



Educational Visits Policy

Date policy last reviewed: August 2026

Contents

1. Statement of Intent
2. Introduction to Educational Visits
3. Related policies and guidance
4. Aims
5. Roles and responsibilities
6. Educational Visit Checklist and planning
7. SEND, inclusion and equal opportunities
8. Risk Management
9. Insurance
10. Monitoring and Evaluating
11. Appendices:
 - A. Local Learning Area policy
 - B. Visit Approval Checklist
 - C. Planning a Visit flowchart
 - D. Planning a Residential flowchart
 - E. Residential considerations grid
 - F. School risk assessment proforma
 - G. Critical Incident Procedure

1. Statement of Intent

Radwinter Primary School is committed to providing safe, inclusive and enriching learning experiences beyond the classroom. Educational visits are planned to enhance pupils' personal, social and academic development through meaningful, real-world learning. We ensure all visits are carefully prepared, risk assessed and aligned with OEAP National Guidance. All pupils, including those with SEND, will have equitable access to off-site opportunities. Our intent is for every visit to be purposeful, well-managed and memorable, supporting pupils to embrace life in all its fullness.

2. Introduction to Educational Visits

Radwinter Primary School recognises the significant educational value of learning beyond the classroom. Educational visits, local walks, sporting fixtures and residential experiences enrich pupils' learning, support personal development, and strengthen cultural capital. These visits are an essential resource for the teaching of a broad and balanced curriculum. We aim to bring our learning to life by using outdoor learning and off site visits to enhance pupils' experiences, support the personal, social, health and relationships education (PSHRE) and the spiritual, moral, social and cultural development (SMSC) of our children.

For the purpose of this policy, an education visit means any educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Headteacher.

Educational visits support our school vision to 'embrace life in all its fullness' and some of the many benefits for pupils include:

- ❖ Enhanced opportunities for 'real world', 'learning in context' and the development of social and emotional aspects of intelligence

- ❖ Increased risk management skills through encouraging pupils to become risk aware as opposed to risk averse
- ❖ Greater seeking of personal responsibility, curiosity, resilience and ability to cope with change
- ❖ Possibilities for teamwork, including enhanced communication, increasing levels of trust and opportunities for making meaningful relationships

There are two types of Educational Visits:

1. **Routine Visits** – these are within the ‘Local Learning Area’ (Appendix A)
2. **Trips that need a risk assessment and extra planning** – this could be due to the distance from the school, the type of activity, the location or needing staff with specialist skills

At Radwinter, we use Essex County Council’s internet platform ‘Evolve’ to facilitate efficient planning, management, approval and evaluation of all visits. Arrangements for all visits will be recorded on Evolve either using the ‘Local Area Form’ or ‘Visit Form’.

3. Related Policies and Guidance

This policy aligns with guidance from:

- Health and Safety at Work Act 1974
- Management of Health & Safety at Work Regulations 1999
- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education
- DfE *Health & Safety on Educational Visits - 2018*
- OEAP National Guidance (www.oeapng.info)

This policy adopts the following of our school’s policies:

- Administering medication
- Adverse weather
- Allergen and Anaphylaxis
- Charging and Remissions
- Child car seat
- Child protection and Safeguarding
- Code of Conduct and Acceptable Use
- Driving for Work
- Equalities statement
- First Aid
- Health, Safety and Wellbeing
- Healthy Eating and Drinking
- Inclusion
- Invacuation, Lockdown and Evacuation
- Mobile phones and driving
- Parent and visitor code of conduct
- PREVENT
- Pupil Equality, Diversity and Inclusion
- Relationships and Behaviour
- SEND
- SMSC
- Staff and Volunteer confidentiality
- Sun safety and high temperatures
- Swimming and water safety
- Volunteer policy

4. Aims

We are committed to ensuring education visits are purposeful, impactful and memorable so that they build upon the excitement and enjoyment for pupils’ learning journeys.

Visits allow pupils to gain first hand experience that can bring learning to life, however, taking children off site brings additional considerations and risks so it is vital each visit is planned and prepared fully.

