

POLICY –

Education Universal – Educational Visits

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by <i>ROC Northwest & CareTech</i> . Linton is a School.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local Site Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Policy Statement

Educational visits at our sites are a powerful part of how learners experience and make sense of the world. Whether engaging with local community resources or taking part in residential and overseas experiences, visits deepen curriculum intent, strengthen personal development, and contribute to learner confidence, independence and cultural capital.

This universal policy sets out a clear, proportionate framework for planning, approving, delivering and reviewing visits. It applies to all sites and all types of visits, so that every experience is safe, inclusive, legally compliant and educationally purposeful.

This policy should be read with reference to the following legislation and guidance:

- The Education (Independent Schools Standards) Regulations 2019
- The Education (Independent Schools Standards) Regulations 2014
- DfE Health and safety: advice on legal duties and powers 2014
- OEAP National Guidance documents as found at <http://oeapng.info>
- Health & Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- Employers Liability (Compulsory Insurance) Act 1969
- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- Adventure Activities Licensing Regulations 1996
- Education (School Premises) Regulations 1999
- The School Premises Regulations 2012

We encourage educational visits as we believe they 'offer an invaluable opportunity to enrich young peoples' learning, raise their self-esteem, increase their motivation and appetite for learning and raise levels of achievement in many aspects of their life and education.'

3. Purpose

This policy applies to Linton School and sets out our organisational approach to educational visits for learners of all ages.

It establishes expectations for:

- teachers/tutors and the staff team involved in off-site provision
- senior leaders and governor proprietor
- learners
- visitors, volunteers and contractors, where relevant

It enables Linton School to:

- meet national statutory duties
- uphold safeguarding responsibilities
- comply with data protection requirements
- maintain well-governed, high-quality provision that strengthens curriculum intent, personal development and learner experience

This policy applies to all staff at Linton School when they take pupils on off-site educational activities. This includes outdoor pursuits, physical education, off-site educational visits and all off-site visits connected to enrichment day and wider curriculum opportunities. It must also be considered when staff arrange work in the community and work experience placements. Staff includes all members of the teaching team and all members of the residential care teams who support in the school day.

The school uses off-site education activities as a part of the school curriculum for a variety of reasons:

- To support pupils in accessing facilities not available at the main school site;
 - To support pupils in accessing the outdoor pursuits curriculum available at the school;
 - To further enrich and support the learning experiences available in the school;
 - To support pupils to access the wider community in order to better develop social and independence skills, reduce isolation, and better prepare them for adult life in society;
 - To support pupils in accessing opportunities and resources necessary to achieve progress and accreditation in a range of wider curricular awards
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Educational visits provide a variety of opportunities to enable our students to achieve a fuller understanding of the world around them through direct experience and offer a valuable enhancement to the curriculum. We regard them as an essential element of good teaching practice. We recognise that thorough planning and risk assessment of educational visits are crucial to ensure their educational success and safeguard students, teachers and volunteers. Each visit is designed to provide a rich, learning experience for students in a safe, managed environment.

Principles:



Young people should be able to experience a wide range of activities. Health and Safety measures should help them to do this safely.

- It is important that children learn to understand and manage the risks that are a normal part of life.
- Common sense should be used in assessing and managing the risks of any activity. Health and Safety procedures should always be proportionate to the risks of an activity.
- Staff should be given the training they need so that they can keep themselves and children safe, and manage risks effectively.
- Employers, school staff and others also have a duty under the common law to take care of students in the same way that a prudent parent would do so.
- Schools should seek to be inclusive; reasonable adjustments should be made to allow as many students as possible to be involved in offsite activities.

4. Scope

This policy applies across all sites, services and functions and covers:

- Applies to the whole School, including clubs, holiday activities and off-site learning.
- Applies to learners under and over 18 years.
- Applies to all activities beyond the normal operational base, during and outside normal hours.

Each site must implement these universal standards consistent with the statutory and regulatory requirements of the nation in which it operates, as outlined in **Appendix A**.

5. Legal and Regulatory Context

Each **School site** operates within the statutory duties, safeguarding requirements and inspection arrangements of its nation. Universal standards in this policy are enacted with the correct national framework (see **Appendix A**).

