- their planning follows the proper procedure;
- first aid provision is in place for the trip;
- parents receive all relevant information in a letter and, for overseas or other major trips, by holding a meeting for parents;
- appropriate risk assessments are completed and any control measures put in place, including additional risk assessment, where appropriate, to support those with specific needs;
- students' special needs and medical requirements are cascaded down to other teachers and adult supervisors;
- any adults accompanying residential trips have been DBS checked;
- he/she carries a mobile telephone throughout their time on the school trip and the number is known to the school and other designated staff (including those on the trip);
- risks are reassessed during the trip in the light of events or situations on the ground, including stopping the visit or the activity if they think the risk to the health or safety of the students in their charge is unacceptable;
- for more hazardous activities (e.g. caving, climbing, skiing, water sports), the provider holds a licence by the Adventure Activities Licencing Regulations 2004;
- students are supervised throughout the trip in accordance with the agreed itinerary;
- records are kept of accidents or near misses;
- school rules (and/or an agreed code of conduct) are followed. Those students who fail to live up to the required standards of conduct can expect to be disciplined, which may involve exclusion from future trips. Such behaviour should be reported to appropriate Heads of Year and SLT.

Teachers and other adult supervisors are required to:

- follow the instructions of the Visit Leader and help with control and discipline;
- do their best to ensure the health and safety of everyone in the group;
- notify the Visit Leader if concerned about the health or safety of students at any time during the visit;
- in the absence of the Visit Leader, consider stopping the visit or the activity if they think the risk to the health or safety of the students in their charge is unacceptable.

Parents are expected to:

- complete the blanket consent at the start of the academic year for visits/activities which take place during the school day and within the School Learning Area;
- complete an additional consent form for other visits/activities;
- provide to Visit Leaders all relevant information (including medical information) which may be needed to protect the welfare of their child(ren);
- provide accurate contact details to Visit Leaders, in case of emergency;
- ensure that their child is provided with all necessary clothing, documentation (e.g. passports or visas) and medication that may be needed for the trip.

Pupils are expected to:

- behave in an appropriate manner and follow the instructions of the Visit Leader and other teachers or adult supervisors at all times;
- comply with the school behaviour policy and promote the school values throughout the trip; do their best to ensure the health and safety of everyone in the group;
- let one of the adults know if there is anything they are worried about.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- relevant experience;
- previous relevant training;
- the prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency; and
- knowledge of the pupils, the venue, and the activities to be undertaken.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Educational Visits Checklist

Maria Fidelis Catholic School FCJ's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Staffing

Advice on supervision ratios should be sought from the School Business Manager with responsibility of trips. In general, guidance would be:

- Day trips to establishments such as lectures, theatres and art galleries and travelling by coach/minibus: **at least one adult per 20 pupils.**
- Other day-long visits including field study courses, or if travelling on public transport with pupils aged 15 or over: **at least one adult per 15 pupils.**
- Day trips which involve travelling on public transport with pupils aged 14 or under: **at least one adult per 10 pupils.**
- Visits involving an overnight stay: **at least one adult per 10 pupils, with a minimum of two adults**
- For trips involving girls, at least one member of staff must be female.
- For visits comprising exclusively pupils aged over 17, the above numbers of adults may be reduced in appropriate circumstances, with the Headmaster's permission.
- For hazardous expeditions, higher levels of staffing, appropriate to the activity, may be required e.g. expeditions into mountain environments must be accompanied by an adult with a Mountain Leadership Certificate. This is an insurance requirement.
- Certain activities, for example, Duke of Edinburgh Award expeditions, may require different supervision arrangements; these need to be agreed in advance with the Headmaster.

Parental Consent

Separate consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. The school obtains blanket consent for these activities at the start of each year.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Associated Policies

- Child Protection and Safeguarding Policy
- Health and Safety Policy and Appendices
- Behaviour Policy
- First Aid Policy
- Staff Code of Conduct
- Equalities Policy
- Administering Medicines Policy

No contracts may be signed with tour organisers, letters sent to (or money taken from) parents, before the Headmaster has authorised the trip via Evolve.

