



Educational Visits Policy

AIMS

- To broaden the curriculum beyond the boundaries of the school.
- To give ALL pupils the opportunity to experience cultural, religious, scientific, environmental, historical and sporting events both nationally and internationally.
- To foster an enquiring mind and a spirit of wonder about the outside world.
- To encourage pupils to explore their own local community and beyond.
- To make trips enjoyable for both staff and pupils.
- To encourage healthy, active and safe visits.

OBJECTIVES

- To detail the procedures required when organising a school trip.
- To define the type of trips that should be encouraged to take place.
- To identify the roles of trip organisers, accompanying staff and pupils.
- To identify the standards expected from all pupils participating in school trips.
- To identify the types of work to be completed on school trips.

RESOURCES

A copy of the HCC Guideline booklet is available the Head teacher's office and on the internet <https://www.hants.gov.uk/educationandlearning/participation-lifelong-learning/educational-visits>

Policy reviewed: May 2026

Next review: May 2027

Educational visits support the school's core values of Belong, Believe, Aspire and Achieve by helping pupils learn together, build confidence, broaden their experiences and achieve both academically and personally beyond the classroom.

PLANNING PROCEDURES

All staff should be encouraged to organise and take pupils on school trips. The planning procedures are designed to make sure that the following standards are adhered to:

1. Trips are of a suitable educational nature.
2. The safety of both staff and pupils is assured.
3. The trips are financially sound.
4. That all pupils have equal access to all trips.
5. All trips are approved by the Headteacher and the Governing Body.

To make sure these standards are complied with all staff should follow the following stages of planning:

The teacher arranging a visit is responsible for following the Educational Visits Guidance and completing a Risk Assessment form (using STEP 1 as a guide to assess the risks)

Once provisional approval for the visit has been obtained from the Headteacher (a minimum of a month in advance), the Admin Officer will contact the venue and coach companies to cost the visit. When the costing has been finalised the Headteacher must authorise the visit.

A risk assessment is then undertaken and decisions about suitable HCC Ratios must be observed. Please visit <http://evolve.edufocus.co.uk/evco10/unknown.asp> for further information and resources.

A letter to parents outlining the visit should be drafted by the teacher in charge, this must be approved by the Headteacher. The letter will also ask for their written permission and a voluntary contribution. We recognise that this is a voluntary contribution and that there will be some parents who may be unable to fund this. It is our policy to remind parents that any children whose parents have difficulty in making voluntary contributions will not be excluded from any of the activities which take place, but that lack of voluntary financial support may mean cancellation of the activity for all children. Parents experiencing difficulties over payments are advised to discuss the matter with the Head teacher.

We always make sure written permission has been received as without it the child would be unable to participate.

The teacher in charge is responsible for making sure medical records are checked prior to the visit and any necessary inhalers or medicines are taken, as well as a first aid kit. A list of all staff and children participating in the visit is taken.

The School Office use an agreed checklist to document all procedures have been followed and any incomplete actions have been followed up. This document is checked by the Senior Admin Officer and handed to the Headteacher for checking and signing off. A red card (located in the staffroom) detailing emergency procedures is also taken.

Prior to the visit the teacher in charge is responsible for making sure the children know what to expect when they arrive at the venue and what to do if they should get lost. Teachers should use a social story for more vulnerable children.

The teacher in charge must make sure a mobile phone is carried throughout the visit and that all staff involved are aware of the school's contact number. In the event of a serious incident, it may be necessary for the County Education Officer, or their representative, to attend the scene as soon as possible.

Consent from all parents is sought to obtain written permission for all off site visits within walking distance of the school, when the child joins the school.

It is expected that all normal school codes of dress and behaviour will be imposed on any trip unless specific conditions demand otherwise. Specific arrangements regarding each trip should be discussed with the Head teacher before the trip goes ahead. The pupils and staff should be aware that they are representing the school at all times and are, therefore, responsible for making sure they do not, at any time or under any circumstances, bring the school into disrepute.

Pupils should be aware that inappropriate behaviour could risk their chances of taking part in further trips and/or other sanctions on their return. In extreme circumstances, parents may be contacted and asked to collect their child.

Where pupils have been excluded or demonstrated significant behaviour issues in school which could affect their safety or the safety of others, the Headteacher has the discretion to refuse their participation in trips.

EQUAL OPPORTUNITIES AND INCLUSION

We are committed to providing teaching opportunities conducive to learning for all. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Each child will have equal opportunity to participate in all activities.