6. Policy Principles

- Visits must have clear aims and objectives linked to curriculum and wellbeing.
- Provision must promote inclusion and equal opportunities.
- Visits must be planned, risk assessed, approved, delivered and monitored proportionately.

7. Responsibilities — Sites must:

- conduct risk assessments, including medical and needs-based considerations
- ensure supervision ratios and appropriate vetting checks
- prepare emergency procedures, first aid and communications
- plan transport and insurance arrangements
- communicate with parents/carers and obtain written consent for higher-risk, residential, out-of-hours and overseas activities
- appoint a competent Educational Visits Coordinator (EVC)

- follow safeguarding protocols for learners under and over 18

Educational Visits Coordinator (EVC):

“A member of school staff appointed to coordinate all Visits and with the status to effect change and be the focus of good practice. Such a person should be an experienced visit leader with sufficient status within the establishment to guide the working practice of colleagues leading visits.”

The EVC for Linton School (Tracey Pinder) is responsible for the processes whereby an educational visit is planned, prepared and realised, whether this process is carried out by the EVC or where carried out by other members of the teaching team, under the supervision of the EVC. The EVC is also responsible for the promotion of this policy and procedures, the development of the staff team and the coordination of all aspects of Offsite Educational Visits across the School. The EVC is accountable to the Head Teacher.

OEAP guidance suggests that, for the purposes of Linton School, the role of the EVC should consider the following:

- Ensuring that they have an understanding of how outdoor learning, off-site visits and learning outside the classroom can support a wide range of outcomes for children and young people, and raise achievement.
- Ensuring that they have attended EVC training as recommended or required by the employer, and other training appropriate to effective delivery of the role (e.g. training in first aid, risk assessment, understanding the needs of the pupils, behaviour management, outdoor activities, other training beyond the scope of any EVC training undertaken but relevant to role)
- Ensuring that all activities and visits meet guidance requirements.
- Ensuring that the Head Teacher and members of Visit Leaders Team have access to training at an appropriate level to ensure that the Employer's guidance and Establishment procedures are properly understood.
- Supporting the Head Teacher with approval of visits and other decisions.
- Supporting the Head Teacher in ensuring that all members of Visit Leaders Team are competent.
- Monitoring of Visit Leaders' planning, and sample monitoring of visits.
- Organising the training of members of Visit Leaders Team.
- Ensuring that where the Visit Leaders Team includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management.
- Ensuring that DBS checks are in place as required.
- Ensuring that establishment policy provides sufficient guidance to Visit Leaders about information for parents and parental consent.
- Checking that there are 24/7 Establishment Emergency Contacts for each and every visit and that Emergency Procedures are in place.
- Ensuring that medical and first aid issues are addressed.
- Ensuring that emergency arrangements include Emergency Contact access to all relevant records, including medical and next of kin information for all members of the party, including staff.
- Ensuring that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer

requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

- Ensuring that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary.
- Ensuring that there is an Establishment procedure for recording “near accidents/near misses”, including any resulting learning points and action.
- Ensuring that they keep their knowledge up to date via EVC update processes and EVC revalidation courses as recommended or required.
- Ensure the planning and delivery of any offsite visit is done in accordance with this policy and all required paperwork is completed competently.

Visit Leader:

“The designated person responsible for the Visit and who will have overall responsibility for the safety and conduct of Participants and the Visit Leadership Team.”

For the purposes of Linton School, the Visit Leader is the person who has designated responsibility for the visit, its planning and preparation, and its realisation. The Visit Leader will be responsible for the coordination of the visit, the staff accompanying the visit and the young people involved in the visit.

The Visit Leader must work with and seek support from the EVC in the organisation of a visit to ensure the School’s policies and procedures are adhered to.

The Visit Leader must not carry out a visit until authorised by the Head Teacher.

The Visit Leader will be the single contact point for the Head Teacher and EVC during the organisation of a visit, and the contact point between the School and those on the visit once it is underway. This is so as to avoid any confusion or misinformation arising during organisation and implementation stages.

7.1 Safeguarding & Behaviour

- Set clear expectations for learner conduct and safety.
- Ensure arrangements for emergency medical treatment if parents/carers cannot be contacted.

Risk Assessment:

Supervising a group of young people in any environment involves judgement based on a combination of experience, training, and tacit knowledge. Whether the environment is indoors or out, on-site or off-site, the same risk management principles apply. The difference is in how contained and controllable the environment is. Anyone working with young people in an indoor setting should feel able to use off-site or outdoor environments, and will find that their work becomes more powerful and memorable as a result.

