



POLICY	Educational Visits Policy
APPROVED BY GOVERNING BODY	FGB
ADOPTED ON	
REVIEW DATE	

***Psalm 121:7-8** - The Lord keeps you from all harm and watches over your life. The Lord keeps watch over you as you come and go, both now and forever.*

Introduction

Each year the school will arrange a number of visits which may take place off the school site or out of school hours. Every visit will be planned by a competent member of staff and will ensure clear educational aims and objectives that support high-quality learning experiences. The range of activities may include:

- Out of hours Clubs (music, drama, art, science, sport, etc)
- School sports tournaments (football, hockey, rugby, athletics)
- Regular local visits (places of worship, swimming, other local amenities)
- Day visits for particular year groups (museums, theatres, art galleries, environmental activities)
- Residential visits, which may be classed as adventurous and include overnight stays

Approval Procedure

The Governing Body has delegated the consideration and approval of offsite visits and activities to the Headteacher, with the exception of visits which take place overseas, are residential or involve an adventurous activity.

The Headteacher will:

- Ensure the visits comply with the guidelines and regulations provided by the LEA and the school's own Health and Safety policy.
- Ensure that the Educational Visit Lead (EVC) is competent to oversee the co-ordination of all off-site education, and support the EVC in attending relevant training courses.
- Ensure the visit leader is competent to undertake the activity. The Headteacher should make a judgment on a member of staff's competency to lead a visit.
- Approve the initial request for a visit before it is advertised to parents. All matters regarding each visit – planning, feasibility, safety, etc., will require the prior approval of the Headteacher.
- Has checked the accreditation of independent providers. This is important when arranging any residential trips. Advice can be sought from Kent EVOLVE.
- Make sure visit leaders have identified risks during a pre-visit of the proposed location and then had all risk assessments checked by EVC lead before submitting them onto the EVOLVE system.
- Ensure all visit leaders follow the procedure for logging visits onto the EVOLVE system.
- Ensure that there is a contingency plan for any staff illness.
- Ensure the visit leader keeps them informed of the progress of the visit.
- Ensure appropriate child protection measures are in place
- Ensure any incidents or accidents are investigated.
- Sign off the completed plan and risk assessments for the visit before departure.
- Ensure that copies of the visit plan and risk assessment are left with the EVC/Headteacher or Senior Lead in the Headteacher absence.

Role of the Educational Visits Co-ordinator (EVC)

The EVC's role is to support the Headteacher in ensuring that all visits follow the correct procedures and will act on behalf of the Headteacher to:

- Provide the correct documentation to support planning of all trips and visits.
- To ensure the documentation is completed accurately and is signed off by the Headteacher.
- When necessary, support the visit lead in securing venue and transportation bookings with a reputable company.
- To work with the visit lead in producing a risk assessment
- To keep records of each visit including reports of any accidents
- To check risk assessments before submitting to EVOLVE and also ensure the paperwork is completed in full and submitted to EVOLVE or the Outdoor Education Unit before the trip is due to depart (6 weeks before a residential trip)

Role of the Visit Leader

The visit leader has full responsibility for the safe running of the activity including pre-planning and following guidance, ensuring all participants are aware of their roles. To achieve this, the visit leader will:

- Obtain permission from the Headteacher for any visit off-site by submitting the proposed visit form, no matter how short its duration, identifying the clear purpose, educational aims and objectives of the proposed visit.
- Fill in the EVC 1 form for off-site visits and EVC 3 form for on-site visits (appendix 1).
- Pre-visit the venue, identify any risks and plan the itinerary in a way which will account for all times on the visit, including meals and “free” time, particularly on a residential trip.
- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- Give a copy of all risk assessments to the EVC (before submitting to EVOLVE).
- Obtain permission from relevant phase leaders before agreeing staff members.
- Hold a meeting to ensure all staff and parents are briefed on risk assessments, visit plans/itinerary including who has responsibility for specific roles and which adults are responsible for named pupils. Ensure that each adult has a copy of the itinerary, risk assessment, map of the venue and a written list of the pupils in their immediate care
- To ensure visits have appropriate adult/child ratio:
 - Year R 1:4
 - Year 1-3 1:6
 - Year 4 1:10
 - Year 5 & 6 1:12

Role of the Pupil

The school has a clear code of conduct for school visits based on the school's 'Behaviour Policy'. Pupils, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early.