Please refer to the following policies:

- Special Educational Needs
- Single Equality Scheme

TRANSPORTING PUPILS FOR EDUCATIONAL VISITS

When a school trip or visit is being organised, the lead teacher should consider a range of options in order to select the best mode of transport for getting to and from the event. These could include:

Walking – For each child taking part in the trip or visit, the school must hold the necessary signed annual consent forms for local walks and out of school activities.

Hire of coach or mini bus – this must be booked in accordance with the guidelines stated on Evolve and West Sussex County Council Regulations and Notes of Guidance for Learning Outside the Classroom and Visits. All costs incurred through such hiring must be included in the calculation of the voluntary charge to parents. Staff opting for this mode of transport must refer to the National Guidance Document Transport: General Considerations. <https://oeapng.info/>

Use of public transport – Staff opting for this mode of transport must refer to the National Guidance Document Transport: General Considerations.

A member of staff transporting pupils in their private vehicle – Staff opting for this mode of transport must refer to the National Guidance Document Transport in Private Cars

Parents transporting pupils in their private vehicle – Staff opting for this mode of transport must refer to the National Guidance Document Transport in Private Cars and complete a declaration form from the office. Any adult transporting children must have business insurance.

Parents being asked to organise transport. This may involve some parents providing lifts for children other than their own – Staff opting for this mode of transport must make it clear that the school will not be involved in making these arrangements and will not have any responsibility for them. However, the school must:

- inform parents about the arrangements that have been made and implement a clear handover of supervision from and to parents at the venue
- determine how delays or ‘no shows’ will be managed
- outline the school’s provision of transport for any pupil whose parents are unable to make arrangements for transportation.
- In all cases, very careful consideration must be given before allowing a driver to be alone with a pupil, as this could leave both of them vulnerable. An emergency or other unforeseen circumstance, where the pupil would otherwise be at greater risk it might make this acceptable, however, this should be authorised by a member of the senior leadership team

The lead teacher is responsible for undertaking the necessary checks and ensuring that a log of evidence is maintained in the school as proof of the checks undertaken. These checks will differ depending on the mode of transport chosen but for the following groups, this includes:

A member of staff transporting pupils in their private vehicle:

- Staff must have completed the Notification Form for the Use of a Private Motor Vehicles on School Business and the associate documents must be held by the school office
- Ensuring that the individual member of staff is included on the School Occasional Business Use Motor Policy which provides motor insurance cover for trips undertaken by school employees, in their own motor vehicles, for and on behalf of the school.

Parents transporting pupils in their private vehicle:

- Complete a declaration form from the school office.
- Evidence that the vehicle to be used has a valid Tax and MOT certificate and that the driver is insured with, as a minimum, third party motor insurance. All of these checks must be achieved through sight of the original documentation which should also be photocopied and retained.
- Signed confirmation from the driver that they possess all of the above, that their vehicle is roadworthy in accordance to the Road Traffic Act 1988 and that they have conducted a recent safety check on their vehicle.
- Confirmation by the driver that they understand their duty of care and the responsibility that they have as drivers for the children travelling in their car.

If the parent is not an employee, then they must be engaged as a volunteer at the school and the school’s normal safeguarding procedures must be followed in liaison with the school business manager. The volunteers should also confirm that they have read RoSPA’s Volunteer Driver’s Handbook. <https://www.rosipa.com/siteassets/pages/road-safety/road-safety-resources/free-road-safety-information/employers/volunteer-drivers-guide.pdf>

In all cases parents and carers of those taking part in the school trip or visit must be informed about the transport arrangements and consent for a child to be transported in the car of another must be given before the pupil partakes in the event.

Parents must provide the necessary car seats or booster cushions according to their child’s needs and those transporting pupils must conform with the requirements laid in the declaration document.

