



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City

AT - Educational Visits Policy

<i>Responsible Board/Committee</i>	Academy Trust Audit, Risk and Compliance Committee
<i>Policy Type</i>	Central Policy (Group A)
<i>Policy Owner</i>	Risk and Compliance
<i>Statutory</i>	No
<i>Publish Online</i>	No
<i>Last Review Date</i>	September 2026
<i>Review Cycle</i>	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<i>Next Review Date</i>	September 2027
<i>Version</i>	3.0

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Trust Commitment

The King Edward VI Academy Trust is committed to providing high-quality educational visits that enrich learning, promote personal development and enable all pupils to benefit from learning beyond the classroom. Through effective planning, proportionate risk management and strong governance, the Trust seeks to ensure that educational visits are safe, inclusive, educationally valuable and accessible to all learners.

This policy establishes the Trust's expectations for the planning, approval, management and evaluation of educational visits across all Trust schools. It provides the governance framework through which schools are supported to deliver consistently high standards while promoting continual improvement across the Trust.

1. Purpose

Educational visits are activities arranged by, or on behalf of, a Trust school, requiring pupils to leave the school premises, having been authorised through the Trust's educational visits approval arrangements. Educational visits are a valuable means of supplementing and enhancing the curriculum, expanding pupils' education and providing enriching social and cultural experiences. They also develop life skills, promote independent learning and contribute to pupils' personal growth and wellbeing.

This policy sets out the Trust's approach to planning and operating educational visits to ensure that visits are safe, inclusive, educationally valuable and proportionately managed. It establishes the roles and responsibilities of the Trust, schools, staff, pupils, parents/carers and volunteers and provides the governance framework for educational visits across the Trust.

This policy applies to activities taking place within and outside normal school hours, including weekends and holidays. This includes, but is not limited to:

- Visits to places of interest in the local area.
- Day visits to museums, cultural and educational institutions and other venues.
- Sporting activities.
- Adventurous and recreational activities.
- Residential visits organised by the school.
- Overseas visits organised by the school.
- Duke of Edinburgh's Award expeditions and other unaccompanied or remotely supervised activities.

1.1 Visit Categories

Educational visits generally fall into two broad categories: routine visits and visits requiring additional planning. The level of planning and approval should be proportionate to the complexity, risk and remoteness of the visit.

Routine Visits

Routine visits involve everyday levels of risk and can normally be managed through the school's existing policies and procedures. They require minimal additional planning beyond the educational purpose and routine arrangements for supervision, safeguarding and communication. Routine visits can typically be treated as lessons conducted in a different environment.

Visits Requiring Additional Planning

These visits fall outside the scope of the school's standard operating arrangements or involve additional complexity, risk or remoteness. Additional planning may be required because of factors such as:

- Distance from the school or remoteness from immediate support.
- Nature or complexity of the activity.
- Specific location or environment.
- The needs, age, behaviour or abilities of the group.
- Requirement for staff with specialist skills, qualifications or experience.
- Use of external providers, residential accommodation or overseas travel.

In some cases, it may be sufficient to review and adapt existing plans from previous similar visits. Other visits will require more detailed planning, risk assessment and formal approval. Planning should be practical and focused on managing significant and foreseeable risks in a proportionate and reasonable manner.

The person responsible for organising a visit must possess, or have access to, the necessary skills, authority, competence and advice to plan and lead the visit safely and effectively.

1.2 Key Definitions

Key terms used within this policy are defined in Appendix 1. Schools should use these definitions consistently when planning and recording educational visits.

2. Roles and Responsibilities

2.1 Outdoor Education & Educational Visit Advisor

The Outdoor Education & Educational Visit Advisor provides Trust-wide professional advice, support, training, quality assurance and oversight for outdoor learning and educational visits. The Advisor works with schools to promote safe, inclusive and high-quality educational experiences and to ensure that Trust arrangements align with recognised national guidance and good practice.

The Outdoor Education & Educational Visit Advisor is responsible for:

- Providing expert advice and guidance on the planning, delivery and evaluation of educational visits and outdoor learning.
- Developing, reviewing and implementing Trust policies, guidance, templates and procedures for educational visits and outdoor learning.
- Providing or facilitating appropriate training and professional support for EVCs, Visit Leaders and other staff.
- Providing advice on risk management, visit leadership, staffing, adventurous activities and other specialist matters.
- Monitoring and evaluating educational visits and identifying areas for improvement, training needs and examples of good practice.
- Supporting the consistent application of Trust educational visits arrangements across schools.
- Providing Trust approval through EVOLVE for UK residential visits, overseas visits, adventurous activities and other visits identified within the Trust approval framework.
- Providing advice to schools on provider selection, transport, inclusion, emergency planning and other educational visits matters.