Risk management is not about risk elimination. If young people work in an area of nettles and brambles they may get scratched or stung. This is not necessarily a

problem - appropriately planned, it is experiential learning and part of growing up. There is no question that outdoor learning and off site visits are enormously beneficial to the education and development of young people. However to achieve these benefits involves the acceptance of some element of risk. Indeed there is a benefit in young people experiencing such risks in order to learn to manage them for themselves and improve their ability to look after their own safety.

ACTIVITY / VENUE: Before embarking on an offsite educational visit, the Visit Leader must produce a risk assessment for that specific venue/location. It may be that the venue itself is happy to provide their own risk assessment, and should be contacted during the organisation process.

If the venue is an outdoor location, or if the venue is unable to provide a risk assessment, then a risk assessment must be completed by either the EVC or the Visit Leader. This will usually require a visit to the location, prior to the educational visit, in order to accurately assess the venue and complete the risk assessment.

If an activity is to be carried out at the location, which will be facilitated by members of the school team, then the activity itself must be risk assessed, with the location as a component of the risk assessment. If the visit is to a location/venue for the specific purpose of engaging in an activity facilitated by the venue or by a third-party provider, then the risk assessment either provided by the venue/provider or completed by the school must account for the specific activity at that location. The school must adapt the risk assessment provided by any third party to be relevant to the needs of the pupil group.

A risk assessment will always be carried out prior to the visit, and must use the school's risk assessment template, and will cover:

- What are the hazards?
- Who might be affected by them?
- What is the likelihood of the hazard arising?
- What safety measures are needed to reduce risks to an acceptable level?
- Can the party leader put the safety measures in place?
- What steps will be taken in an emergency?

PUPIL PARTICIPANTS: All pupils admitted to our school have their own individual needs and present a range of individual risks. Parallel to the activity/venue risk assessment, the risk assessment of the activity include the capabilities of the individual pupil members participating in the visit and consider how their own individual needs and risks might (or not) have an effect when applied to the proposed activity or venue. This is done by using the risk assessment for the individual and school applying the identified risks therein to the risk assessment for the activity proposed, and demonstrating how any identified risks can be reduced or minimalised.

The age, competence, maturity and behaviour of the participants must be matched to the other variables, and any individual, medical or special needs addressed. (oeapng.info)

EQUIPMENT AND RESOURCES: All offsite activities require the provision and use of appropriate equipment and resources, whether this is as simple as suitable footwear to walk around a venue or the specific Personal Protective Equipment required for certain outdoor pursuits or other, more hazardous activities.

The Visit Leader / EVC must:

- make clear in the risk assessment, what equipment and resources are required in order to reduce the risk for an individual participating in an activity;
- make clear how any necessary equipment or resources are to be provided (whether the responsibility of the home and young person or the responsibility of the school);
- ensure that necessary equipment and resources are present on the day of the activity, prior to the group leaving to complete the activity;
- ensure that staff accompanying pupils have the same expectations of equipment and resources applied to them as young people;
- ensure that any equipment or resources provided by the school for an activity are supported by a rigorous process for quality monitoring and testing as fit for purpose.

In the event that there is a failure to supply specified equipment and resources required to complete the activity safely, the Visit Leader/EVC must make an on-the-spot assessment as to whether the organised activity can take place, or whether it should be cancelled.

NB: It is expected that generic activity risk assessments for activities carried out regularly by the school, such as outdoor pursuits, would include a standard list of PPE equipment and resources required for that activity to take place safely.

7.2 Equal Opportunities & Inclusion

- Activities must be accessible to all learners, with reasonable adjustments for SEND
- Risk assessments must align with Equality, Diversity and Inclusion policies.

8. Inclusion, Accessibility and Learning Outside the Classroom

We plan for participation by default. No learner is excluded on the basis of need; we make reasonable adjustments to prevent discrimination under equality legislation.