Appendix A – Guidance educational visits

Appendix B – action to be taken by group leader serious incident

Appendix C – action to be taken by base contact serious incident

Appendix D- Risk Assessment template STEP 1

Appendix E – Risk Assessment Record Form STEP 2

APPENDIX A

GUIDANCE EDUCATIONAL VISITS

1. Plan well ahead, coaches and places to visit get booked up very early.
2. Check school diary with headteacher and Admin. Officer before confirming any bookings.
3. Check costs and explore alternatives.
4. Give parents plenty of notice, and remind children to bring in the money.
5. Ensure parent helpers know what you want the children to see and do by giving written guidance and all necessary details - when to see what, times, lunch arrangements, toilets, where to eat/meet etc.
6. If possible try to include an adult of each sex amongst the helpers on the visit.
7. For visits within a 60-mile radius of school there should be at least 2 adults accompanying the visit. The maximum ratio of children to adults should be 20 to 1.
Consult <http://evolve.edufocus.co.uk/evco10/unknown.asp> for the most recent guidance.
8. All adults should have a list of the whole party and of groups they, are responsible for. Leader's list must include medical details. e.g. diabetic/allergies etc.
9. If the party has to travel in two or more coaches there must be accurate lists for each coach.
10. Leave a copy of all lists and itinerary with the school office before departure and collect all lists on return to school.
11. The senior member of staff or visit organiser, if present, will take charge in the event of an emergency situation.
12. Complete the "Off-Site Activities Form" and ensure you have complied with all guidance recommended on <http://evolve.edufocus.co.uk/evco10/unknown.asp>
13. During the visit carry out frequent head counts and do not let children wander off on their own.
14. The children should have a clear understanding of what is expected of them in terms of work and behaviour.
15. If a child becomes ill on a visit, allocate an adult helper to take care of the child and if appropriate contact school who can contact parents, who may be close enough to collect the child.
16. Inform school office of your party's return to school.

On The Coach

Do not use the front seats for children

Do not use the rear seats for children unless you have to, if you have to, make sure the centre back seat is not used.

Use seatbelts.

Put arm rests down

Travel cool - ensure plenty of ventilation and make sure children are not wearing coats whilst traveling.

Position an adult by the emergency door.

Position adults strategically about the coach, remember you cannot see behind you.

A mobile phone, if you have one, could be very useful if there are delays or other problems.

Take a "Sick kit" with you and First Aid kit.

Remember to bring the unused parts(!) of the sick kit and First Aid kit back to school do not leave on the coach.

Children should not be eating whilst travelling.

Use the coach P.A. system to occasionally point out things of interest en-route e.g. a viaduct or motorway cutting through the chalk hillside

Appendix B: Offsite Activities or Educational Visits. Action to be taken by the group leader (or by other group staff) in the event of a serious accident/ incident

An establishment contingency plan will need to be flexible and address the possibility of the incident occurring out of hours. A party will have a base contact system supplying communication routes to parents or guardians. If an incident involves young people not on an establishment activity, e.g. the abduction of a child, information might come first to the media. Head, staff and governors need to be cautious in responding to 'off the record' questions. It is essential both to avoid and discourage speculation.

A serious accident or incident is defined as:

- an accident leading to a fatality, or serious injury.
 - a group member might be at serious risk or have a serious illness.
 - any situation in which the press or media are or might be involved.
- a) Assess the situation.
 - b) Protect the group from further injury or danger.
 - c) Render first aid or other service as appropriate.
 - d) Call Rescue Services (999) and/or police, as appropriate.
 - State the nature of the emergency.
 - Give your name and address/location and telephone number followed by:
 - the location of the incident
 - the nature of the incident
 - the names of the individuals involved
 - the condition of those involved and where they are located.
 - e) Phone your base contact person (as soon as possible).
If out of office hours or you are unable to contact your base contact person, then contact the HCC Duty Emergency Planning Officer Pager – 07623 960259.
 - f) It is probable that both leaders and young people will be in a state of shock, therefore:
 - Remove remainder of the group to some secure accommodation and place under the care of a member of staff able to protect them from the attention of the press/media.
 - If necessary request the police to assist.
 - Calm and comfort the young people and arrange for their evacuation.
 - g) Do not make any statements to press/media or allow anyone else to make statements other than expressions of sympathy.
 - h) Encourage the group not to call home until contact has been made with the Director of Children's Services' representative. Explain the need for their cooperation.
 - i) Retain all equipment involved in an unaltered condition.
 - j) Do not allow anyone to see any group member without an independent witness being present.
 - k) No-one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
 - l) Refer all press/media to the Director of Children's Services' corporate communications representative.

Appendix C: Offsite Activities or Educational Visits. Action to be taken by the base contact person in the event of a serious accident/incident

First steps

Take down a contact telephone number for the group leader and the group. Listen carefully and write down;

- what happened.
- to whom.
- where.
- when.
- what has happened since the incident.

- a) If the contact person is not the head of your establishment, then inform CIMT or a senior member of staff of the relevant details as soon as possible.

Inform the Director of Children's Services via the HCC Duty Emergency Planning Officer 24 hour emergency pager number, who will then inform the Director of Children's Service or the appropriate member of Children's Services Department Management Team.

24 hours, contact the HCC Duty EPU Officer Pager – 07623 960259

If necessary, the Director of Children's Services' representative will contact the relevant official bodies.

