Educational Visits Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

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CONTENTS

1 INTRODUCTION 3
2 STATEMENT OF INTENT 3
3 AIMS OF THE POLICY 3
4 BENEFITS OF EDUCATIONAL VISITS 3
5 POLICY SCOPE 4
6 RESPONSIBILITIES 4
7 MANAGEMENT AND PROCEDURES 9
8 VISITS ABROAD 12
9 EXTERNAL PROVIDERS 13
10 ADVENTUROUS ACTIVITIES 13
11 RISK ASSESSMENT 13
12 OBTAINING PARENTAL CONSENT 15
13 FIRST AID 15
14 SAFEGUARDING REQUIREMENTS 16
15 USE OF PRIVATE VEHICLES 16
16 FINANCE 16
17 PROVISION OF FOOD AND DRINK ON SCHOOLS TRIPS 17
18 MONITORING AND REVIEW 17

Related Policies and Documents

- Charging and Remissions Policy
- Data Protection Policy and Procedures
- IT & Communications Systems Policy (which includes online safety)
- Public Sector Equality Duty Policy
- Safer driving policy
- Safeguarding and Child Protection Policy and Procedures
- Service Level Agreement for educational visits support between CLP schools and the relevant Local Authority (where applicable)

1 INTRODUCTION

1.1 Coastal Learning Partnership (CLP) seeks to provide all pupils with rich, varied educational experiences. A broad and balanced curriculum aims to promote all pupils' spiritual, moral, cultural, mental and physical development. CLP recognises that activities which take place outside of the classroom, and educational off-site visits in particular, have great potential to enrich learning and broaden pupils' experiences, provided they are conducted within a safe and healthy environment.

1.2 CLP believes that all pupils should be able to experience the world beyond the classroom safely, regardless of their social background, race, gender, age, ability, aptitude and circumstances. In implementing this policy, all staff must take into account other relevant policies, including the Public Sector Equality Duty Policy. Organisers and leaders of off-site educational visits will make reasonable adjustments to include participants who have a disability. CLP staff will ensure that practical measures are in place to include pupils with special educational needs, disabilities or medical conditions. These pupils will have, wherever possible, the same learning opportunities as other pupils.

2 STATEMENT OF INTENT

2.1 It is the intention of the Trust Board of CLP that that all appropriate steps will be taken to meet statutory requirements, recognised codes of practice and guidance in establishing a safe and healthy environment on school visits.

2.2 The overall high quality of planning and leadership of off-site educational visits will be evident in the contribution these activities will make to the pupils' overall learning experiences.

2.3 Schools will ensure that all members of staff and volunteers who participate in educational visits have the training, information, skills and/or experience to organise and manage these activities safely.

2.4 Schools will also ensure that all members of staff know that they have a duty to take reasonable care to avoid injury to themselves and others and to co-operate with the management and with each other to ensure statutory duties and obligations are fulfilled.

3 AIMS OF THE POLICY

3.1 This policy aims to:

- Set out the Trust Board's requirements for managing and running educational visits;
- Make clear the aims and objectives that underpin educational visits and off-site activities;
- Give guidance on the procedures for ensuring suitable and sufficient risk assessment;
- Indicate who is responsible for what;
- Ensure that every pupil has the opportunity to benefit from educational visits.

4 BENEFITS OF EDUCATIONAL VISITS

4.1 Every educational visit must have clear aims and objectives. CLP's general aims and objectives for educational visits are to contribute in the following ways:

- Support the curriculum;
- Enhance teaching and learning;
- Provide experiences outside the scope of the normal curriculum;
- Enable pupils to learn a variety of new skills;

- Develop self-confidence, self-reliance, maturity, awareness and a sense of responsibility;
- Encourage pupils to work cooperatively with others;
- Reinforce the development of social and personal skills in new situations;
- Encourage a strong sense of community;
- Encourage self-assessment and the benefits of a healthy lifestyle and personal fitness.

5 POLICY SCOPE & EXTERNAL SUPPORT AND GUIDANCE

5.1 For the purposes of this policy, educational visits refer to all learning experiences which are provided for pupils away from the school grounds, including residential venues.

5.2 This policy does not relate to learning activities outside of the classroom but contained within the school grounds. Such activities may well require their own risk assessment – especially any activities which could be deemed as higher risk – and this will be part of the school's normal risk assessment processes.

5.3 The Outdoor Education Advisers Panel (OEAP) has produced the National Guidance for Learning outside the Classroom. This guidance offers comprehensive information, tools and resources on organising educational visits and adventurous activities. It is recognised by the Department for Education (DfE) and the Health and Safety Executive (HSE).