- Staffing ratios are never lower than in-site ratios and may be increased to meet needs or the complexity of an activity (e.g., 2:1 for specific risks).
- Adults assigned to individual care do not count towards overall group ratios.
- Decisions about ratios and adjustments are collaborative (learners, parents/carers, group leaders, the education team and multi-agency partners).
- Risk assessments cover both the whole visit and individual inclusion needs, including aids/equipment and arrangements agreed with parents/carers, staff, venue managers and operators.
- Staff receive training to manage risks and communicate plans clearly to learners and parents/carers.
- Risk management is enabling: we address real risks, not trivial ones; paperwork is proportionate and practical.

Parental/Carer communication and consent DfE guidance states:

‘Written consent from parents is not required for students to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child’s education at school.’

We will ensure that we comply with all DfE guidance documentation before any educational visit is authorised and all precautions are taken to ensure students' safety.

Information about participants’ medical & special needs requirements

In order to effectively plan for an activity, the Visit Leader **MUST** have any information in respect of any specific medical conditions and/or particular special needs. It is the responsibility of the EVC to ensure that the Visit Leader has access to this information so that planning can be effective.

For example, the Visit Leader will need to plan the safe storage and administration of any medications required by a pupil on the activity, especially any controlled substance, or may need to plan for any specific mobility, supervision or support needs a young person may require.

9. Risk Management

Legal requirement: Risk assessment is required under health and safety legislation.

Purpose: To enable safe participation by identifying hazards, planning sensible controls and clarifying responsibilities.

Types of assessment:

- **Generic** (common, repeated activities)
- **Visit/Site-specific** (the particular location, group and activity)
- **Ongoing/Dynamic** (real-time professional judgement)

Consider: type of visit; location; season and weather; transport; staff competence and ratios; first aid capacity; learner age/maturity; medical, sensory and behavioural needs; emergency procedures; insurance; external provider competence and assurance; data protection; safeguarding; current national threat level and local context.

9.1 Pre-visit checks:

Thorough research of venues and providers; pre-visits are strongly recommended for complex or higher-risk activities (e.g., residential, overseas, adventure led by site staff). Recognised assurance routes include LOTC Quality Badge, AALA licence, Adventuremark, School Travel Forum, and relevant National Governing Body approvals)

9.2 Written assessments:

Written risk assessments are required for significant risks (e.g., climbing, caving, water-based activities, remote terrain), not routine low-risk local visits where generic controls are in place.

Refer to the ‘Risk Assessment and Risk Management Care’ Policy and ‘Health and Safety’ Policy for the full risk assessment and management framework within the site.

10. Roles and Responsibilities

Headteacher

- Holds overall accountability for visit safety and quality.
- Ensures policy compliance, staff competence, supervision sufficiency and safeguarding.
- Approves visits in line with the local scheme of delegation and ensures the site remains operational during staff absence.

Educational Visits Coordinator (EVC)

- Maintains the annual visits plan; monitors compliance.
- Supports group leaders with planning, training and evaluation.
- Confirms behaviour policies apply off-site.
- Verifies risk assessments, consent, insurance, travel arrangements and emergency contacts.

Group Leader (Visit Leader)

- Overall responsibility for planning, supervision, conduct and dynamic risk management.
- Allocates roles and briefings; confirms emergency procedures and contingencies.
- Carries essential documentation (participant lists, contacts, medical needs, plans).
- For overseas visits: holds passport/ID copies (where lawful) and shares key details with the EVC before departure.

Staff Team / Education Team / Multi-Agency Team

- Follow training and instructions; exercise ongoing professional judgement.
- Stop or adapt activities where risks become unacceptable.
- Manage conflicts of interest (e.g., where a staff member's dependant is in the group).

Volunteers & Responsible Adults

- Support delivery under staff direction; do not operate in sole charge.
- For residentials, complete appropriate vetting in line with safeguarding policy.

Parents/Carers

- Receive clear information in advance, including costs, itinerary, supervision and expectations.
- Provide accurate health/medical information and contact details; consent for emergency treatment where lawful.
- Understand arrangements for early return and associated costs where applicable.

Learners

- Participate in planning where appropriate; follow safety briefings and agreed boundaries.
- Adhere to the code of conduct (behaviour, communication, dress, downtime).

- Report hazards or concerns promptly.

11. Staffing, Supervision and Ratios

- Ratios reflect activity, environment and learner needs, and are always equal to or more generous than in-site ratios.
- Minimum expectation: two adults per off-site group; mixed-gender supervision for residentials.
- Non-direct supervision is only permitted in clearly defined areas with agreed rules, check-in points and emergency contacts; learners remain in groups of at least three.