Planning

The school has in place a clear process to be adhered to in planning and organising an educational visit including:

- For every offsite visit, the Group Leader and EVC must complete a visit checklist for non-residential and non-adventurous activities, which details each stage of planning. Permission must be obtained, via a visit request form, from the Headteacher before the trip can go ahead.
- Ensure that the trip is self-funding and that the finance manager has been notified, with an accompanying order form.
- Complete “Educational Visit Student List” prior to the trip.
- Complete the school risk assessment
- Ensure that any payments are received.
- Ensure all visits are entered into the school diary.
- When the visit has been authorised, letters can go home to parents as necessary.
- Parents must always be made aware when their children are undertaking a visit and will be off the school premises.
- Collect reply slips – no pupil will be allowed to go on an educational visit without a parental permission slip
- Notify the school kitchen with numbers of packed lunches needed
- Liaise with the EVC over any changes to the itinerary and arrangements
- Pre checks must be undertaken. If it has been agreed that a pre-check is not necessary, the reasons should be noted on the visit risk assessment.
- Any residential trip must be approved in principle by the Outdoor Education Unit who will check that the provided has been vetted by the LEA. This should be done no later than 6 weeks prior to the visit.

Risk Assessments

Risk assessment is a careful examination of hazards that could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low). The EVC will produce the risk assessment. The visit leader will then identify any potential hazards that may cause harm during their pre-visit check.

In considering hazards that could cause harm, there are 5 levels to which visit leaders should be mindful:

- Step 1: Identify the hazards
- Step 2: Decide who might be harmed and how
- Step 3: Evaluate the risks and decide on precautions
- Step 4: Record your findings and implement them
- Step 5: Review your risk assessment and update if necessary

- Generic hazards - attached to any activity outside of school. An example of this would be travel by coach/bus,
- Event Specific Risk - any significant hazard or risk relating to the specific activity that is not covered in the generic policies. These are usually undertaken by the school for each venue and are amended as necessary for different groups.
- Ongoing monitoring of hazards – the monitoring of hazards throughout the actual visit, as circumstances change. For example, illness of staff or changes in the weather.

Personalised risk assessments:

- All children with a school-based risk assessment must have a personalised, individual risk assessment.
- When creating the personalised risk assessment, this should be based on the in-school risk assessment and edited to consider the place of visit.
- All personalised risk assessments must be signed off by the SENco and Headteacher before being submitted with the EVC paperwork.

On the Day of the Visit

- The designated First Aider is to collect the First Aid Kit.
- The trip leader is to collect any payment for the venue/transport.
- Take permission slips and all paperwork with you on the visit.
- Leave a copy of the paperwork with the EVC lead
- Brief the children/adults about the contents of the risk assessment
- Relevant documents need to be shared with staff, and the risk assessment signed by all adults attending.
- Volunteers for the trip must sign a trip guidance document, which clearly outlines the expectations of adults for the trip. If the guidance is not adhered to by volunteers, this may result in them not being able to attend future trips.
- Check coach is there before the children leave the classroom.
- Update the school office with attendance and sign out.
- Adults to be seated across the coach.
- Complete headcount before leaving. Class list to match
- Continuously review the day and review the risk assessment
- If more than one group, ensure leaders communicate frequently.
- Conduct headcounts at regular intervals. At a minimum, on arrival, before departure and key events.
- Keep the school updated throughout the day and phone the school on the journey back to update re: time of arrival.

Plan B

Despite the most detailed and careful pre-visit planning, things can go wrong on the day, e.g., a parent helper is unavailable, a member of staff is ill, transport fails to arrive, the museum has lost a booking, children are ill-equipped for environmental conditions, e.g., the weather. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of a Plan B. Not having a Plan B has been a common cause of accidents.

First Aid

The level of first aid provision should meet minimum requirements as set out in the first aid policy (these should be specific to activity, e.g. EYs should have paediatric and forest school should have outdoor first aid, etc.) and be based on risk assessment. On all visits, there should be a responsible adult who has a good working knowledge of first aid and takes responsibility for this during the visit. The minimum requirement for residential visits is that a named person is assigned the duties of First Aider, who is responsible for following the school's first aid policy whilst at the residential. If the visit involves the party splitting up, a first aid kit should be taken for each group.

Voluntary Contributions

Voluntary contributions can be requested for any educational visit that takes place during the school day; however, a pupil cannot be prevented from taking part in the visit on the basis of a family not making any or sufficient contribution. If enough money is not raised through this method, the trip may not be able to go ahead due to funding.

Transport

Parents should always be informed of the type of transport to be used. Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets, etc. The school will not reimburse the parents for the use of their cars.

If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule.

Inclusion

All pupils should be allowed to participate in educational visits wherever reasonably practicable. Visits should be planned to be accessible and inclusive, taking account of individual needs, disabilities, medical conditions, cultural requirements, and protected characteristics under the Equality Act 2010.

When planning a trip, staff should:

- Consider inclusion at the earliest stage.
- Make reasonable adjustments to enable participation.
- Choose venues and activities that are accessible whenever possible.
- Avoid arrangements that may unintentionally disadvantage particular groups.
- Work with parents/carers, SENcos, support staff and other relevant professionals to identify appropriate support.