5.4 CLP schools will have a subscription providing access to EVOLVE*visits*, an online system for the planning, approval and management of educational visits. Where the Local Authority offers an LA-wide subscription for best value, schools will subscribe in that way; otherwise, schools will subscribe directly.

The online system provides:

- Advice and support to ensure the planning and organising of educational visits meets national and local guidance and standards (including guidance, policies and procedures, legal requirements, the purpose of the visit, risk benefit analysis, risk assessment, evaluation and monitoring)
- Guidance which provides a framework for planning educational visits, together with template forms and guidance on how to complete them. It also provides details of who to contact for help and support, as well as other useful documents and resource information
- Educational Visits Co-ordinator Training and Networks and notification of updates to guidance
- A mechanism through which all educational visits can be reviewed, assessed and approved (approval process set out in section 7).

5.5 With this online system in place, all CLP schools will use the guidance, materials, templates and tools provided by this service in its planning of all educational visits.

6 RESPONSIBILITIES

6.1 CLP Trust Board

6.1.1 The Trust Board recognises its responsibility for ensuring that adequate policies and sufficient resources are in place so that its schools can fulfil the obligation to keep staff and pupils safe during educational visits. It will observe the responsibilities as set out in the Management of Health and Safety Regulations 1999.

6.1.2 **The Trust Board will:**

- Ensure that there is an effective and enforceable policy for the provision of effective, valuable and safe educational visits throughout CLP schools and that it is implemented;
- Provide guidance on the financial management procedures to be used;

- Determine the Charging and Remissions Policy for CLP schools;
- Support schools in any emergency situation, including ensuring that sufficient support is provided in terms of handling the media;
- Periodically review the effectiveness of the policy and ensure that any necessary changes are made;
- Provide guidance on quality and safety aspects of off-site activities by ensuring that schools have access to an appropriate body which can advise on health and safety matters generally and specifically support schools in planning educational visits

6.1.2 **The Chief Finance Officer (CFO)**

The CFO will ensure that the Trust's financial plan provides sufficient resource to fund all schools' EVOLVE*visits* subscriptions.

6.2 **The Local Governing Body:**

6.2.1 The Local Governing Body is responsible for all educational visits that are planned and carried out by its school. The Local Governing Body will:

- Ensure that it is aware of the educational visits that are undertaken by its school and that it agrees to the educational purpose of them;
- Ensure that the school appoints an Educational Visits Coordinator (EVC);
- Ensure that relevant staff are familiar with the requirements of the appropriate legislation and codes of practice;
- Ensure that its school uses the agreed arrangements for approval of activities described in paragraph section 7.

6.3 **The Headteacher**

6.3.1 Headteachers must:

- Appoint an Educational Visits Co-ordinator (EVC) who must be specifically trained and competent;
- Be consulted/informed about all offsite visits. The Headteacher's status report should refer to educational visits to keep Local Governors informed;
- Ensure that the school's subscription to EVOLVE*visits* is in place;
- Check there is an appropriately competent leader for each planned visit. The Headteacher and EVC should make a judgement on a member of staff's competence and suitability to lead EVs. They must check that the leader of any offsite party has:

  - Relevant leadership qualities;
  - Access to all materials provided through EVOLVE*visits*;
  - Relevant experience;
  - Undertaken risk assessments in sufficient time ahead of the visit to allow all stakeholders to review and consider as necessary, and other planning according to agreed arrangements;
  - Has received induction/training by a member of staff, usually the EVC. They might also have attended a recognised Offsite Visit Leaders training course.

- Ensure there is a Code of Conduct/Behaviour Contract in place for Educational Visits which must explain the sanctions in place and the consequences if there is a serious breach, including the need for the parents/carers to collect the pupil at their own expense;
- Ensure that the school has clear plans in place in case of an emergency or critical incident during offsite learning. These should be discussed and reviewed by staff;

- Ensure that there is a school emergency contact person who is available at all times during the offsite activity and has authority to make significant decisions and implement the emergency procedures;
- Ensure the emergency school contact person has access to all the information for a visit. This is particularly important during out of school hours and holidays;
- Ensure all staff are made aware of and understand the school's emergency procedures;
- Establish a procedure to ensure that parents are informed quickly about incident details through the school contact, rather than via the media or pupils;
- Ensure procedures are in place to vet the quality, relevance and safety of each proposed EV;
- Ensure procedures are in place to vet and approve proposed contractors (e.g. tour operators);
- Educational visits are agreed and approved in line with agreed arrangements (described in section 7);
- Ensure that the school can be run efficiently in the absence of staff engaged in the educational visit;
- Ensure that the charging and remissions policy and appropriate procedures for financial management are adhered to;
- Ensure that educational objectives are required for each educational visit; and
- Ensure that serious incidents, accidents and near-accidents are reported and investigated.

