

Educational Visits Policy

November 2025

1	Summary	Educational Visits Policy			
2	Responsible person	Director of Safeguarding and Inclusion			
3	Accountable ELT member	Kate Hewson/Rebecca Smith			
4	Applies to	All staff			
5	Trustees and/or individuals who have overseen development of this policy	Rebecca Smith Aimee Bedford			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	N/A			
7	Ratifying committee(s) and date of final approval	Exec Team (via Whiteboard meeting) 09.02.26 (CP amendments)			
8	Version	1.0			
9	Available on	Every	Y	Trust Website Academy Website Staff Portal	N Y N
10	Related documents (if applicable)	N/A			
11	Disseminated to	All Staff			
12	Date of implementation (when shared)	December 2025			
13	Date of next formal review	November 2026			
14	Consulted with Recognised Trade Unions	N/A			
15	Adopted by Ethos Academy Trust following consultation	N/A			

Summary of Changes

Date	Version	Action	Summary of changes
17/11/2025	1.0	Creation of Trust policy	Re-write of original documentation

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1. Introduction

The Trust aims to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for adult life. The Trust recognises the value and importance of learning outside the classroom and encourages staff to organise educational visits that enrich the curriculum and enhance the learning and development of our pupils. Educational visits are a valuable part of any child's experience in school, providing meaningful and relevant opportunities to enhance, enrich or deliver the curriculum in a setting outside of the academy grounds or normal classroom environment.

These visits may include, for example:

- Visits to places of interest in the local area
- Day visits to places such as museums and other cultural and educational institutions
- Sporting activities
- Adventurous and recreational activities
- Residential trips organised by the school

As these visits can enrich the curriculum or in some cases provide a vehicle through which to deliver the curriculum in a new and exciting way. Educational visits are encouraged both by the DfE and the local authority councils where our academies are based.

1.1 Purpose of Policy

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy should be read in conjunction with a schools standard operating procedure for educational visits.

2.0 Lines of Responsibility

Head Teacher/Head of School

The head teacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits coordinator and themselves, have received any necessary training
- Making clear what is a local and regular visit in terms of distance from school, shown on a map in the appendices and included in the school's standard operating procedures of trips and visits

The Educational Visits Co-ordinator

The EVC's role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Deliver visit leader training to all staff
- Approve local area visit risk assessment and visits
- Ensure all necessary staff have access and training on the use of Evolve/PlumSum
- Assess the ability of other staff to lead visits and ensure there is a suitable trip lead for each visit
- Assess outside activity providers
- Work collaboratively with the head teacher/head of school when approving trips
- Access the necessary training, advice and guidance including refresher training every 3 years
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

The Visit Leader

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, considering the health and safety risks to pupils, staff and volunteers following a pre-visit, where appropriate
- Obtain permission for the trip from the academy Head Teacher/Head of School and, where appropriate, from the local authority through the system of choice for school, either Evolve or Plumsum.
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including coordinating any additional support needed
- Ensure risk assessments plans are written, submitted and approved, where necessary
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to fulfil their roles while being responsible for pupils and others
- Make a record of any 'near misses or incidents, and follow up with staff, pupils, parents or visit staff as appropriately. These should be then logged on schools' system, as necessary
- Ensure appropriate insurance has been checked for all parties

The Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the correct way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all local, regular offsite visits from SLT
- Complete visit leader training in school
- Be aware and have read required risk assessments
- Communicate with parents and carers, as necessary, and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Help manage pupil's behaviour and expectations as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate
- Following the visit, record any 'near misses' or incidents on schools' systems where necessary

Parents and Carers

Parents and carers agree that pupils can take part in local, regular offsite visits to develop their life skills through signing the parent/carer agreements. For visits that are not regular, local visits parents and carers will be informed prior to the visit. Parents and carers will give further written consent and documentation for visits out of school hours/residential visits.

Any parents volunteering to attend educational visits to support their child will agree to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip leader or other staff present as soon as possible
- Make sure pupils under their supervision act safely and appropriately, and raise any issues with staff as soon as possible

Pupils

The school's Behaviour and Relationships policy also applies to all educational visits. Pupils will always be reminded of behaviour expectations before going offsite for a visit and will be expected to uphold the same expectations as onsite. All pupils will be given the opportunity to access educational visits and their personal risk assessments will reflect this, however on some occasions for the safety of the pupil, their peers and staff it may be appropriate for pupils to remain on site.