The purpose of this policy is to establish a clear and coherent structure for the planning and evaluation of our off-site visits and to ensure that any risks are managed and kept to the minimum for the health and safety of all pupils and adults at all times.

This policy ensures that all visits are:

- Safe, inclusive and well-planned
- Educationally purposeful
- Compliant with OEAP National Guidance
- Accessible to all pupils, including those with SEND
- Approved, monitored and evaluated to a high standard

5. Roles and Responsibilities

Headteacher

- ❑ Approve all off-site educational visits
- ❑ Ensure proper management of visits in accordance with school policies and LA guidance
- ❑ Ensure the aims of the visit are commensurate with the needs of the pupils in accordance with the Equality Act 2010
- ❑ Ensure adequate measures and arrangements are in place for health, safety and wellbeing of staff, volunteers and pupils during visits by reviewing risk assessments
- ❑ Ensure that an EVC is appointed and has received necessary training
- ❑ Support the EVC in monitoring practice

Educational Visits Co-ordinator (EVC)

- ❑ Be an experienced visits leader
- ❑ Be the first point of contact for advice on visit related matters
- ❑ Be confident in assessing the ability and competency of other staff to lead visits
- ❑ Be confident in assessing outside activity providers
- ❑ Support Visit Leaders where appropriate and carry out refresher training/briefings
- ❑ Be able to advise Headteacher and governors when they're approving visits
- ❑ Have access to training, advice and guidance
- ❑ Work with the local outdoor education adviser to help colleagues in school assess and manage risks
- ❑ Set up and manage staff accounts on Evolve
- ❑ Upload generic risk assessments onto Evolve for all staff to use
- ❑ Monitor and review procedures

Radwinter's EVC is Lois Rooney (Assistant Headteacher)

Visit Leaders

- ❑ Identify the purpose of the visit and obtain initial permission from the EVC prior to planning and booking
- ❑ Complete a pre-visit trip where possible
- ❑ Complete the school's risk assessment proforma
- ❑ Submit an Evolve visit form
- ❑ Have responsibility for the supervision and conduct of the visit
- ❑ Have overall responsibility for health, safety and welfare of pupils, volunteers and staff on the visit
- ❑ Plan and prepare for the visit in accordance with the school's policy
- ❑ Conduct briefings on the day of the visit
- ❑ Define roles and responsibilities of other staff
- ❑ Communicate visit details to parents ahead of time
- ❑ Conduct dynamic, in the moment, risk assessment during the visit

The Governing Body

- ❑ Ensure the school follows OEAP National Guidance
- ❑ Approves residential visits
- ❑ Provide support and challenge to the Headteacher and EVC to ensure effective and safe management of educational visits
- ❑ Reviews the Educational Visits policy

Support Staff and Volunteers

- ❑ Follow Visit Leader instructions
- ❑ Supervise pupils safely and in line with the school's Relationships and Behaviour Policy
- ❑ Report concerns to the Visit Leader immediately (or to the Headteacher if the concern is about the Visit Leader)
- ❑ Read documentation provided to ensure procedures are followed
- ❑ Be familiar with relevant school policies and procedures including the staff and volunteer code of conduct and confidentiality policy.

Pupils

- ❑ Follow behaviour expectations
- ❑ Engage safely and responsibly

Local Authority

- ❑ The local authority are responsible for the final approval (via Evolve) of all visits that are either overseas, residential and/or involve adventurous activity

6. Educational Visits Checklist and planning

The 'Visits Approval Checklist' (Appendix B) and 'Planning A Visit Flow Chart' (Appendix C) should be referred to when planning an off-site visit. They can be used as a tool or aide-memoire but do not need to be submitted or 'completed' as such.

Additional guidance can also be found at <https://oeapng.info/downloads/model-forms-mind-maps-and-checklists/> where there is a checklist for planning visits.