6.3.2 It is good practice for Headteachers to:

- Delegate tasks to the EVC, having regard to the duties of the EVC outlined in section 6;
- Monitor that EVCs and Visit Leaders have complied with their roles and responsibilities;
- Make time available for the EVC to arrange for the induction and training of staff/volunteers and ensure that staff receive the induction and training that they need before a visit;
- Allocate sufficient resources to meet identified training needs, including exploratory visits and attendance at necessary courses / briefings;
- Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be known to all relevant parties;
- Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- Ensure that visits are evaluated to inform the operation of future visits and additional staff training where necessary;
- Ensure that the EVC keeps them informed of the progress of the visit and that this information is relayed to Local Governors (and to parents as necessary).

6.4 The Educational Visits Coordinator:

6.4.1 The EVC has responsibility for the day-to-day implementation of this policy and so ensure the appropriate planning and risk management of each educational visit.

The functions of the EVC are to:

- Work with the Local Governors and Headteacher to ensure appropriate educational visits operating procedures are in place;
- Have an overview of all visits taking place in order to support and help visit leaders through the planning process;
- Organise appropriate training for staff leading EVs and ensure that the school keeps appropriate training records related to EVs;
- Ensure that all visits are as inclusive as possible, making reasonable adjustments to enable all pupils to particulate as fully as possible taking into account any particular needs or disabilities and supporting visit leaders to this end;
- Work with visit leaders to ensure that planning and assessment of EVs is suitable and sufficient and follows the relevant guidance, policy and procedure;

- Ensure that educational visits are approved in line with agreed arrangements (see section 7);
- Ensure visit leaders evaluate visits for best value, plan for the future and inform risk assessment;
- Keep records of Educational Visits including the relevant forms, evaluation, reports of accidents and 'near misses';
- Review systems and monitor practice;
- Work closely with the CLP Data Protection Officer as required to promote data compliance and best practice in all aspects of trip planning (for example, when staff are required to hold parents' contact information for emergency purposes or when volunteers are provided with pupil information on the trip);
- Ensure that all pupil information/contact lists handed out to staff and volunteers are collected immediately at the end of the trip and securely destroyed;
- Engage with the required training;
- Provide regular briefings / updates for staff who are involved in planning and leading educational visits;
- Advise the Headteacher on any issues concerning the approval of visits;
- Ensure that pre-visits have taken place wherever feasible;
- Ensure that appropriate due diligence checks of proposed contractors such as tour operators are undertaken in advance of the visit;
- Ensure risk assessments are robust;
- Ensure that disclosure and barring service checks are in place as necessary for the educational visit;
- Ensure parents and relevant staff are fully informed on the arrangements for all visits;
- Ensure that for higher risk educational visits, a parents' meeting is arranged prior to the visit taking place;
- Ensure parents are informed and give consent;
- Ensure that emergency arrangements are in place for each visit.
- Undertake routine monitoring and reporting of the EVs including processes, training, evaluation and reviews

6.5 Leaders of Educational Visits

6.5.1 The leader in charge of any educational visit must be a CLP employee and approved by the school's EVC to lead the visit. They are responsible for planning and preparing the visit, and to prepare any emergency and contingency plans.

6.5.2 The leader of any educational visit has the following responsibilities:

- To ensure that the educational visit has valid educational outcomes;
- To be accountable for and competent to lead the visit, having engaged in relevant training;
- To undertake all planning in line with agreed procedures which includes:

  - To assess the risks of activities and record any significant risks;
  - To make measures to control those risks; and
  - To inform colleagues about the risks.

6.5.3 The leader of any educational visit will:

- Be fully conversant with the Partnership and school educational visits policies and procedures and ensure that staff, pupils and others comply with its requirements;
- Make themselves familiar with the requirements of health and safety legislation, codes of practice and financial regulations that are relevant to educational visits;
- Operate a high standard of data management, taking proactive measures to limit the risk of breach;
- Exercise the reasonable duty of care that a careful parent would exercise in the same circumstances;
- Ensure that appropriate assessments of the benefits and risks of any visit/activity are made in good time;

- Inform the EVC or Headteacher regarding any concerns of their own suitability or competence to lead the visit;
- Ensure arrangements are in place for the effective supervision and safeguarding of pupils for the entire visit;
- Define the roles and responsibilities of other staff and volunteers and communicate directly with any contractors
- Ensure all accompanying adults know precisely what their role is and understand that they have a responsibility to carry out that role; and
- Monitor the performance of external contractors and immediately cease activity if health, safety or welfare concerns are detected.