3.0 Visit objectives

4.0 Equal Opportunities

The Visit Leader will follow the Trusts equal opportunities policy. Wherever possible *reasonable adjustments* should be made to ensure all pupils have equal opportunities to undertake activities, however, the health and safety of the group or individuals cannot be compromised.

5.0 SAFEGUARDING

The safety and welfare of children is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the Visit Leader should follow the Trust's safeguarding policy and procedures. All staff and volunteers on the trip should be made aware of these before the trip or activity takes place.

Arrangements should be in place to enable contact with the school's Designated Safeguarding Lead outside normal school hours if necessary. Contact details should be communicated to all staff/volunteers on the trip (as well as the Visit Leader) in case the safeguarding concern is about the Visit Leader.

6.0 Risk Assessments and Authorisation

Risk assessments will be in place for all visits. These will be completed using the school's risk assessment template (see appendix 1a,b,). Existing risk assessments or those provided by the destination itself might also be used to support this process.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination. See the table below for further information.

Nature of Visit	Type of Form	Approved by	Recommended Timescale
Regular Visits - visits that take place on a regular basis throughout the year and are low in risk e.g. visits to local parks, shops, supermarkets and local walks	Local area risk assessment form with annual review (Appendix 1b) Map showing the boundary of 'local area' for visits	EVC/Head Teacher	Risk assessment already in place. Discussion with SLT prior to leaving site.
Non-Regular Day Visits - one-off or occasional visits e.g. day visit to York Minster/Scarborough Sea Life Centre/Flamingo Land/offsite	Offsite risk assessment and chosen system authorisation	EVC and Head Teacher	Risk assessment completed and chosen system authorisation sought at least 1 week in advance of the visit.

Sport and Forest school sessions			Nurturing inclusive learning communities
Residential Visits - visits that involve one or more nights away from home in UK.	Offsite risk assessment and chosen system authorisation	Internally - EVC and Head Teacher Externally – by Emergency Planning Team at the Local Authority Council or Designated officer in an organisation	Risk assessment completed and chosen system authorisation sought at least 3 weeks in advance of the visit.
Enhanced Risk Activities Visits - all day visits, regular or otherwise, or residential visits that involve hazards that are significantly different or more serious eg near open water, remote locations or working at height	Offsite risk assessment and chosen system authorisation	Internally –EVC and Head Teacher Externally – by Emergency Planning Team at the Local Authority Council	Risk assessment completed and chosen system authorisation sought at least 3 weeks in advance of the visit.

7.0 Emergency Procedures

Visit Leaders should be aware of what to do in the case of an emergency. The academy emergency procedures are detailed in the Emergency Plan (stored centrally for staff on the academy's MIS system/network and shared via email) and a checklist can be found in Appendix 2.

Appendix 1 –

Risk Assessment - Template and Guidance

Guidance

A risk assessment is required for activities where there are health and safety risks to staff, students or visitors.

The purpose of the assessment is to identify what needs to be done to control health and safety risks.

To do a risk assessment, you need to understand what might cause harm to people and decide whether you are doing enough to prevent that harm. Once you have decided that you need to identify appropriate and sensible control measures.

The risk assessment template below will help you to identify the risks and decide upon suitable mitigations (actions to reduce the likelihood of the risk occurring).

Start by:

1. Identifying what can harm people
2. Identifying who might be harmed and how
3. Evaluating the risks and decide upon appropriate controls

Once approved, the completed assessment must be added to Every by Health and Safety Leads and made accessible to all applicable staff.

Remember to update your assessment annually (or if there are any changes to risks or mitigations associated with the activity, or following an incident)

If you need any support completing the assessment below, please contact your school health and safety lead in the first instance.

Appendix 1 a – Generic Offsite Risk Assessment

RISK ASSESSMENT

SCHOOL NAME:				
Activity / Environment Description: Generic Offsite Risk			Date of Assessment:	
Assessed by (name):			Date of Review:	
Details/Background to Risk Assessment: This risk assessment is designed to highlight and mitigate any risks that might occur while taking part in an offsite activity. Activity specific risk assessments should also be considered for more risky activities. Staff should contact SLT to seek support and advice, where appropriate, in the case of an event occurring.				
Ref No	Hazard	Who is at risk? (students, staff, visitors)	Control Measures	Comments and Actions
1	Adverse weather conditions (heat, cold, snow, ice, fog etc.)	Students & Staff	<ul style="list-style-type: none"> The weather forecast will be checked prior to the visit. Staff will ensure all individuals on the visit are wearing appropriate clothing for the weather conditions prior to departure. Appropriate resources will be available to cater for the welfare of individuals i.e. sun cream, drinking water, etc. Contingencies will be in place for adverse weather conditions i.e. change to location, cancellation, etc. 	
2.	Adults and young people becoming lost or separated from the group	Students & Staff	<ul style="list-style-type: none"> Regular head counts will be undertaken. Staff supervision is appropriate according to the needs of the young people. Clear instructions will be given to young people on behaviour and conduct. 	