Appendix 1 – School Learning Area

General

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

These visits/activities:

- do not require parental consent (they are covered by the blanket consent obtained at the start of the year)
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- should be recorded on EVOLVE

Boundaries

The School Learning Area is everything within a 1.5 mile radius of the school (as shown on the map on the following page). This area includes, but is not limited to, the following venues:

- The British Library
- Euston, King's Cross and St Pancras Stations
- Regent's Park
- The British Museum
- The Crick Institute
- Camden Town
- Islington
- Regent's Canal

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

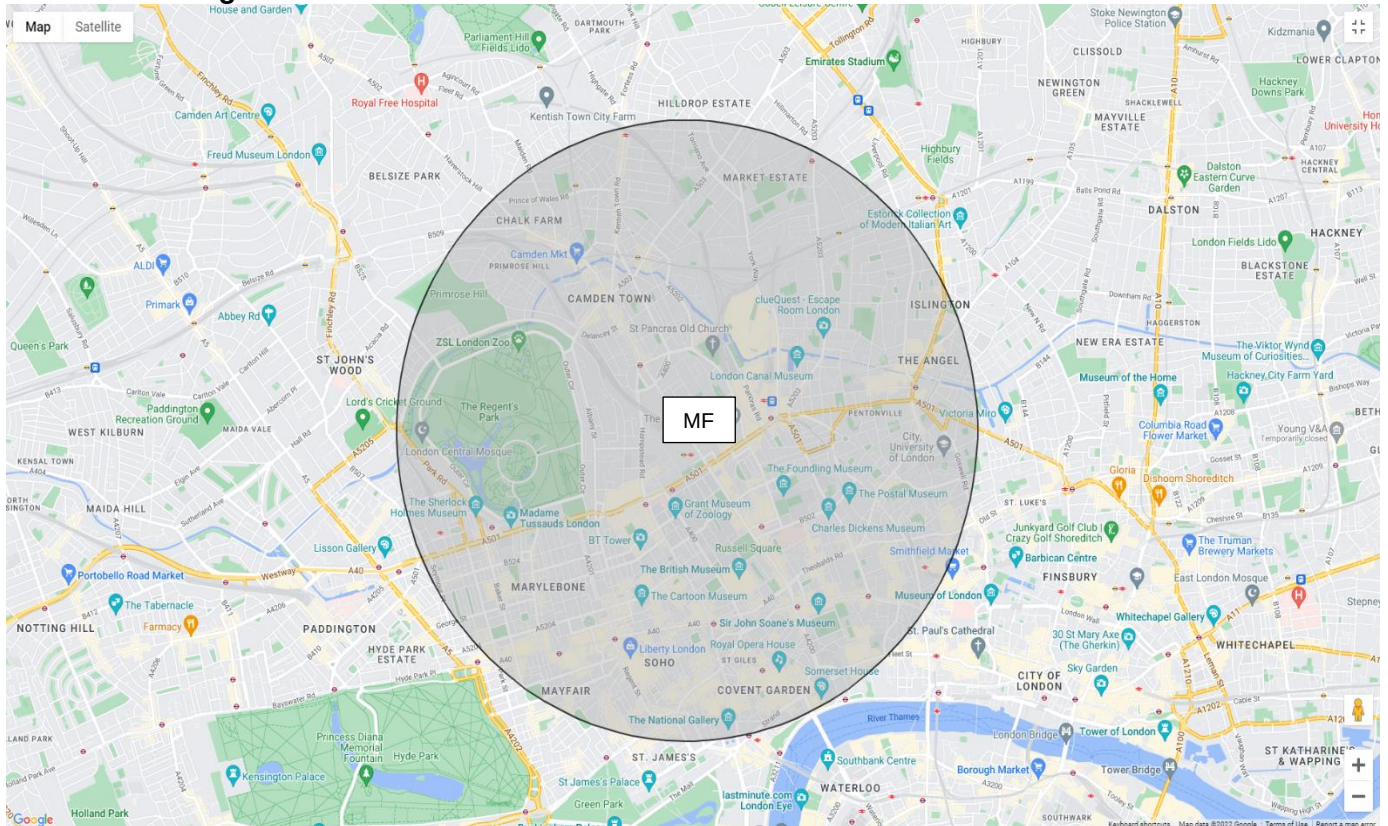
- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The concept and Operating Procedure of the 'School Learning 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.
- 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.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.

School Learning Area



Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card (*Available via www.oeap.info*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.