6.6 Other staff involved in the educational visit

6.6.1 All other staff will:

- Do what is reasonably practicable to ensure the health and safety of everyone in the group;
- Ensure that they are familiar with the Partnership and school policies and procedures related to educational visits;
- Be clear about the educational objectives of the visit;
- Attend relevant briefings;
- Understand the safety management procedures for the visit;
- Undertake any organisational tasks assigned to them that are within their competency.
- Look after their own and others' health and safety;
- Cooperate with the leader over safety matters;
- Carry out activities in accordance with training and instruction; and
- Inform the leader of any serious and immediate risks or systemic faults in risk management.

6.6.2 These duties apply to the employee and employer:

- When the work is during the working day and
- When an employee has agreed to do something for the employer which:

  - Is earlier or later than the normal working day or
  - Takes place outside the term dates (during half term or other holidays).

6.6.3 The duties apply to off-site educational visits in the UK. On visits outside the UK, leaders will be subject to foreign law, but as the overseas visits are planned and prepared in the UK the risk assessments will be subject to UK domestic law.

6.6.4 All members of staff should be concerned about any serious and immediate risk, and also about any systemic shortcomings. If the concerns cannot be settled within the staff leading the activity, all staff will be expected to stop the activity and refer the matter to the EVC or Headteacher.

6.6.5 All members of staff should operate high standards of data management and handling, maintaining a constant awareness of data breach risks and how to control them.

6.6.6 CLP recognises the right of members of staff to refuse to participate in an activity that they consider unsafe or that they are not suitably competent for. In such cases a Plan B should operate.

6.7 Volunteers

6.7.1 Many educational visits could not take place without the goodwill of volunteer helpers. Volunteers will usually be people well-known to the school, such as parents and Local Governors. Volunteers will be appointed as far in advance of the visit as possible. The school retains the right to make the final decision as to which volunteers accompany a visit as not all willing volunteers may be suitable or required.

6.7.2 Any adults on the visit/activity not employed by CLP must be suitably clear about their roles and responsibilities during the visit/activity. They must have undergone safeguarding checks appropriate to their role and the nature of the visit.

6.7.3 Volunteers must:

- Do what is reasonably practicable to ensure the health and safety of everyone in the group;
- Be clear about the objectives of the visit/activity;
- Attend relevant briefings as required;
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- Follow the instructions of the group leader (who retains overall responsibility) and school-employed staff, and help with the control and discipline;
- Speak to the group leader or school-employed staff if concerned about the health or safety of pupils at any time during the visit/activity;
- Avoid being in a situation remote from the support of the leaders or other appropriate members of staff.

6.7.4 CLP recognises the right of volunteers to refuse to participate in an activity which they consider unsafe or that they are not suitably competent for. In such cases a Plan B should operate.

6.8 Data Protection Officer

6.8.1 The CLP Data Protection Officer will:

- Advise visit leaders about how to maintain high standards of data security and confidentially during the trip planning and execution process (including ensuring that all pupil information/contact lists handed out to staff and volunteers are collected and securely destroyed);
- Advise on data issues concerning learning outside the classroom as required and will assess the severity of data breaches and respond accordingly.

7 MANAGEMENT AND PROCEDURES

7.1 Approving educational visits

7.1.1 The EVC directly approves educational visits and activities, in consultation with the Headteacher as may be required, apart from those visits which are deemed as 'higher risk'. Higher risk visits are residential visits, visits abroad and outdoor and adventurous activities which are led by school staff rather than by staff of an approved external provider. In the case of such higher risk visits, the EVC will scrutinise these visits and resolve any issues internally before seeking Local Authority approval via EVOLVEvisits. Approval for such higher risk activities should be sought from the Local Authority around eight weeks before departure, and never less than 28 days in advance. If a staff member is planning a new visit deemed as 'higher risk', the EVC will engage with the Local Authority early in the planning process to ensure that the planned venue and activities are considered suitable.

7.1.2 Staff involved in preparing educational visits and activities are expected to engage closely with their EVC throughout, from the initial idea and through detailed planning. EVCs must be aware of intended educational visits before they are asked to give their approval. The following timescales typically apply:

- Regular, local visit: submitted to EVC for final approval three weeks before date of visit

- New, local visit: submitted to EVC for final approval five weeks before date of visit
- Residential: submitted to EVC for internal approval, prior to final approval being sought from the Local Authority, eight weeks before the date of visit.