			<ul style="list-style-type: none"> Appropriate staffing to student ratio to ensure that all students are safeguarded. Safeguarding procedures to be followed by staff if a student becomes separated from the group 	
3	Accident, injury and ill health		<ul style="list-style-type: none"> The Visit Leader has considered the need for and access to qualified first aiders. Pre-checks of venue/destination will be undertaken (where appropriate). Clear instructions will be given to young people on behaviour and conduct. Dynamic risk assessments will be undertaken once at location (if appropriate). All visit staff are familiar with accident and emergency procedures. All visit staff are aware of the pre-existing health conditions for individuals on the visit. Medication is available and will be administered according to instructions (if appropriate). A mobile phone will be available on the visit for use in emergencies 	
4	Injury due to travel and transport arrangements		<ul style="list-style-type: none"> Regular head counts will be undertaken. Seatbelts will be worn. Staff supervision is appropriate according to the needs of the young people. Route planning has been undertaken prior to the visit. Vehicles are in roadworthy condition. Drivers have appropriate driving license categories and experience. General road safety protocol will be followed e.g. safe crossing points, using pavements, high visibility clothing, etc 	

5	Safeguarding young people (including medical needs and support for special educational needs)		<ul style="list-style-type: none"> Medication will be available and will be administered according to instructions (if appropriate). Staff supervision is appropriate according to the needs of the young people. Staff responsible for young people with special educational needs are competent to fulfil their supervisory responsibilities. 	
6	Young people's behaviour		<ul style="list-style-type: none"> Staff supervision is appropriate according to the needs of the young people. Clear instructions will be given to young people on behaviour and conduct Behaviour policy to be followed at all times Appropriate staff to student ratio Any individual risk assessments to be followed 	

Overall Risk Rating: Detail your overall assessment of the risk.

Low/Medium/High

Conclusions:

Action Plan To Improve Mitigations:

Reference Number	Action for reference no:	Person Responsible	Level of priority

Appendix 1b – Local Area Risk Assessment

RISK ASSESSMENT

SCHOOL NAME:				
Activity / Environment Description: Local Area			Date of Assessment:	
Assessed by (name):			Date of Review:	
Approved by (name):				
Details/Background to Risk Assessment: To ensure safety in the local area Please see separate risk assessments for individual activities. To be reviewed, when necessary, otherwise annually.				
Ref No	Hazard	Who is at risk? (pupils, staff, visitors)	Control Measures	Comments and Actions

	Road Traffic	Pupils, Staff	<ul style="list-style-type: none"> • Staff supervision at all times; • Use pedestrian crossings; • Maintain high staff-to-student ratio; • Conduct pre-walk briefing on road safety, including safe crossing techniques and awareness of traffic signals. 	<ul style="list-style-type: none"> • Plan routes avoiding busy roads and junctions; • Assign staff to lead and tail positions for group control; • Rehearse crossing procedures before departure where necessary.
2	Strangers / Public Interaction	Pupils	<ul style="list-style-type: none"> • Staff remain close to pupils at all times; clear boundaries set for interaction; • Pupils briefed on stranger danger and appropriate responses; • Maintain visual contact throughout. 	<ul style="list-style-type: none"> • Designate safe meeting points; • Train staff in safeguarding protocols and escalation procedures; • Avoid isolated areas.
3	Weather Conditions – Heatstroke, Hypothermia	Pupils, Staff	<ul style="list-style-type: none"> • Check weather forecast before trip; • Ensure pupils wear appropriate clothing for conditions; • Cancel or reschedule if severe weather predicted; monitor temperature and hydration needs. 	<ul style="list-style-type: none"> • Carry sufficient water and sun protection (hats, sunscreen); • Prepare wet weather contingency plan; • Provide shelter options during extreme conditions; monitor pupils for signs of heat or cold stress.
4	Slips, Trips, Falls	Pupils, Staff	<ul style="list-style-type: none"> • Route checked for hazards such as uneven surfaces, potholes, or debris; 	<ul style="list-style-type: none"> • Have access to a first aid kit;