2.2 Headteacher

The Headteacher is responsible for ensuring that educational visits organised by the school are appropriately planned, approved, staffed and managed in accordance with this policy and Trust procedures. The Headteacher is responsible for:

- Approving educational visits that fall within the school's approval responsibilities.
- Ensuring that the school has an appropriately trained and competent EVC and Visit Leaders.
- Ensuring that staff have access to appropriate training, advice and support.
- Ensuring that visits requiring Trust approval are submitted through EVOLVE and do not proceed until the required approval has been granted.
- Ensuring that sufficient resources, including staffing and financial resources, are available for the visit.
- Ensuring that the governing body is appropriately informed of educational visits through existing school reporting arrangements.
- Supporting action arising from monitoring, evaluation, incidents and lessons learned.

2.3 Educational Visits Coordinator (EVC)

Each school must appoint an Educational Visits Coordinator (EVC) who is appropriately experienced and competent. Where a school has not appointed an EVC, the Headteacher retains the responsibility for ensuring that the EVC functions are fulfilled.

The EVC is responsible for:

- Overseeing and guiding staff in the planning and organisation of educational visits.
- Assessing the competence and suitability of staff to lead visits and advising on appropriate Visit Leaders.
- Providing advice to the Headteacher on educational visits and approval decisions.
- Supporting schools to use EVOLVE correctly and ensuring records are accurate and complete.
- Supporting appropriate provider due diligence and selection.
- Ensuring staff have access to appropriate training, advice and guidance.
- Holding appropriate EVC training and maintaining current knowledge in line with Trust requirements and recognised national guidance.
- Supporting post-visit evaluation, lessons learned and continual improvement.

2.4 Visit Leader

Every educational visit must have a designated Visit Leader with overall responsibility for the planning and leadership of the visit. The Visit Leader will:

- Plan the visit in accordance with this policy and Trust guidance.
- Ensure that the educational purpose and intended learning outcomes are clear.
- Consider the health, safety, safeguarding, inclusion and welfare needs of all participants.
- Ensure that appropriate risk management arrangements are in place, using Trust-approved templates and guidance where required.
- Assign staff and volunteer roles appropriate to the needs of the visit.
- Ensure that staff and volunteers are competent, appropriately briefed and able to fulfil their responsibilities.
- Ensure that parents/carers receive accurate and timely information about the visit.
- Ensure that medical, allergy and medication arrangements are confirmed and communicated on a need-to-know basis.

- Ensure that EVOLVE records are accurate, complete and submitted within the required timescales.
- Evaluate the visit and identify lessons learned and recommendations for future visits.

2.5 Staff

Staff participating in educational visits are responsible for supporting the Visit Leader and ensuring the safety and welfare of pupils and other participants. Staff must:

- Follow the approved visit plan and instructions from the Visit Leader.
- Undertake any responsibilities allocated to them and remain within the limits of their competence.
- Understand relevant risk management, emergency and safeguarding arrangements.
- Support the inclusion and medical needs of pupils as agreed during planning.
- Manage behaviour appropriately and report concerns to the Visit Leader.
- Contribute to dynamic risk assessment and respond appropriately to changing circumstances.

2.6 Parents and Carers

Parents/carers are expected to:

- Provide accurate and current information about medical, allergy, dietary, behavioural or other needs that may affect participation.
- Complete consent forms and other required documentation within the requested timescales.
- Provide emergency contact information and respond to requests for information before departure.
- Share relevant concerns with the school that may affect the safe participation of their child.

2.7 Volunteers

Volunteers attending educational visits must follow the directions of staff, behave appropriately, model positive behaviour and report concerns promptly. Volunteers must not be expected to undertake responsibilities beyond those agreed by the Visit Leader and must not be left in sole charge of pupils where appropriate safeguarding checks have not been completed.

2.8 Pupils

The school's Behaviour Policy applies to all educational visits. Pupils are expected to:

- Follow instructions given by staff and other authorised adults.
- Behave respectfully and responsibly and represent the school positively.
- Take reasonable responsibility for their own safety and the safety of others.
- Remain with the group or within agreed supervision arrangements.
- Report concerns, accidents, illness or changes in circumstances to staff.
- Follow any specific arrangements communicated for mobile phones or other personal electronic devices.

3. Procedures

3.1 Planning and Preparation

Effective planning is fundamental to the success of every educational visit. All educational visits should be planned in a proportionate manner, taking account of the educational purpose, the needs of participants, health and safety and safeguarding considerations, financial viability and the overall

quality of the experience. The level of planning should reflect the nature, complexity and risks associated with the visit.

Educational visits should support pupils' learning, personal development and wellbeing and provide opportunities that cannot ordinarily be achieved within the classroom. The educational benefits of the visit should remain central throughout the planning process.

Before approving a visit, the Headteacher will consider:

- The educational purpose and value of the visit.
- The suitability of the visit for the participating pupils.
- Health, safety and safeguarding considerations.
- Staffing, supervision, competence and first aid arrangements.
- Financial viability, affordability and value for money.
- Any potential disruption to the normal operation of the school.
- Any other factors relevant to the safe and successful delivery of the visit.

3.1.1 Financial Planning

All educational visits must have an appropriately planned and realistic budget before approval is granted. Schools must ensure that sufficient funding has been identified before entering into financial commitments.