7.1.3 When planning and approving a visit through EVOLVEvisits, there is the option to identify a visit as 'local area'. Such visits require a lighter level of visit-specific risk assessment. The local area approval pathway in EVOLVEvists can be used if the following definition applies to the intended visit.

7.1.4 A local area visit is a routine educational activity undertaken within the immediate locality of the school, to locations that are well known to the school and where the risks are 'normal' (predictable and manageable through established operating procedures). Examples of local area visits might be walking to the local church or park; travelling to the local swimming pool, local sports fixtures. Such visits:

- take place within normal school hours;
- do not usually require transport other than walking (unless short, regular and routine minibus trips such as to and from a regularly used local swimming pool);
- usually require no more than 30minutes walking (or 15 minutes driving if a regularly used route)
- use routes and venues that have been previously assessed and are familiar to staff;
- involve no unusual, hazardous, or higher-risk activities;
- are led by staff who are familiar with the location and supervision requirements;

7.1.5 The following would not normally be considered a local area visit:

- visits involving coach, rail, air, or water transport;
- residential visits;
- adventurous activities;
- visits outside the defined local area boundary (more than 30 minutes walk / 15 minutes familiar drive);
- visits taking place outside normal school hours;
- visits involving significant environmental hazards (e.g. open water, remote countryside, farms, construction sites, city centres with complex traffic arrangements); or
- first-time visits to unfamiliar venues.

7.2 Exploratory Visits

7.2.1 An exploratory/reconnaissance visit must be made by any member of staff who is to lead a group abroad, or on a residential visit or in a location that is not familiar to them. CLP accepts that in some exceptional circumstances (for example, remote expeditions) a prior visit may not be possible. In such cases, the Headteacher will determine in consultation with the EVC whether the risk assessment and proposed risk controls are sufficient.

7.3 Roll Lists

7.3.1 A list of names, addresses, ages and brief medical history should always be accessible to the visit leader. The roll will also be recorded in schools and made accessible to appropriate senior members of staff. Only those individuals who are required to know this information will be permitted access (for example, lists given to volunteers will be minimised).

7.3.2 When the data is carried off site, the group leader will be mindful of potential data protection breaches and this will have been considered within the planning of the visit. The group leader will ensure correct disposal of sensitive information, collecting it all back in at the end of the trip and disposing of it as confidential waste.

7.4 Supervision

7.4.1 Duty of Care

All adults connected with a visit or activity owe an enhanced duty of care to the pupils they accompany in common law. The duty of care expected is that of a reasonable, prudent and careful parent applying his or her mind to the situation. The duty is continuous during the whole period of the visit and cannot be delegated to anyone else.

7.4.2 Delegating Responsibility

The group leader is responsible overall for the group at all times. He/she may, however, delegate supervisory roles to other adults in the group. When delegating supervisory roles to other adults the group leader should:

- Allocate supervisory responsibility to each adult for named pupils and ensure that all adults understand that they are responsible to the leader for the supervision of the pupils assigned to them;
- Ensure that each adult knows which pupils they are responsible for;
- Ensure that each pupil knows which adult is responsible for them;
- Ensure that each adult has the means to contact the group leader and/or other supervisors; and
- Ensure that each adult has knowledge of and clearly understands any relevant contingency plans.

7.4.3 Supervision can be close or remote but is always 24 hours. Supervisors are not expected to stay awake for 24 hours each day. In order that each adult supervisor gets sufficient rest, a duty roster should be arranged. It is essential that everyone involved in the visit understands the supervision arrangements and expectations.

7.4.4 Close supervision occurs when the group remains within sight and contact of the supervisor. Close supervision means that all supervisors have prior knowledge of the pupils, including any special educational needs, medical needs and disabilities. Close supervisors should:

- Carry a list/register of all group members;
- Regularly check that the entire group is present;
- Have appropriate access to first aid; and
- Ensure that each pupil knows what to do if they become separated from the group.

7.4.5 Remote supervision occurs when, as part of planned activities:

- A group of pupils work away from the supervisor but those pupils are subject to specified controls as recorded in the risk assessment;
- The supervisor is present but not necessarily nearby or directly in sight; and
- The group leader still remains responsible for students during this time, even though he or she is not in direct contact with them.