Type of visit	Documentation	Signed off by	Deadline for submitting
Local Learning Area	School risk assessment proforma	Headteacher or EVC	Day before
	Evolve Local Area form		
Sports Fixtures	School risk assessment proforma	Headteacher	1 week before
	Evolve Visit Form		
Day visits (that do not involve OAA)	School risk assessment proforma	Headteacher	2 weeks before
	Evolve Visit Form		
Day visits (that DO involve OAA)	School risk assessment proforma	Headteacher	3 weeks before
	Evolve Visit Form		
Residential	School risk assessment proforma	Headteacher Governors LA	A month before
	Evolve Visit Form		

Vetting external providers

The school will:

- Prefer providers with the LOtC Quality Badge
- Check insurance, safeguarding and staff competence
- Request risk assessments from providers

- Ensure adventurous activities meet OEAP standards

Pre-visit

It is considered best practice that Visit Leaders will attend the visit location prior to writing the risk assessments so that they are fully-informed about the location and any potential hazards. Things to consider during the pre-visit:

- ☐ Where will the transport drop people off/pick up from?
- ☐ How will the group get from the transport to the location e.g. are there any roads to cross or narrow footpaths? How long will this take?
- ☐ Upon arrival at the venue, where will the group wait whilst the Visit Leader checks in?
- ☐ If needed, where will the group leave bags, coats and lunchboxes?
- ☐ Where are the toilets situated? How many cubicles are there? Are they open to the public too?
- ☐ Are there any accessibility issues for any pupils e.g. steps?
- ☐ What break out spaces are available for pupils with SEND or for any pupils not meeting behaviour expectations?
- ☐ Is the venue also open to the public during your visit and how will interactions with the public be managed positively?
- ☐ Is there a gift shop? Will you allow pupils to engage in this? If not, how will you navigate them away from this so they are not waiting in this space?
- ☐ Where will appropriate meeting points be?
- ☐ Where are the allocated fire exits and fire assembly points? Is there scheduled to be a fire practice on the day of your visit?
- ☐ Do you need to bring any resources like clipboards and pencils?

Staffing

During all visits, there must be an appropriate level of supervision at all times and that such supervision is 'effective'.

Pupil to staff ratios for school trips are not prescribed by law. Those planning the trips should decide the ratio taking into account the activity to be undertaken, the group of pupils attending and the age and maturity of the pupils.

Our agreed minimum ratios for off-site visits are:

EYFS	1:4	+ an additional paediatric first aider with no group responsibility
KS1	1:6	+ an additional first aider with no group responsibility
KS2	1:10	+ an additional first aider with no group responsibility

For residentials, there should be an additional adult with no group responsibility who is coordinating the trip. Staff who are assigned to support the special needs of an individual 1:1 cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Staff and volunteers who work frequently or have regular access to young people must undergo an enhanced DBS check as part of their recruitment process.

Competency

Staff competence is the single most important factor in the safe management of visits. Staff must be competent to lead, confident and accountable. Being competent means the leader has:

- demonstrated the ability to lead to the level of demand by the visit or activities they are to lead
- sufficient relevant experience and knowledge of the activities, group of pupils and the environment
- received relevant training
- the ability to make dynamic risk management judgements and to take charge in the event of an emergency

Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the school.

Reasonable staffing adjustments must be made for:

- SEND needs
- Behavioural needs
- Medical requirements
- Complex environments

Residentials require mixed gender staffing where possible.

Parent volunteers

It is vital when arranging parent volunteers to give them as much notice as possible. Written confirmation of adults attending must be obtained. No assumption of parent attendance can be made.

Parents should be briefed on the morning of the visit by the Visit Leader and the volunteer code of conduct read and confidentiality agreement signed.

Parents should be given a copy of the code of conduct, group lists, risk assessments, and itinerary to read through.

Parent helpers must be informed prior to the visit about how misbehaviour is dealt with.

On the day

- Ensure all equipment, medical kit and resources are prepared
- Ensure all prescribed medication for pupils is ready to take
- Complete a register for staff and pupils – give a copy to the office
- Write on the whiteboard in the office how many pupils and adults are off site
- Deliver a briefing for staff outlining the plan for the day and any specific arrangements for risk management
- Prepare pupils for the trip by outlining the behaviour expectations, potential dangers and how they should act safely, an itinerary of the trip, who their group adult will be and what to do if they are separated from the group
- Communicate with the office regarding travel delays and arrival times for returning to school
- Obtain the 'Emergency Procedures' card from the EVC

On return, check all the children off the coach and lead the children into school or an area of the playground to be collected by parents/carers so that children can be signed out/ticked off as collected on the register. A teacher must remain with uncollected children until all parents have arrived and all children have departed.