Financial planning should consider, where appropriate:

- Transport.
- Accommodation.
- Activities and entrance fees.
- Staffing and supply cover where applicable.
- Insurance.
- Contingency arrangements.
- Cancellation costs and other financial risks.
- Affordability for participating pupils and families.

Schools must ensure that educational visits provide appropriate educational value and represent value for money. All financial arrangements must be managed in accordance with the Trust's Financial Regulations, Procurement Procedures and Charging and Remissions Policy.

3.1.2 EVOLVE and Outline Approval

All educational visits must be planned, recorded, approved, monitored and evaluated through the Trust's EVOLVE educational visits management system. EVOLVE provides the Trust's official record of educational visits and forms part of the Trust's arrangements for planning, approval, monitoring, quality assurance and governance.

All schools must use the EVOLVE Outline Approval process in accordance with Trust procedures. Outline Approval supports early planning and enables appropriate advice, guidance and oversight to be provided before detailed arrangements are finalised where required.

For UK residential visits, overseas visits and adventurous activities, the Outdoor Education & Educational Visit Advisor will be included in the Outline Approval process and will provide Trust oversight before the visit progresses through the final approval process.

Visit Leaders are responsible for ensuring that information submitted through EVOLVE is accurate, complete and submitted within the required timescales.

3.1.3 Approval Framework

Educational visits must be approved in accordance with the Trust's educational visits approval framework. Visits requiring Trust approval must not proceed until the required approval has been granted through EVOLVE.

Visit Type	School Approval	Trust Approval / Oversight
Routine educational visits	Headteacher or delegated school process	Not normally required
Day visits requiring additional planning	Headteacher	Not normally required unless identified through the approval process
UK residential visits	Headteacher	Outdoor Education & Educational Visit Advisor through EVOLVE
Overseas visits	Headteacher	Outdoor Education & Educational Visit Advisor through EVOLVE
Adventurous activities	Headteacher	Outdoor Education & Educational Visit Advisor through EVOLVE
Duke of Edinburgh expeditions	Headteacher	Outdoor Education & Educational Visit Advisor through EVOLVE

All educational visits must be submitted through EVOLVE at least six weeks before the proposed departure date to allow sufficient time for planning, review and approval. Schools should allow additional time for complex visits, including overseas, residential and adventurous activities.

Where exceptional circumstances prevent the six-week timescale from being achieved, the Headteacher must agree the circumstances and, where applicable, the Outdoor Education & Educational Visit Advisor must be consulted before financial commitments are made or the visit proceeds.

3.1.4 Visit Planning

As part of the planning process, Visit Leaders must ensure that appropriate consideration has been given to:

- Location, distance and remoteness.
- Travel arrangements and transport.
- Educational purpose and intended learning outcomes.
- Staffing, supervision and competence.
- Participant needs, including SEND, medical conditions and allergies.
- Accommodation, where applicable.
- Provider suitability and due diligence.
- Budget, affordability and financial viability.
- Insurance arrangements.
- Risk management and first aid provision.
- Emergency and communication arrangements.
- Reasonable adjustments required to enable participation.

Detailed operational timescales and planning requirements will be set out in Trust educational visits guidance and procedures.

3.1.5 Post-Visit Evaluation and Lessons Learned

Following every educational visit, the Visit Leader must complete a post-visit evaluation through EVOLVE. The evaluation should identify examples of good practice, incidents or near misses, the effectiveness of planning and risk management, issues encountered and lessons learned.

Schools should use evaluations to promote continual improvement and inform future visits. Significant findings should be shared with the EVC and Outdoor Education & Educational Visit Advisor where appropriate so that learning and good practice can be shared across the Trust.

3.2 Inclusion, Medical Conditions and Accessibility

The Trust is committed to ensuring that educational visits are inclusive and accessible to all pupils. Schools should take all reasonable steps to enable participation, recognising that educational visits form an important part of pupils' education, personal development and wellbeing.

Planning should begin with how participation can be enabled, rather than whether participation is possible. Where a pupil has a disability, EHCP or other additional need, the school should consider reasonable adjustments to the programme, staffing, transport, accommodation, activities and supervision arrangements.

Planning should be informed by relevant school records and plans, including an Education, Health and Care Plan (EHCP), Individual Healthcare Plan, Allergy Action Plan, Asthma Action Plan or other relevant medical information, together with the school's Medical Conditions and Allergy Safety Policies where applicable.

3.2.1 Medical Conditions, Allergies and Medication Management

The Trust is committed to ensuring that all students, including those with medical conditions and allergies, are able to participate fully, safely and inclusively in educational visits. Educational visits must be planned to ensure that appropriate medical support, reasonable adjustments and emergency arrangements are in place for all participants. A known medical condition or allergy should not, in itself, prevent a student from taking part where suitable planning, risk assessment and control measures can be implemented.