When supervision is remote:

- Groups must be sufficiently trained and competent for the level of activity to be undertaken, including how to deal with emergencies and summon help;
- Pupils should understand and accept the expected standards of behaviour;
- Pupils will be familiar with the environment or similar environments and have details of rendezvous points and times;
- Clear and understandable boundaries must be set;
- There must be clear lines of communication between the pupils, the supervisor and the school;
- The pupils should know the whereabouts of the leader/supervisor and should have a means of contacting them;
- A pupil should never be on his/her own.

- The supervisor should monitor the group's progress at appropriate intervals;
- The supervisor will be in the activity area and able to reach the group reasonably quickly should the group need support in an emergency; and
- There should be a recognisable point at which the remote supervision is completed.

7.4.6 During night time residential situations, the security of the group is of additional importance. The leader should ensure that, as far as is reasonably practicable:

- Staff (of both genders where appropriate) have sleeping accommodation on the same floor and as near as possible to the pupils' accommodation;
- Suitable and sufficient safeguarding arrangements are in place (following appropriate risk assessment) to protect both pupils and staff;
- Where hotel/hostel reception is not staffed 24 hours a day, security arrangements are in force to restrict unauthorised visitors;
- In the absence of 24 hour staffing of reception, external doors should be secured against intrusion and windows closed as necessary to prevent intrusion;
- Where possible, internal doors should be lockable but staff should have reasonable access to pupil accommodation at all times; and
- All staff and pupils should know the emergency procedures/escape routes in the event of a fire or emergency evacuation.

7.5 Data Protection

7.5.1 CLP understands that under the General Data Protection Regulation, data relating to an individual's health is sensitive and that children are classed as vulnerable individuals under data protection law. Child data disclosed and processed will be handled with the utmost sensitivity and confidentiality and in accordance with the terms of the General Data Protection Regulation. Data is minimised as much as possible (ie educational visit staff will only have with them the data which they require to ensure the smooth and safe running of the visit) and is held only for the duration of the visit and then appropriately destroyed. Every endeavour will be taken to ensure that the data is kept secure, recognising that it must also be accessible to relevant adults. The importance of diligent data security is stressed to staff and they will receive appropriate training to ensure the risk of breach is minimised.

7.5.2 If it is a requirement for the personal data of children to be transferred to third parties, a clear processing agreement will be established which details how data will be securely held, processed and disposed of by said third party and consent will be required. The guidance of the Data Protection Officer will be sought in this instance.

7.6. Training

7.6.1 The EVC must have attended an appropriate EVC Training Course. The EVC must then attend the network meetings to keep up to date. The EVC is required to attend a refresher course every three years.

7.6.2 The EVC should then provide training and support for those staff planning and leading visits.

8 VISITS ABROAD

EVOLVEvisits provides further advice and considerations when planning an educational visit abroad.

9 EXTERNAL PROVIDERS

9.1 Schools should use external providers that have been specifically assessed as suitable to deliver EV activities.

9.2 Wherever possible, the providers should be holders of the 'Learning Outside the Classroom Quality Badge' (LOtC Quality badge) obtained through the Council for Learning Outside the Classroom accreditation scheme. The badge gives assurances of good and safe learning and should expedite the school's internal approval process. Group leaders must still ensure the provider is suitable for the group's requirements.

9.4 Although detailed risk management questionnaires do not necessarily need to be sent to a LOtC Quality Badge provider, they should still cooperate with the school in any pre-visit checks and questions.

9.5 CLP group leaders are not restricted to using LOtC Quality Badge providers. If a provider does not hold the badge, the EVC will require the provider to complete an OEAP Provider statement form. This form ensures that providers have correct and robust arrangements in place, such as in relation to insurance, health and safety, risk assessments and safeguarding. The EVC must be satisfied with the information provided before proceeding with the provider, with agreement from the Headteacher. The school will take advice if uncertain.

9.6 The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

9.7 In all cases, the group leader must assess any likely risks posed by the members of the group. External providers cannot do this on behalf of the school.

9.8 Group leaders should check the Council for Learning Outside the Classroom website for details of the badge scheme.

10 ADVENTUROUS ACTIVITIES

10.1 CLP policy is that activities of a more adventurous nature should be arranged through a specialist provider, and where required by the statutory Adventurous Activities Licensing Regulations 2004, a provider who holds a current AALA Licence. These kinds of activities should be identified and risk assessed as part of the visit beforehand. Staff managing or leading visits must not decide to add such activities during the trip. Schools should take particular care when using swimming pools and other water leisure activities which may not have a trained lifeguard. The Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming, and further advice can be obtained via EVOLVE*visits*.

10.2 Occasionally a member of staff may have the qualifications and experience to lead a self-organised visit, but approval is required by the Headteacher, in consultation with the EVC.