12. Consent and Communication

- Routine, low-risk activities during normal hours: no individual written consent required where covered by the site's general consent.
- Written consent is required for higher-risk activities, out-of-hours, residential and overseas visits.
- One-off annual consent may cover multiple activities; parents/carers are notified before each visit and may withdraw consent.
- For learners over 18, consent is obtained in line with capacity and legal requirements.

13. Transport

- Use approved taxis, minibuses and coaches with appropriate driver checks and seatbelts/booster seats where required.
- Provide safety briefings before travel; seatbelts are worn at all times; typical allocation is two learners per double seat.
- Site minibus drivers complete approved training; journeys include rest breaks; first-aid kits are carried.
- Vehicles for 9+ passengers comply with licensing requirements.

14. Providers, Tour Operators and Assurance

- For packaged or adventurous provision, the EVC obtains and reviews the provider's Safety Management System and independent assurance where applicable.
- Providers must supply insurance documents and instructor qualifications on request.
- We use only providers with externally verified safety systems; accommodation is recognised and appropriate; no host families without full safeguarding checks.

15. Adventurous Activities

- Led by qualified, competent instructors and usually delivered at licensed/approved centres.
- Parents/carers are informed in writing of adventurous activities and associated controls.

- Where delivered by site staff, technical competence is verified and recorded; controls are proportionate and dynamic.
- Risk assessments have been undertaken and approved in line with the '*Risk Assessment and Risk Management Care*' Policy and '*Health and Safety*' Policy.

16. First Aid and Medical

- At least one staff member holds an appropriate emergency first aid qualification; for younger learners, paediatric-trained staff attend.
- The Group Leader ensures a complete first-aid kit is available and accessible.
- Overseas visits plan for access to medical care and carry relevant health documentation (e.g., GHIC/EHIC, insurance details).

Refer to the Administration of Medication Policy for full details on the storage/administration of medication, emergency health plans, and access to clinical advice.

17. Safeguarding and Conduct

- The site safeguarding policy applies at all times.
- A Designated Safeguarding Lead/Person is identified for the visit, with clear escalation routes.
- Any concern, allegation or suspicion of abuse is reported to the DSL immediately, following the policy for learners under and over 18.
- Behaviour expectations mirror in-site standards; persistent or serious breaches may result in a learner being excluded from a visit following a risk-based decision and communication with parents/carers.
- Mobile phones and cameras provided by School are used for educational purposes only.

Refer to 'Safeguarding and Child Protection' Policy and 'Preventing Extremism and Radicalisation' Policy for the full pathway.

18. Emergency Procedures and Communications (Universal)

- All staff understand emergency procedures and act with a **common-law duty of care** (the prudent leader test).
- The Group Leader maintains communication with the site and **designated point(s) of contact** (two contacts for overnight stays).
- Emergency protocols cover serious incident response, missing learner, medical evacuation, media handling, and liaison with authorities.
- Plans consider the **current national threat level** and local intelligence; staff apply sensible precautions and contingency arrangements.

In the event of an incident or emergency the Visit Leader will:

- Evaluate the situation to ensure that all members of the group are kept as safe as possible;



- Evaluate the situation to make an on-the-spot risk assessment as to how the group can be managed best to minimise the risk arising, or reduce the likelihood of any further risk increasing;
- Immediately communicate with the point of contact at the school to advise them of the circumstances and the current plan of action – **DON'T BE AFRAID TO ASK FOR ADVICE OR HELP**;
- Maintain regular communication to advise the point of contact as the situation progresses;
- Maintain control of the group, and an overview of the situation, whilst liaising with any other parties involved; such as emergency services or members of the public;
- Be prepared to administer first aid or support until help arrives;
- Report and record all accidents or incidents as per company processes;
- Be prepared to terminate the activity and return all participants to the school if this is the safest course of action.
- Be prepared to direct any public or media query to the point of contact. **DO NOT** give unapproved interviews without prior consent from CareTech senior management. **DO NOT** allow any public or media enquiry to distract you from your responsibility to the group as visit leader.