Schools must ensure that students with identified medical needs are appropriately supported during the planning and delivery of educational visits. Planning must be informed by the student's Education Health Care Plan (EHCP), Individual Healthcare Plan, Allergy Action Plan, Asthma Action Plan or other relevant medical information, together with the school's Medical Conditions and Allergy Safety Policies where applicable. Relevant medical needs of accompanying staff or volunteers that may require planning or emergency arrangements during the visit should also be considered.

Where a student has identified medical needs that require specific planning or emergency medication, these arrangements must be identified as part of the visit planning and approval process. The agreed control measures must be clearly recorded within the visit risk assessment and reflected within EVOLVE as part of the approval process.

Where appropriate, parents/carers should be consulted during the planning process to ensure that the arrangements accurately reflect the student's current medical needs. Where necessary, advice should also be sought from the student's healthcare professionals.

When planning a visit, the school and Visit Leader must consider:

- The student's medical needs, including any known allergies, and the measures required to support them safely throughout the visit.
- Transport, accommodation, catering, activities and environmental factors that may present a medical or allergy-related risk.
- Liaison with activity providers, accommodation providers, transport providers and catering teams where necessary.
- How relevant medical information will be shared with accompanying staff and providers on a need-to-know basis.

- Emergency response arrangements, including communication procedures, access to emergency medical services and the location and accessibility of appropriate medical facilities.
- Any reasonable adjustments required to enable the student to participate safely and fully in the visit.

Prescribed medication required during the visit, whether routine or emergency medication, must be readily accessible at all times and managed in accordance with the student's healthcare plan or medical advice. This includes, where applicable, adrenaline auto-injectors (AAIs), inhalers, insulin, emergency epilepsy medication and any other prescribed medication. Medication must never be packed in luggage or stored in a way that would delay access in an emergency.

The Visit Leader must ensure that accompanying staff are appropriately briefed on the medical needs of participating students, understand the emergency procedures, know where emergency medication is located and are confident in their role should a medical emergency or allergic reaction occur.

Where a student has been prescribed emergency medication, the school and Visit Leader must confirm before departure that the student has the prescribed quantity of in-date medication available for the duration of the visit. Particular consideration must be given to medication that may be difficult to replace during a visit, especially on residential and overseas visits. Where appropriate, advice should be sought from parents/carers, the prescribing clinician or relevant healthcare professionals before the visit.

For overseas visits, the school and Visit Leader must additionally consider:

- The legal requirements for carrying medication into the destination country.
- Any documentation required to support the carriage of medication.
- The availability of replacement medication and appropriate medical treatment within the destination country.
- The location and accessibility of appropriate medical facilities.
- Contingency arrangements should prescribed emergency medication be used during the visit.

Following any medical emergency, allergic reaction, anaphylaxis or significant medical-related near miss during a visit, the incident must be reported in accordance with the Trust's accident and incident reporting procedures. The visit should be reviewed to identify lessons learned and, where appropriate, future visit planning, healthcare plans and risk assessments amended accordingly.

Medical planning should be proportionate to the needs of the individual participant and should be reviewed where circumstances change before departure.

No educational visit will be approved unless the medical needs of all participating students have been appropriately assessed, suitable control measures are in place, and any required medication and emergency arrangements have been confirmed.

3.3 Pupil Behaviour

While on educational visits, pupils are expected to conduct themselves with respect, responsibility and courtesy, follow instructions from staff, remain within agreed supervision arrangements and represent the school positively. Pupils should be mindful of the environment, local customs and the expectations of venues and providers.

Visit Leaders should ensure that pupils are appropriately briefed before the visit so they understand the educational purpose of the visit, expected standards of behaviour, safety arrangements and their responsibilities whilst participating.

In some circumstances, it may be reasonable and necessary to reconsider a pupil's participation where behaviour presents a significant risk to the safety or wellbeing of the pupil or others. Any such decision should only be taken following an individual assessment of the circumstances and after reasonable adjustments or alternative control measures have been considered.

3.4 Risk Management and Risk Assessment

Educational visits must be supported by suitable and proportionate risk management arrangements. Risk assessments should identify significant foreseeable hazards, evaluate the level of risk and identify appropriate control measures that enable educational visits to take place safely while supporting high-quality learning outside the classroom.

Schools must complete risk assessments using Trust-approved templates and guidance. The Trust's risk management framework is intended to promote a consistent, proportionate and practical approach to risk management across all schools while allowing sufficient flexibility to reflect the nature of individual visits.

The purpose of risk management is not to eliminate all risk, but to ensure that risks are understood, assessed and managed proportionately while enabling pupils to benefit from high-quality educational visits.

Risk assessments must be completed in sufficient time to allow appropriate review and approval before the visit. They must be available to the Visit Leader and relevant staff throughout the visit and reviewed where circumstances change.

Where external providers are used, their information and risk management arrangements should inform, but not replace, the school's own assessment. Visit Leaders remain responsible for ensuring that significant risks associated with the visit have been considered and appropriately managed.

Risk management continues throughout the educational visit. Visit Leaders and accompanying staff must continually assess changing circumstances and implement additional control measures where necessary. Dynamic risk assessment is an essential part of effective educational visit management.