			<ul style="list-style-type: none"> • <small>Nurturing inclusive learning communities</small> Pupils instructed to walk carefully; • Ensure suitable footwear is worn. 	<ul style="list-style-type: none"> • Assign staff to monitor high-risk areas; • Brief pupils on safe walking practices; • Avoid routes with steep gradients or slippery surfaces.
5	Medical Needs	Pupils, Staff	<ul style="list-style-type: none"> • Medical information reviewed prior to trip; • Required medication carried by staff; • Staff trained to administer medication if necessary; • Emergency contacts readily available. 	<ul style="list-style-type: none"> • Ensure staff hold current first aid certification; • Carry allergy action plans; • Identify nearest medical facilities; • Maintain communication with base in case of emergency.
6	Vehicles	Pupils, Staff	<ul style="list-style-type: none"> • Participants will be asked and supported to use the pedestrian walkways where available • Staff to ensure of road safety 	<ul style="list-style-type: none"> • Expectations will be explained to pupils with regards to using road safety.
7	Behavioural Incidents – Absconding or aggression	Pupils	<ul style="list-style-type: none"> • Individual risk assessments completed for pupils with behavioural challenges; • Staff trained in de-escalation techniques; • Clear expectations communicated before departure. 	<ul style="list-style-type: none"> • Increase staff ratio for high-risk pupils; • Assign staff to monitor behaviour; • Establish safe spaces for regulation;; • Carry communication devices for rapid support.
8	Playground Equipment - Falls	Pupils	<ul style="list-style-type: none"> • Staff supervise closely during playground use; • Pupils briefed on safe use of equipment; • Visual inspection of equipment before use. 	<ul style="list-style-type: none"> • Avoid damaged or wet equipment;

			<i>Nurturing inclusive learning communities</i>		
					<ul style="list-style-type: none"> • Limit numbers on high-risk apparatus; • Rotate groups to prevent overcrowding; • Intervene promptly if unsafe behaviour observed.
9	Playground Surface – Hard or uneven ground	Pupils	<ul style="list-style-type: none"> • Check playground surface for hazards such as broken glass or sharp objects; • Encourage safe play; monitor for trip hazards. 	<ul style="list-style-type: none"> • Avoid areas with poor surfacing; • Avoid off unsafe zones; • Report hazards to local authorities; 	
10	Injury due to travel and transport arrangements	Pupils, Staff	<ul style="list-style-type: none"> • Regular head counts will be undertaken. • Seatbelts will be worn. • Staff supervision is appropriate according to the needs of the young people. • Route planning has been undertaken prior to the visit. • Vehicles are in roadworthy condition. • Drivers have appropriate driving license categories, experience and training. 	<ul style="list-style-type: none"> • General road safety protocol will be followed e.g. safe crossing points, using pavements, high visibility clothing, etc • Vehicles to be checked regularly 	

Overall Risk Rating: Detail your overall assessment of the risk.

[Low/Medium/High]

Action Plan To Improve Mitigations: Staff during the session .

Reference Number	Action for reference no:	Person Responsible	Level of priority
5	Medical information will be shared and updated, when necessary		High
7	Update individual risk assessments for high-risk students. Assign additional staff for students with absconding risk.		High
1, 5, 7, 8	Ensure all staff carry charged mobile phones and have emergency contacts saved.		High
3	Stock sun protection and rain gear for pupils		Medium
10	Vehicles to be checked regularly		Medium

APPENDIX 2 -

EMERGENCY PLAN CHECKLIST

Action to be taken by leader in the event of a serious incident, accident or death:

- Ascertain the nature and extent of the emergency.
- Protect the party from further injury or danger and ensure all party members are accounted for.
- Assess and remove danger as far as possible (e.g., turn off electrical power if necessary).
- Give First Aid to Casualties (Airways, Breathing, Circulation etc).
- Telephone 999 and ask for appropriate emergency service. May need to move to get signal coverage.
- State your name, location (6 figure grid reference if possible) and time and nature of emergency.
- Telephone head teacher and LA/Chosen company for acting as consultant for visits assurance
- Give nature, time and location of incident.
- State action taken so far.
- State the names of individuals involved, the extent of injuries and where they are now located.
- Remove party to secure accommodation and ensure they are under the care of a staff member who will protect them from media attention.
- Restrict pupil access to telephones – including mobiles.
- DO NOT MAKE ANY STATEMENT TO THE MEDIA – direct media to the Trust Central Team or LA press officer.
- Complete the relevant accident reporting forms.