Behaviour Expectations

Good behaviour is essential to ensure the safety, well-being, and enjoyment of everyone on the trip.

Pupils are expected to:

- Follow staff instructions at all times.
- Respect others and the environment.
- Behave in a way that does not put themselves or others at risk.
- Follow any specific rules set by the venue or activity provider.
- Demonstrate the school's values and behaviour expectations throughout the visit.

Behaviour Concerns and Inclusion

Behaviour is not a protected characteristic; however, careful consideration must be given where behaviour may be linked to a disability or other protected characteristic. Decisions must be fair, proportionate and non-discriminatory.

Where concerns exist, staff should:

- Discuss issues early during the planning process.
- Involve parents/carers and relevant professionals.
- Consider a behaviour support plan or clear behaviour targets.
- Explore additional support, such as an extra adult if appropriate.
- Keep records of discussions and decisions.

Exclusion from a Trip

Exclusion should only be considered when a pupil's behaviour presents a significant, unmanageable risk to their own safety, the safety of others, or the successful completion of the visit. Such decisions must be made after consultation with relevant staff and parents/carers and should clearly demonstrate that the decision is based on safety and welfare rather than discrimination. Where a pupil cannot participate, alternative opportunities to achieve similar learning outcomes should be considered. Exclusion from trips should not be used simply as a punishment for unrelated behaviour incidents.

[Source: OEAP National Guidance – Inclusion \(March 2026\).](#)

Holy Trinity C of E Primary School EVC1 Form

(For all non-residential and non-adventurous offsite activities)

DETAILS OF PROPOSED VISIT

Name and telephone number of venue:				
Date of pre-visit		Risk assessment completed	Yes	
Date of proposed visit				

STAFF INVOLVED

	Name	Role Specific responsibility during visit	Contact Number	Competence: Have they led a visit before?
Visit Leader		Phone		
Assistant Leader		Identify safe place		
Named First Aider		Assisting to safe place		
Year Group		Total number of students		Ratio of children/adults

Other adults supervisors (consider whether male & female supervisors are required)

Name	Status (parent TA etc)	Contact number (must be completed)

FINANCIAL

Cost of entry/tickets	0	Any costs to school: Including staff/pre-visit to venue
Travel costs	0	
Total cost to parents	0	

CURRICULUM LINK / EDUCATIONAL PURPOSE

Educational purpose of the visit.

Links to curriculum to be followed up in school after visit

TRANSPORT ARRANGEMENTS (tick all that apply)

Coach

Minibus

Private cars

Train

Walk

ACTIVITIES INVOLVED

Itinerary (Please attach to the form. Include departure and arrival times & times of activities from point of departure to arrival back at school)

Map of route (please attach a map with identified route)

Student List (Please attach a list of students complete with who their group's supervisor is & any SEN/Medical needs as well as how they are travelling)

NB: please note class lists/proformas can be found on T-Drive > Teacher Data > Educational Visits

VISIT LEAD CONFIRMATION STATEMENT

I confirm that the visit will be arranged in accordance with the LA and School policy and that written risk assessments have been carried out and will be referred to for this trip.

I will ensure that all risk assessments and documentation will be shared with **all** adult participants (including parent helpers) and a signature from all adults attending the trip will be obtained on one copy of the risk assessment to acknowledge the school expectations and policies in respect of this visit.

Visit Lead Name: _____ Signed _____

HEADTEACHER APPROVAL

I consider the visit to have appropriate educational value and that the arrangements are in accordance with the appropriate KCC regulations and Holy Trinity C of E Primary School Educational Visits policy. I am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.

Headteacher (Signature) _____ Date: _____

Holy Trinity C of E Primary School EVC3 Form

(For all on-site visits)

DETAILS OF PROPOSED VISIT			
Name and telephone number of company visiting			
Details of company risk assessment			
Details of companies Public liability			
STAFF INVOLVED			
Group Leader			
Assistant Leader			
Named First Aider			
Year Group		Total number of students	
OTHER ADULTS SUPERVISORS (consider whether male & female supervisors are required)			
Name	Status (parent/TAetc)		
FINANCIAL			
Financial costs to school			
CURRICULUM LINK / EDUCATIONAL PURPOSE/ACTIVITIES			
Educational purpose of the visit			
Links to curriculum to be followed up in school after visit			
Itinerary of proposed activity			
ACTIVITY LEAD CONFIRMATION			
Activity Lead (Name & Signature)		Date	
I confirm that the visit will be arranged in accordance with the LA and School policy and that written risk assessments have been carried out and will be referred to and shared with all adult participants, and followed in respect of this visit.			
HEADTEACHER APPROVAL			
Head teacher (Signature)		Date	
I consider the visit to have appropriate educational value and that the arrangements are in accordance with the appropriate KCC regulations and Holy Trinity C of E Primary School Educational Visits policy. I am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.			