Where similar visits have been undertaken previously, schools should review previous risk assessments, post-visit evaluations and lessons learned to inform future planning and promote continual improvement.

The Trust promotes the use of the STAGER variables, as referenced within OEAP National Guidance, as a practical framework to support proportionate risk management and educational visit planning. STAGER considers Staff, Timing, Activities, Group, Environment(s) and Remoteness.

Risk assessments should be discussed with staff and volunteers as appropriate. Staff should understand the control measures relevant to their responsibilities and the circumstances in which they may need to make further decisions.

Where practical, staff may make a preliminary visit to a location or venue as part of the planning and risk management process, but this is not mandatory unless required by the circumstances of the visit.

3.5 Staff Ratios and First Aid

There are no universal prescribed staff-to-pupil ratios for all educational visits. Appropriate supervision must be determined through suitable and proportionate risk assessment, taking account of the age, needs, abilities and behaviour of participants, the nature of the activities, the environment and the competence and experience of the accompanying staff.

Schools must ensure that the composition of the staff team reflects the needs of the visit and that accompanying staff are appropriately briefed, competent and able to fulfil their allocated responsibilities.

- At least one supervising adult able to administer appropriate first aid is present on all visits, unless a different arrangement has been agreed through risk assessment and Trust guidance.
- Appropriate first aid equipment is taken on all visits in accordance with the school's First Aid and Health and Safety policies.
- Adults are appropriately briefed on relevant medical issues, allergies and emergency arrangements on a need-to-know basis.
- Adults without the required safeguarding checks are not left alone with pupils or given sole responsibility for their care.
- Visit Leaders use appropriate systems for headcounts and accountability throughout the visit.

Certain activities, including Duke of Edinburgh's Award expeditions and other adventurous activities, may require specific staffing arrangements, qualifications or competencies. Schools must ensure that staffing arrangements comply with Trust guidance and any relevant national guidance applicable to the activity being undertaken.

Where volunteers accompany educational visits, they must be appropriately briefed and supervised and should not be expected to undertake responsibilities beyond those agreed by the Visit Leader.

3.6 Transport

Travel arrangements form an integral part of educational visit planning and should be considered as part of the overall risk management process.

Schools should ensure that transport providers are suitable for the journey being undertaken and that appropriate checks have been completed where required. Where available, schools should use Trust-approved or Trust-recommended transport providers. Where alternative providers are used, appropriate due diligence must be undertaken in accordance with Trust guidance.

Where participants have identified medical conditions, disabilities or other additional needs, transport arrangements should be reviewed to ensure they remain suitable and any required adjustments have been considered.

Visit Leaders should ensure appropriate arrangements are in place to respond to delays, breakdowns or other transport-related incidents.

Unless previously agreed with parents/carers, transport for visits should leave from and return to the school site or another clearly communicated agreed location.

3.7 Use of External Organisations and Venues

Schools should ensure that external providers and venues are suitable for the educational visit being undertaken and are able to provide safe, high-quality learning experiences appropriate to the age, needs and abilities of participating pupils.

Where appropriate, schools should give preference to providers and venues holding recognised quality assurance schemes, such as the Learning Outside the Classroom (LOtC) Quality Badge, or other relevant nationally recognised accreditation. The LOtC Quality Badge assesses both educational provision and risk management and is endorsed by the Department for Education and the Outdoor Education Advisers' Panel.

Recognition through a quality assurance scheme supports, but does not replace, the school's responsibility to undertake appropriate due diligence and proportionate risk management for the specific visit.

Provider due diligence should consider, as appropriate:

- Educational quality and suitability.
- Safeguarding arrangements.
- Staff competence and relevant qualifications or licences.
- Insurance arrangements.
- Risk management and emergency arrangements.
- Ability to meet the needs of participating pupils.
- Relevant experience, accreditation and previous performance.
- Contractual responsibilities and arrangements between the school and provider.

The Trust may develop and maintain lists of recommended providers, venues and transport providers to support schools in selecting suitable organisations. The use of such lists does not remove the responsibility of schools to ensure that the provider remains suitable for the specific educational visit being undertaken.

The Visit Leader remains responsible for ensuring that external provider arrangements are appropriate for the planned educational visit.

3.8 Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and support pupils alongside staff. Volunteers will be selected fairly and transparently, taking account of the needs of the pupils, the setting and circumstances of the visit, and volunteers' skills, attitude and previous experience.

Volunteers will receive an appropriate induction before the visit, including their responsibilities, expected behaviour, the process for raising concerns, emergency procedures, contact arrangements and the visit timetable.

Where the nature of the visit requires safeguarding checks, including DBS checks, these must be completed before the volunteer undertakes the relevant role. Volunteers without the required safeguarding checks must not be left alone with pupils or given sole responsibility for their care.