Appendix 3 – Standard Operating Procedure for Schools

Standard Operating Procedure For Educational Trips and Visits

[ACADEMY NAME]

In conjunction with:

- Educational Trips and Visits Policy
- Health and Safety Policy Guidelines

RATIONALE

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of **[Academy Name]** as a successful academy. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

PURPOSE

1. To ensure that every pupil can benefit from education visits.
2. To ensure all visits are safe, purposeful and appropriate to meet educational needs of pupils taking part.
3. To enable the school to identify appropriate functions, responsibilities, training, support and monitoring for all AAB members, Principals, staff, helpers, pupils and providers involved in education visits.
4. To comply with Ethos Academy Trusts Educational Visits Policy
5. To meet DfES guidelines (2018) entitled 'Health and safety on educational visits'.
6. To ensure, where appropriate, further advice is sought from competent personnel.

BROAD GUIDELINES

Key Point – These guidelines can be captured simply in four words:

PLAN – DO – REVIEW – RECORD

APPROVAL

- All visits are linked to the academy aims and where possible planned and approved well in advance in accordance with visits planning procedures. (See visit timescales)
- After head teacher's/head of school's approval all higher risk visits including adventurous activities and residential experience will be submitted for approval
- A named Educational Visits Coordinator (EVC) will be appointed
- The EVC will identify and record with the minimum paperwork, qualifications, training, development, induction and apprenticeship arrangements for all visit leaders
- The EVC will approve visit leadership, planning checklist, risk assessment, management and evaluation of all visits.
- There will be a named visit leader (and where appropriate, deputy) on all visits.

- The visit leader will ensure sufficient staff and helpers of the right experience are checked (DBS if appropriate) and briefed throughout the visit.
- The visit leader will ensure risk assessment and management including generic, site specific and ongoing are undertaken and recorded.
- The visit leader will ensure Best Value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed.
- Visit leaders will ensure a named person, emergency procedures and systems for recording and sharing information on accidents and near misses are in place before briefing pupils and parents.
- Visit leaders will, where possible, undertake exploratory visits or seek references from other academies if using new venues.

PARENTS

- Parents will be given sufficient written and other information about all visits to make informed decisions and give written consent, medical and contact details.
- Where appropriate for high risk and residential, meetings with parents will be arranged.
- Expectations of behaviour and codes of conduct will be explained to parents. This will include the need to meet the cost and plan for collecting children in certain circumstances.

PUPILS

- Pupils should be briefed about aims, expectations and codes of conduct for all visits. Ongoing briefings are an important part of learning and safety.
- Where possible pupils should be involved with planning, developing codes of conduct, assessing/managing risk and evaluating their own attitude, behaviour, development and learning.

VISIT TIMESCALES AND DELEGATED LEVELS OF AUTHORISATION

Nature of Visit	Type of Form	Approved by	Recommended Timescale
Regular Visits - visits that take place on a regular basis throughout the year and are low in risk e.g. visits to local parks, shops, supermarkets and local walks	Local area risk assessment form with annual review (Appendix 1b) Plus: Map showing the boundary of 'local area' for visits	EVC/Head Teacher	Risk assessment already in place. Discussion with SLT prior to leaving site.
Non-Regular Day Visits - one-off or occasional visits e.g. day visit to York Minster/Scarborough Sea Life Centre/Flamingo Land/offsite sport and forest school sessions	Offsite risk assessment and chosen system authorisation	EVC and Head Teacher	Risk assessment completed and chosen system authorisation sought at least 1 week in advance of the visit.
Residential Visits - visits that involve one or more nights away from home in UK.	Offsite risk assessment and chosen system authorisation	Internally - EVC and Head Teacher Externally – by Emergency Planning Team at the Local Authority Council or	Risk assessment completed and chosen system authorisation sought at least 3 weeks in advance of the visit.

Enhanced Risk Activities Visits - all day visits, regular or otherwise, or residential visits that involve hazards that are significantly different or more serious eg near open water, remote locations or working at height	Offsite risk assessment and chosen system authorisation	Designated officer in an organisation	Nurturing inclusive learning communities
		Internally –EVC and Head Teacher Externally – by Emergency Planning Team at the Local Authority Council	Risk assessment completed and chosen system authorisation sought at least 3 weeks in advance of the visit.

CONSENT FORMS

All visits should have appropriate parental consent, which should always be readily/easily available to visit leaders. For data protection consent forms/signatures should be stored for 6 months.

CONCLUSION

Although part of health and safety policy and educational visits are an integral part of the curriculum plan and strategies for learning. It should be closely linked to equal opportunities, special needs, policies for inclusion and staff development.