In the event of an incident or emergency the point of contact (Head Teacher / EVC) will:

- Communicate effectively with the visit leader to offer support, advice and direction;
- Begin a written chronological report of events as they unfold;
- Immediately communicate with the Regional Lead and young people's Local Authorities to let them know that an emergency has arisen and the details as known;
- Be prepared to deal with any public or media enquiry that might arise as a result of the emergency or incident; BUT do so only with authorisation from CareTech senior management (Managing Director or above), or direct the enquiry to someone more senior.
- Be prepared to initiate the Critical Incident Plan for the Service.
- **MUST** be available to see the emergency through to conclusion, supporting and coordinating the situation until all parties in the group are safely returned to school OR to some other agreed place of safety.

19. Collection, Dismissal and Early Return (Universal)

- The Group Leader ensures safe dismissal and departure.
- If return arrangements break down, the site contacts home immediately; the learner remains in site care until resolved; SLT involvement where unresolved.
- Early return protocols are communicated in advance, including cost implications where applicable.

20. Information for Parents/Carers

Parents/carers receive timely written details regarding:

- dates, times, travel, destination
- Group Leader name and level of supervision provided
- purpose, activities, costs,



- consent requirements
- alternative plans for adverse conditions
- clothing/footwear guidance
- behaviour expectations and possible exclusion for misconduct.

Briefing sessions are arranged for longer trips.

21. Oversubscription and Selection

- Where places are limited, selection is by random draw and a waiting list is maintained.
- Residential priority may be given to learners who have not previously attended.
- SLT appoints staff based on experience and operational need.

22. Insurance

- The employer provides Public Liability insurance and cover suitable for off-site activities, extending to employees and volunteers acting under site direction.
- For residential/overseas visits, travel insurance arrangements are confirmed and communicated.

23. Records, Documentation and Data Protection (Universal)

- Required documents (risk assessments, registers, consents, medical plans, insurance, emergency plans) are retained in line with data protection and retention schedules.
- A full evaluation and file archive are completed within one week of return; records typically retained for three years or longer where required.

Refer to the Records Management Policy for further details.

24. Learners Related to Staff

- Staff bringing their own dependants must avoid conflicts of interest.
- They are not counted in ratios unless supervising a group that does not include their own dependant.

25. Evaluation, Learning and Quality Assurance

- Each visit includes a reflective review of educational impact, inclusion, logistics and risk management.
- Findings inform future planning and contribute to organisational learning.
- EVC/SLT sampling and periodic audits test compliance and impact.

26. Complaints and Concerns (Universal)

- Concerns are addressed promptly with the provider and managed under the site's complaints procedure.
- Serious incidents are escalated through safeguarding, health and safety and governance routes.



Full pathways are outlined in our:

- *Complaints Policy*
- *Safeguarding and Child Protection Policy*
- *Health and Safety Policy*

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in June 2027.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A — England

Legislation, guidance and regulatory framework requirements underpinning Educational Visits in England.

Health and Safety at Work etc. Act 1974

- **Means:** The core UK health and safety law placing general duties on employers to protect employees and others affected by work—including off-site activities.
- **Requires:** Sites to manage real risks “so far as is reasonably practicable,” with governance, arrangements, and oversight proportionate to the activity and group profile.
- **Our stance:** We treat all visits as workplace activities under HSWA and build visit planning around the employer duty of care.
- **Implementation example:** Site visit files show employer H&S policy, visit risk controls and monitoring notes signed by the Headteacher/Principal.
- **Links:** <https://www.legislation.gov.uk/ukpga/1974/37/contents>

Management of Health and Safety at Work Regulations 1999

- **Means:** Secondary legislation setting the framework for **suitable and sufficient risk assessment**, planning, competence, emergency procedures and young persons.
- **Requires:** A recorded visit risk assessment (generic + site-/activity-specific + dynamic), staff competence, emergency plans, and coordination with providers.
- **Our stance:** Every visit pack evidences the three-layer risk approach and named competent Visit Leader(s).
- **Implementation example:** Risk register shows pre-visit checks, ratios rationale, first-aid cover and escalation routes aligned to Regs 3–10.
- **Links:** <https://www.legislation.gov.uk/uksi/1999/3242/contents>