3.9 Communication and Consent

Schools will provide parents/carers with clear and timely information about educational visits. Information should be proportionate to the nature of the visit and should include, where relevant:

- Dates and times of departure and return.
- Destination and contact information.
- Educational purpose and planned activities.
- Travel arrangements and meeting points.
- Staffing and supervision arrangements where relevant.
- Clothing and equipment requirements.

- Costs and financial arrangements.
- Accommodation arrangements for residential visits.
- Relevant health, medical, allergy and public health information.
- Expected behaviour and any specific arrangements for mobile phones or other personal electronic devices.

Where formal parental consent is required, it must be obtained before the visit proceeds. Schools must follow Trust guidance and relevant legal requirements regarding consent and the provision of information to parents/carers.

Parents/carers should be asked to provide current and relevant medical, allergy, dietary and emergency contact information. For overseas visits, schools should also obtain and check relevant travel documentation, including passport and healthcare information as required.

3.9.1 Mobile Phones and Personal Electronic Devices

The use of mobile phones and other personal electronic devices during educational visits should be considered as part of the visit planning process and managed in accordance with the school's Behaviour Policy and any specific arrangements communicated before the visit.

Where pupils are permitted to carry mobile phones or other personal electronic devices, clear expectations should be established regarding their appropriate use, including during activities, travel and residential visits.

Mobile phones and personal electronic devices must never be regarded as a substitute for appropriate supervision, safeguarding arrangements or agreed emergency communication procedures.

Visit Leaders should consider circumstances where the use of mobile phones or other personal electronic devices may need to be restricted to protect safeguarding, privacy, concentration, educational outcomes or the safe delivery of activities.

Schools should ensure that parents/carers and pupils understand the agreed communication arrangements for the visit, including when pupils may contact home and who should be contacted in the event of an emergency.

3.10 Emergency Procedures and Incident Reporting

3.10.1 Emergency Planning

Every educational visit must have appropriate emergency arrangements proportionate to the nature, location and complexity of the visit. Emergency planning should form part of the overall visit planning process and be considered alongside risk management and safeguarding arrangements.

Emergency planning should consider, as appropriate:

- Serious and unexpected events or risks.
- Serious or life-threatening injury or illness.
- Individuals going missing.
- Serious safeguarding concerns.
- Medical emergencies and allergic reactions.
- Transport disruption or failure.
- Severe weather or environmental events.
- Loss of communication or other circumstances affecting the safe continuation of the visit.

Visit Leaders must ensure that accompanying staff understand the agreed emergency procedures before departure and know their individual responsibilities should an incident occur.

3.10.2 Incidents

In an emergency, the Visit Leader or other supervising adult should take immediate action to protect life and safety, contact the emergency services where necessary and follow the school's and Trust's emergency and critical incident procedures.

Where a serious incident occurs, the school must follow the Trust's Critical Incident procedures and notify the Outdoor Education & Educational Visit Advisor as soon as reasonably practicable where the incident falls within the Trust's approval framework or is likely to require Trust support.

Where a pupil requires medical treatment, appropriate arrangements must be made for a member of staff to accompany the pupil where practicable and appropriate, while ensuring that adequate supervision remains in place for the rest of the group.

If a pupil is unaccounted for, the Visit Leader must implement the agreed missing-person procedures, maintain appropriate supervision of the remaining group and contact emergency services where necessary. The school must be informed as soon as practicable and parents/carers contacted in accordance with the emergency plan.

All incidents, accidents and near misses must be reported in accordance with Trust and school procedures, including any statutory or regulatory reporting requirements. Significant incidents and near misses must be reviewed to identify lessons learned and improvements to future planning, guidance or risk management arrangements.

Following any significant incident or near miss, the educational visit should be reviewed to identify lessons learned and any improvements required to future planning, guidance or risk management arrangements.

3.11 Charging and Financial Arrangements

Schools must follow the Trust's Charging and Remissions Policy and Financial Regulations when arranging educational visits.

Where contributions are requested, schools must communicate the arrangements clearly to parents/carers and ensure that financial arrangements do not unnecessarily prevent participation, in accordance with the Trust's charging and remissions arrangements.

3.12 Insurance

Schools must ensure that appropriate insurance or risk protection arrangements are in place for the visit. This should include consideration of cancellation, travel, medical, accident, personal effects and activity-specific requirements as appropriate.

Where the Trust's Risk Protection Arrangement or other Trust insurance arrangements apply, schools must comply with the relevant Trust requirements and seek advice from Risk and Compliance where necessary.

3.13 Residential Visits

Residential visits require enhanced planning because of the increased responsibility associated with overnight supervision, accommodation, safeguarding and participant welfare. All residential visits require Headteacher approval and Trust oversight in accordance with the approval framework.

The planning requirements in this policy apply to residential visits. In addition, Visit Leaders must ensure that:

- Staff have received any necessary training and are competent for their roles.
- Medical, allergy and medication arrangements are confirmed and accessible.
- All adults have appropriate safeguarding checks where required.
- Accommodation is appropriate for the age, needs and safeguarding requirements of participants.
- Appropriate arrangements are in place for room allocation, supervision and access to staff.