11 RISK ASSESSMENT

11.1 CLP staff are expected to follow the guidance for risk assessment as provided by EVOLVE*visits*.

11.2 Risk assessments should be completed by the leader of the visit and reflect the level of risk. The government advice is that school staff should use common sense in deciding whether the assessment needs to be written. CLP expects all educational visits to have written risk assessments. The Headteacher in conjunction with the EVC will determine which assessments can be used as generic risk assessments and which are specific and need to be repeated for each visit/activity.

11.3 A simple 'Risks assessed/None significant' can be recorded for low level or minor risks.

11.4 More complex activities may have significant hazards, which staff will have to avoid or mitigate with proportionate risk management.

11.5 There are three types of recognised risk assessment:

1. Generic: This will usually be prepared by the EVC and with the approval of the Headteacher. This covers activities/venues which the school frequently uses. Generic risk assessment will always be written and recorded.
2. Visit-specific: These assessments address the specific visit, the venues used, activities conducted and the needs of your particular group. They might show how an activity can be modified to suit, for example, a disabled student. These will normally be written and recorded.
3. On-going: These assessments will be done during the visit/activity by Group Leaders. They will take account of changing environment/conditions/group. An on-going assessment may lead you to turn to a Plan B. These risk assessments will not usually be written at the time, but what was done should be recorded later for the benefit of future activities.

11.6 Risk-Benefit Assessment:

- While assessing the risk, staff should also assess the benefits of the activity. These must then be balanced against the risks.
- Group leaders who are in doubt about the balance of benefit and risk should consult the EVC. The EVC is empowered to make decisions on the balance of benefit and risk. Where the EVC is unsure, they must consult the Headteacher.

11.7 Adult: Student Ratios:

11.7.1 The correct ratio for any activity will arise from the risk assessment. There is no specified government ratio. The ratio should help leaders safely achieve the objectives of the visit.

11.7.2 The decision should take into account:

- The sex, age, ability and aptitude of the group;
- The nature and duration of the activities;
- The location and environment in which the activity is to take place;
- The experience of leaders/teachers;
- The duration and nature of the journey;
- Type of accommodation;
- Competence of staff on any specific activities;
- Requirements of the place(s) being visited;
- Medical, emotional and educational needs of the pupils;
- Special educational needs and disabilities;
- Competence and behaviour of pupils; and
- First aid cover.

11.7.3 The ratio will be agreed with the EVC who will be mindful of the LA recommended ratio guidance (see table below). It would be unusual to deviate away from this guidance and this would only occur following robust risk assessment and subsequent approval.

Day Visits	
Age of Group	**Recommended Ratio**
Nursery	2 children to 1 adult
Reception – Year 3	6 children to 1 adult
Year 4 – Year 6	10 children to 1 adult
Year 7 onwards	15 to 18 children to 1 adult
Residential Visits	
Age of pupil	**Recommended Ratio**
Under 16 years	10 children to 1 adult
16 – 18 years	15 children to 1 adult
Please note: There must be a minimum of 2 adults with any group. This is so that one adult can deal with any medical emergency and one can look after the main group.	

11.7.4 The Headteacher has the power to change the ratio after discussion with the EVC and group leader, and may seek advice from the LA.

11.7.5 If the Partnership sets a minimum ratio for any activity, schools must adopt that ratio as the minimum.

12 OBTAINING PARENTAL PERMISSION

12.1 Written permission is required for all educational visits for nursery age children.

12.2 Whilst the law does not actually require parental permission to be obtained for every educational visit for children above nursery age, it is CLP policy that permission should be obtained for all Educational visits although the nature of this permission can be proportionate to the risk of the visit.

12.3 For more routine, regular and low risk offsite educational visits, a school may choose to obtain permissions from parents at the point where a child joins the school (in line with the Data Protection policy, parents are then annually reminded of their overall consents and, in the case of a primary school, consent is refreshed when children join KS2). For example, if a school regularly walks to its local church for a service, this will probably be deemed as low risk since the children are walking a familiar route in line with well-rehearsed risk assessment processes. In such cases, the school may rely on that initial permission and merely inform parents that this visit is proceeding.

12.4 For higher risk offsite visits, such as day trips further afield and excursions to new locations, schools must obtain permission from parents for each and every specific visit. Schools will not accept 'non response' as permission.

12.5 All educational visits which fall either in full or partly outside of school hours require explicit parental permission.

12.6 If agreement cannot be reached with any parent who refuses permission, the pupil must be omitted from the activity and a different way found for the learning to be delivered for that pupil.