DfE: Health and safety on educational visits

- **Means:** National guidance for schools/colleges on planning, approval, consent, using providers, adventurous activities and proportionate paperwork.
 - **Requires:** Clear educational aims, proportionate plans, informed approval by Headteacher/Principal, due diligence on providers, and appropriate parental communication.
 - **Our stance:** We adopt this guidance organisation-wide and embed it in our visit workflow and templates.
 - **Implementation example:** Local scheme of delegation shows EVC → SLT → Head approval gates; packs reference LOtC badge where applicable.
- Links:** <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

Adventure Activities Licensing Regulations 2004

- **Means:** Statutory licensing for providers selling caving, climbing, trekking or water sports to under-18s across GB.
- **Requires:** Sites to verify licences (or scope/exemptions) when commissioning adventurous activities and retain assurance records.
- **Our stance:** We only use licensed/assured providers for in-scope activities or document where licensing is not required.
- **Implementation example:** Provider due-diligence checklist holds AALS licence ref/expiry and activity scope.
- **Links:** <https://www.legislation.gov.uk/ukxi/2004/1309/made>

Keeping Children Safe in Education (KCSIE)

- **Means:** Statutory safeguarding guidance for schools and colleges; sets culture, roles (DSL), safer recruitment and off-site safeguarding expectations.
- **Requires:** DSL oversight of visits, robust information sharing, risk assessment for supervision/overnights, and reporting routes.
- **Our stance:** All visit packs show DSL sign-off for safeguarding risks (including homestays/overseas where applicable).
- **Implementation example:** Staff briefing includes code of conduct, allegations management route and emergency contacts.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Prevent duty guidance: England and Wales (2023)

- **Means:** Statutory duty to have due regard to preventing people being drawn into terrorism; applies to schools and FE.
- **Requires:** Risk-based training, safe IT/visiting speaker controls, referral routes, and consideration of local threat within visit planning.
- **Our stance:** Prevent risk is included in visit risk assessments and staff briefings, with escalation to DSL/DSP as needed.
- **Implementation example:** Briefing checklist evidences Prevent controls for venues/itineraries and safer-use rules for devices.
- **Links:** <https://www.gov.uk/government/publications/prevent-duty-guidance>

Equality Act 2010: advice for schools

- **Means:** DfE guidance on applying Equality Act duties in schools (reasonable adjustments, accessibility) relevant to visits/inclusion.
- **Requires:** Sites to plan reasonable adjustments so learners with SEND/ALN/ASN are not disadvantaged by off-site activities.
- **Our stance:** Inclusion by default—ratios and adjustments are recorded for each learner and activity.
- **Implementation example:** Individual inclusion plans attached to the visit RA, agreed with parents/carers and the education team.
- **Links:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Education (Independent School Standards) Regulations 2014

- **Means:** Regulatory standards for independent schools, including **welfare, health and safety (Part 3)**, premises (Part 5) and leadership (Part 8).
- **Requires:** Written policies and implementation ensuring learners' welfare and safety on/off site; compliance monitored via inspection.
- **Our stance:** Our universal policy evidences Part 3 compliance for visits; local inserts show how the site meets Parts 5 and 8.
- **Implementation example:** Compliance matrix maps visit procedures to ISS Parts 3/5/8 with evidence pointers.
- **Links:** <https://www.legislation.gov.uk/uksi/2014/3283/contents>

Ofsted: Education Inspection Framework (EIF)

- **Means:** National inspection framework covering safeguarding culture, behaviour/personal development, leadership and quality of education (incl. FE).
- **Requires:** Inspectable evidence that visits are purposeful, safe, inclusive and well-led; leaders evaluate impact and compliance.
- **Our stance:** Visit evaluation feeds SEF/SAR; EVC quality-assures sampling against EIF expectations.
- **Implementation example:** Termly EVC QA report includes sample visit audits and resulting actions.
- **Links:** <https://www.gov.uk/government/publications/education-inspection-framework>

First aid in schools, early years and further education (DfE)

- **Means:** Guidance on first-aid planning and provision **on premises and off-site** for schools and colleges.
- **Requires:** Adequate first-aid cover/equipment on visits, competency evidence and clear emergency protocols.
- **Our stance:** Every visit name trained first-aider(s), kit location and emergency hospital route.
- **Implementation example:** Visit pack has first-aid needs assessment and staff certificate records.
- **Links:** <https://www.gov.uk/government/publications/first-aid-in-schools/first-aid-in-schools-early-years-and-further-education>