Staff accommodation should be separate from pupil accommodation wherever reasonably practicable, with appropriate privacy and professional boundaries maintained. Where staff are required to share sleeping accommodation, this should normally be with a member of staff of the same sex and should be considered as part of the visit's safeguarding and risk-management arrangements. Any exceptional arrangement should be agreed in advance, appropriately risk assessed and authorised by the school in accordance with Trust procedures, taking account of individual circumstances and relevant safeguarding and equality duties.

- Emergency and out-of-hours arrangements are clearly established.
- Parents/carers receive sufficient information about the visit, including dates, destination, activities, accommodation, costs, equipment, staff and contact arrangements.

3.14 Overseas Visits

Schools should use current official government guidance and, where appropriate, advice from the tour operator or travel provider when checking requirements.

Unless otherwise agreed by the school or Trust, the costs of obtaining or renewing personal travel documentation, visas, permits or other immigration documentation are the responsibility of the parent/carer. Schools should consider their charging, remission and financial assistance arrangements where the cost of required documentation may create a barrier to participation.

The school should obtain confirmation that required documentation has been obtained before the visit. Where a pupil does not hold the required documentation by the school's stated deadline, they may be unable to participate in the visit.

Parents/carers are responsible for ensuring that their child has the required passport or travel document and, where applicable, visa, electronic travel authorisation, permit or other immigration documentation. Schools should communicate these requirements at an early stage and provide sufficient time for applications to be completed.

For overseas visits, the Visit Leader and school must identify the travel documentation and immigration requirements applicable to the destination and any transit countries. Requirements may differ according to nationality, passport type, residency status and individual circumstances.

Travel documentation and immigration requirements

Overseas visits require enhanced planning and Trust approval. Schools must consider the destination, current travel advice, medical arrangements, insurance, legal requirements, safeguarding, financial arrangements, communications and contingency planning.

Schools must consider current Foreign, Commonwealth and Development Office (FCDO) travel advice throughout the planning process and continue to monitor relevant advice before departure.

Schools must ensure that appropriate travel, medical and activity insurance or risk protection arrangements are in place before departure.

Overseas visits should include contingency arrangements for travel disruption, medical emergencies, political or environmental events and other reasonably foreseeable circumstances that may affect the visit.

Where external providers or venues are used overseas, schools should give preference to providers holding the LOfC Quality Badge or an equivalent recognised quality assurance scheme relevant to the country and activity, where available and appropriate.

Visit Leaders must ensure that emergency contact information remains accessible throughout the visit and that communication arrangements have been agreed before departure.

3.15 Duke of Edinburgh's Award

The Duke of Edinburgh's Award (DofE) is available to students through schools within the Trust. All schools wishing to deliver DofE must operate in accordance with the requirements of their DofE licence and relevant Trust arrangements. Responsibility for the safety and welfare of participants rests with the school in accordance with its licence and this policy.

DofE expeditions are classified as adventurous activities and must be planned, risk-assessed, approved and monitored in accordance with this policy, Trust guidance, the DofE licence requirements and relevant national guidance. All appropriate internal notifications and approvals must be obtained through EVOLVE.

Schools must ensure that staffing arrangements, qualifications, competence, supervision and emergency arrangements are appropriate for the expedition being undertaken. Detailed DofE staffing and expedition requirements will be set out in Trust guidance and must reflect relevant national guidance.

The DofE Operations Manager provides guidance and advice on award-specific matters. The Outdoor Education & Educational Visit Advisor provides Trust-wide educational visits advice and oversight.

Monitoring and review of DofE expeditions may be undertaken by the Outdoor Education & Educational Visit Advisor or Risk and Compliance Team, either as planned or unannounced visits, in line with the Trust's approach to educational visits.

4. Compliance, Monitoring and Quality Assurance

The Trust will monitor educational visits to provide assurance that schools are complying with this policy and to support continual improvement in the planning and delivery of educational visits.

Quality assurance activities are intended to support schools, identify good practice, promote consistency across the Trust and ensure educational visits continue to provide high-quality learning experiences.

Monitoring may include:

- Review of EVOLVE records and approvals.
- Sampling of visit documentation, including risk assessments, evaluations and financial planning information.
- Pre-visit checks and advice.
- Planned or unannounced monitoring visits.
- Discussions with Headteachers, EVCs and Visit Leaders.
- Review of incidents, near misses and lessons learned.
- Review of training, competence and development needs.

Information gathered through monitoring activities may be analysed to identify trends, areas for development, examples of good practice, training needs and opportunities for continual improvement across the Trust.

The Outdoor Education & Educational Visit Advisor will provide appropriate reports to the Trust to support oversight of educational visits, monitor compliance and inform future policy, guidance and training. Reporting arrangements will reflect the needs of the Trust and its governance structures.

Lessons learned from educational visits, incidents, near misses, evaluations and monitoring activities should be shared where appropriate to promote continual improvement across the Trust.

Where monitoring identifies areas requiring improvement, schools will be supported to implement appropriate actions within agreed timescales. Where significant concerns remain unresolved, the matter may be escalated through the Trust's governance and assurance arrangements.