12.7 Consent for Medical Treatment: It is CLP policy that no pupil can be allowed to participate in an EV activity without having parental permission for medical treatment where such treatment is necessary.

13 FIRST AID

13.1 CLP will set and review a First Aid Policy, taking into account any government and/or LA guidance/policy. Group leaders must have due regard to the policy when determining the first aid arrangements for an EV activity.

13.2 The determination of the first aid provision will be based on a consideration of the following:

- The numbers in the group and the nature of the activity;
- The risk and type of injury that might be incurred and how effective first aid would be in those circumstances;
- The availability of an ambulance service, and the distance to a hospital with accident and emergency facilities;
- Pre-existing medical condition of pupils including allergies;
- Pre-existing medical condition of group members including allergies; and
- The first aid training and competency of supervising staff.

14 SAFEGUARDING REQUIREMENTS

14.1 These must be considered from the earliest stage of planning. If engaged in regulated activity, all supervisory staff or adults who are employed to instruct pupils, whether paid or voluntary, must be enhanced DBS checked before being allowed to supervise a group. Under no circumstances will a volunteer be left unsupervised with pupils or allowed to work in regulated activity if no checks have been obtained. In the case of residential trips, all adults will be enhanced DBS checked, regardless of their specific role within the visit.

14.2 Guidance can be found in the Government's Keeping Children Safe in Education statutory guidance and also within CLP's safeguarding policies and procedures.

14.3 Pupils must not bring or wear AirTags, GPS trackers or other personal location-tracking devices during the school day or on educational visits unless expressly authorised by the Headteacher in exceptional circumstances. Such devices present safeguarding, privacy and operational concerns. Further details can be found in the IT and Communications Policy.

15 USE OF PRIVATE VEHICLES

15.1 There may be occasions when it is necessary for pupils to be transported in private vehicles, such as in staff or parent volunteers' cars. It is always best to avoid this scenario wherever possible since using appropriate public / hired transport and/or school own minibuses provides much greater safety assurances and reduces safeguarding risk. However, it is acknowledged that there are some circumstances where use of private vehicles may be necessary. In such circumstances, the school must undertake an appropriate risk assessment to ensure, so far as possible:

- The road-worthiness of the vehicle;
- The competency of the driver;
- To mitigate associated safeguarding risks.

15.2 Further detail can be found in the Safer Driving Policy.

16 FINANCE

16.1 The EVC or group leader will liaise with the relevant finance staff over the budgeting/ estimates/and costings, and the financial arrangements for the activity.

16.2 The group leader should be aware of the requirements of the Charges and Remissions Policy. All other financial aspects of the planning must be in line with the requirements of CLP's Financial Handbook and Scheme of Delegation.

16.3 Costing of Activities/Visits

The member of staff in charge of a visit/off-site activity is responsible for ensuring that the full costs involved are covered by parental contribution or other funds. The following main costs need to be considered but others will apply depending on the nature of the journey:

- Any cost of cover for absent staff;
- Accommodation;
- Food;
- Travel/transfers;
- Excursions;
- Administration costs in organising the EV;
- Insurance; and
- Contingency/emergency fund.

16.4 Insurance

Schools will ensure that appropriate insurance is in place to cover employees (employer's liability insurance) and liability to the public (public liability insurance). It shall also ensure that sufficient travel insurance is in place to cover all pupil for all activities on the entire visit when overseas. The EV Leader will ensure that any contractors or third party providers have sufficient public liability insurances before contracting with them and will determine whether insurance needs to be taken out by parents for their children and to inform the parents of this necessity and how it is to be arranged.

17 PROVISION OF FOOD AND DRINK ON SCHOOLS TRIPS

17.1 The School Food Standards apply to all food and drink provided to pupils off the school premises and during an extended school day (up to 6pm), including school trips, breakfast clubs, tuck shops, mid-morning break, vending and after school clubs.

17.2 Free school lunches will be provided to eligible pupils off the premises where education is being provided, i.e. where school trips are taking place during school time. However, school trips outside of school time, whether day trips or residential, such as during half term or Easter break, do not count. Additionally, it is not the school's duty to provide free evening meals to eligible pupils on school trips.

17.3 The CLP School Catering Nutrition Policy refers.

18 MONITORING AND REVIEW

18.1 The EVC will report to the Headteacher annually or as necessary on the working of the policy and the efficiency of the management of EV activities.

18.2 The Headteacher will report to the Local Governing Body periodically and at least annually via the Headteacher's status report. The Governing Body will review the working of the policy annually and assess its implementation within the school.