The HCC Duty EPU Officer will require:

- the name of the person making the call.
 - the telephone number of the person making the call.
 - the name of the school/group involved.
 - the nature of the emergency.
- b) Not only must the parents of any injured young person be notified as a priority, but arrangements should be made for all parents to be contacted regarding the safety of their particular children.
- c) If necessary, assistance should be given to transport parents to their injured child if he/she is hospitalised.
- d) If necessary an incident centre should be established as soon as possible. Each school/ youth area should have a planned location for this eventuality.
- e) Refer all press/ media enquiries to the Director of Children's Services' representative – beware of attempts to extract information from you.

The base contact person must have by their phone:

- lists of all group members (including adults) and the address and telephone number of their next of kin.
- complete details of the itinerary.
- home/contact telephone numbers of senior establishment staff.

RISK ASSESSMENT –STEP 1

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), then complete the specific risk assessment form as needed.

| | The activity is... | The participants ... | The activity leader ... | The environment is... | First aid and emergency support are... | Weather changes... |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Within the everyday experiences of the individuals | Are very experienced with an appropriate level of understanding | Is very experienced in leading this activity and qualified at the appropriate level | A local, well known location – urban or rural with predictable hazards | Available at the activity site. Establishment staff have appropriate in-date qualifications | Will have no effect on the group |
| 2 | Outside the everyday experience of the individual but some tasks have familiar aspects | Are regularly exposed to the activity with an adequate level of understanding | Regularly participates in this type of activity but may have minimal qualifications and little leadership experience | Less well known – urban or rural with hazards that could change quickly | Available at the activity site. Establishment staff have minimal or lapsed first aid qualifications | Are appropriate to the activity. Any changes will have minimal effect but will not affect safety |
| 3 | Outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC) | Have some exposure to the activity with experience at a recreational level and some understanding | Has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity | Relatively unfamiliar – potentially complex urban or rural; in the UK, Europe or US; industrial or residential | Available at the activity site. Establishment staff have generic competence | Could lead to problems if the group is not adequately prepared with training and equipment |
| 4 | Outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC) | Have very occasional exposure to the activity with some experience at an introductory level and limited understanding | Has had very occasional experience to the activity as a leader, limited experience as a participant and has no qualifications | Within close proximity to water, cliffs, beaches, steep or high ground, or other novel hazardous topographical or environmental features | Not readily available at the activity site. Establishment staff have in-date First Aid qualifications (evidence will be required by EVC) | Could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped |
| 5 | Outside the experience of the individual with no training prior to the trip | Are absolute novices with no experience of the activity | Has no experience of the activity in a leadership capacity with some experience as a participant | Outside Europe or the US; wilderness, or an area classed as advanced by NGBs | Not readily available at the activity site. Establishment staff have no first aid qualifications | Could have serious repercussions for the group |

Add up the total of your answers – Highlight outcome

| | | | |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 – 10 LOW RISK | 11 – 19 MEDIUM RISK Evidence will be required to show you have recognised the risk and made provision for control of risk | 20 – 25 HIGH RISK Further discussion with EVC is required. Changes will need to be made to lower the overall risk | 25 – 30 UNACCEPTABLE RISK Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Establishment:

Leader:

Location:

Other staff :

Group size:

Ratio:

| | |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>Benefits (aims, objectives, intended outcomes...)</p> <ul style="list-style-type: none"> • • | <p>Who might be at risk? (Tick as appropriate)</p> <p>Participants __ Staff __ Volunteer Adults __ Others (specify) _____</p> |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

| Identifying the hazards – assessing the risk | Control measures – reducing the risk | Risk rating Outcome (H/M/L) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------|
| <p>Site and its environment</p> <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • • • | |
| <p>Group / special needs / accommodation / down time/ safeguarding</p> <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • • • | |
| <p>Leader and activity arrangements</p> <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> • • • | |
| <p>Transport</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | |
| <p>First aid arrangements</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other factors | | |
| 1 E.g. Medical needs • • • • | | |
| Alternative plans (Plan 'B'/Plan 'C') | | |
| • • • • | | |
| Emergency contacts – take the emergency action cards with you! Group details – ensure you have full details close to hand. | | |
| Base contacts: 1) Name _____ No. _____ _____ 2) Name _____ No. _____ | | |
| Ongoing risk management | Examples | |
| 1 Apply the control measures 2 Monitor how effective they are 3 Change, adapt, revise as required | <ul style="list-style-type: none"> • monitor the weather • monitor water/river levels • monitor traffic on road • monitor conditions underfoot | <ul style="list-style-type: none"> • monitor group and leaders response and motivation • monitor behaviour • assess group risk awareness in different environments • monitor the response of your supporting adults |
| Completed: | Date | |
| Signed: | Group leader | Head of establishment or EVC |

This document is based upon the HSE 5 Steps to Risk Assessment:

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