The Trust is committed to fostering a culture of continual improvement in educational visits through effective governance, professional support, monitoring, evaluation and the sharing of good practice.

5. References, Legislation and Guidance

5.1 Legislation and Statutory Guidance

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Equality Act 2010.
- Children Act 1989 and Children Act 2004, where relevant.
- Children and Families Act 2014, including arrangements for supporting pupils with medical conditions.
- Statutory guidance on Allergy Safety in Schools (July 2026).
- SEND Code of Practice.
- Keeping Children Safe in Education.

5.2 National and Sector Guidance

- OEAP National Guidance – The Association of Advisers for Outdoor Learning and Educational Visits (OEAP).
- Department for Education guidance on Health and Safety on Educational Visits.
- Council for Learning Outside the Classroom (CLOtC) – High Quality Outdoor Learning.
- Council for Learning Outside the Classroom (CLOtC) – Learning Outside the Classroom (LOtC) Quality Badge.

5.3 Trust Policies and Procedures

- Trust Educational Visits Guidance and procedures.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions Policy.
- Medical Conditions and Allergy Safety Policy, where applicable.
- Behaviour Policy.
- First Aid Policy.
- Charging and Remissions Policy.
- Financial Regulations.
- Procurement Procedures.
- Critical Incident Procedures.
- Equality, Diversity and Inclusion Policy.

- SEND Policy.
- Accessibility Plan.

Appendix 1 – Definitions

Term	Definition
Educational Visit	Any activity arranged by, or on behalf of, a Trust school that takes place away from the school site.
Routine Visit	A visit involving everyday levels of risk that can normally be managed through the school's standard operating arrangements and existing policies and procedures.
Day Visit	An educational visit that does not involve an overnight stay.
Residential Visit	An educational visit involving one or more overnight stays.
Overseas Visit	An educational visit taking place outside the United Kingdom.
Adventurous Activity	An activity requiring additional planning, specialist leadership, specific competence or enhanced risk management because of its nature, environment or level of challenge.
EVOLVE	The Trust's educational visits planning, approval, recording, monitoring and evaluation system.
Outline Approval	The initial EVOLVE approval stage used to establish the principle of a proposed visit and provide early oversight, advice and guidance before detailed planning is completed where required.
Educational Visits Coordinator (EVC)	The member of staff appointed by a school to coordinate educational visits and support the Headteacher, Visit Leaders and other staff in applying the Trust's arrangements.
Visit Leader	The member of staff designated as having overall responsibility for planning and leading an educational visit.
Outdoor Education & Educational Visit Advisor	The Trust-appointed professional adviser responsible for Trust-wide advice, support, training, quality assurance, monitoring and approval arrangements for educational visits and outdoor learning.
STAGER	A planning framework referenced within OEAP National Guidance covering Staff, Timing, Activities, Group, Environment(s) and Remoteness.
Provider	A third-party person or organisation contracted to organise, lead or otherwise provide a visit, activity, venue, accommodation or supervision.
Dynamic Risk Assessment	The ongoing process of assessing changing circumstances during a visit and implementing additional control measures where necessary.

Appendix 2 – Summary of Key Changes in Version 3.0

- Introduced a clear Trust-wide governance and approval framework.
- Clarified approval thresholds and the use of EVOLVE Outline Approval.
- Embedded EVOLVE as the Trust's educational visits management system and official record.
- Introduced a six-week minimum submission requirement.
- Expanded definitions and key terminology.
- Introduced financial planning and budget requirements.
- Strengthened inclusion and accessibility arrangements.

- Added comprehensive Medical Conditions, Allergies and Medication Management requirements.
- Strengthened risk management arrangements, including Trust-approved templates, dynamic risk assessment and the STAGER framework.
- Strengthened requirements for staffing, DofE and activity-specific competence.
- Introduced expectations around transport provider assurance and future Trust-approved provider registers.
- Strengthened external provider due diligence and referenced the LOtC Quality Badge.
- Added mobile phone and personal electronic device expectations.
- Enhanced emergency planning, incident reporting and lessons learned.
- Strengthened monitoring, management reporting, quality assurance and continual improvement arrangements.
- Updated references to legislation, statutory guidance and national sector guidance.

Document Control

Version	Date	Author	Approved By	Summary of Changes
2.0	March 2025	Trust	Academy Trust Audit, Risk and Compliance Committee	Previous Educational Visits Policy.
3.0	September 2026	Outdoor Education & Educational Visit Advisor	Academy Trust Audit, Risk and Compliance Committee	Major policy revision following Internal Audit, including enhanced governance, EVOLVE approval, financial planning, medical management, risk management, monitoring and quality assurance.

Final Policy Statement

The Trust is committed to fostering a culture of high-quality educational visits through effective leadership, professional support, continual improvement and proportionate risk management. By working collaboratively across all Trust schools, the Trust aims to ensure that every educational visit provides a safe, inclusive and enriching learning experience for all participants.