'Plan B'

Despite the most detailed and diligent pre-visit planning, things can go wrong on the day. To avoid having to make important decisions under pressure, it is important that the Visit Leader has done some advanced thinking in order to cater for any foreseeable eventuality e.g.

- Extreme weather
- A parent helper is unavailable
- A member of staff is ill
- The transport doesn't arrive
- The location has lost the booking information

Communication

The leader must take a fully-charged mobile phone and leave their number with the office (on the risk assessment).

The phone can be used for communicating with the school regarding timings, contacting the transport company/driver to arrange details and completing any outstanding payments.

Spare cash/card should be taken in case of emergencies.

The Visit Leader must carry the leader emergency card with them at all times.

The office should have a list of all pupils and adults involved in the visit and access to their telephone numbers.

The Visit Leader must carry a list of emergency contact numbers for all pupils.

If the visit will not return to school on time, the group leaders must contact the school as soon as possible who in turn can inform parents.

Mobile phones should not be used to take photos on Educational Visits – please use school Ipads.

Parental consent and communication

Radwinter obtains permission at the start of each child's school journey for all children to participate in visits to the locality.

Specific one-off parental consent must be obtained for all other visits via a letter home with information and instructions on how to give consent using our online parent platform: Arbor.

Information must include:

- The date and timings of the visit
- The location of the visit
- The educational aims of the visit
- Any specific clothing required
- Arrangements for any mealtimes
- A brief overview of what the visit will entail
- Information regarding the cost of the visit and how to pay

This ensures that parent consent may be given on a fully-informed basis

Cost of the visit

Visits are funded by parental contributions, but no pupil will be excluded for not being able to pay the full cost of the trip. In these situations, a contribution towards the trip will be asked for. If insufficient funds are raised to pay for the trip, it may have to be cancelled.

Where money is brought into school for the trip (e.g. spending money for a gift shop), it should be kept in a sealed, named envelope in the school office with a record of the money. On the day, an adult should have responsibility of keeping hold of the money until the necessary time.

Residential visits

Children are offered a residential visit in LKS2 (one night stay within an hour's drive) and UKS2 (two night stay over an hour away). These visits not only benefit the children personally and socially, but also ensure the children have the opportunity to take part in outside and adventurous activity.

Where possible, we choose organisations that have been awarded the Learning Outside the Classroom Quality Badge (LOtC). This ensures the organisation has appropriate safety standards, facilities and liability insurance.

When planning a residential, follow the 'Residential planning flowchart' (Appendix D) and use the Residential Considerations Grid (Appendix E) for support. Also refer to guidance from <https://oeapng.info/downloads/specialist-activities-and-visits/>.

Residentials need to be approved by the LA through Evolve a month before the visit.

Visit evaluations

After the visit, Visit Leaders will complete the evaluation form on Evolve with feedback from staff where appropriate. This will be reviewed by the EVC and amendments to future provision will be made.

7. SEND, inclusion and equal opportunities

Radwinter Primary School is committed to ensuring all pupils can participate. All children, regardless of race, gender, religion, disability, or any other characteristic, will have equal opportunities to take part in school trips. For children with SEND, reasonable adjustments will be made to ensure their participation. This may include but is not exclusive to:

- Alternative travel arrangements
- Uniform adjustments
- Alternative lunch arrangements
- 2:1 staffing ratio
- Parent/carer invitation to accompany the child on the trip
- Additional resources to be taken e.g. calming toys, fidget toys, colouring books, ear defenders

Visit Leaders should liaise with parents/carers of pupils with SEND to ensure all avenues are explored with regards to ensuring equal opportunity for the child. Expectations of staff must be reasonable so that what is required of them in order to include a given child is within their competence and normal working practices.

No pupil will be excluded unless a full risk assessment demonstrates that safety cannot be reasonably managed.

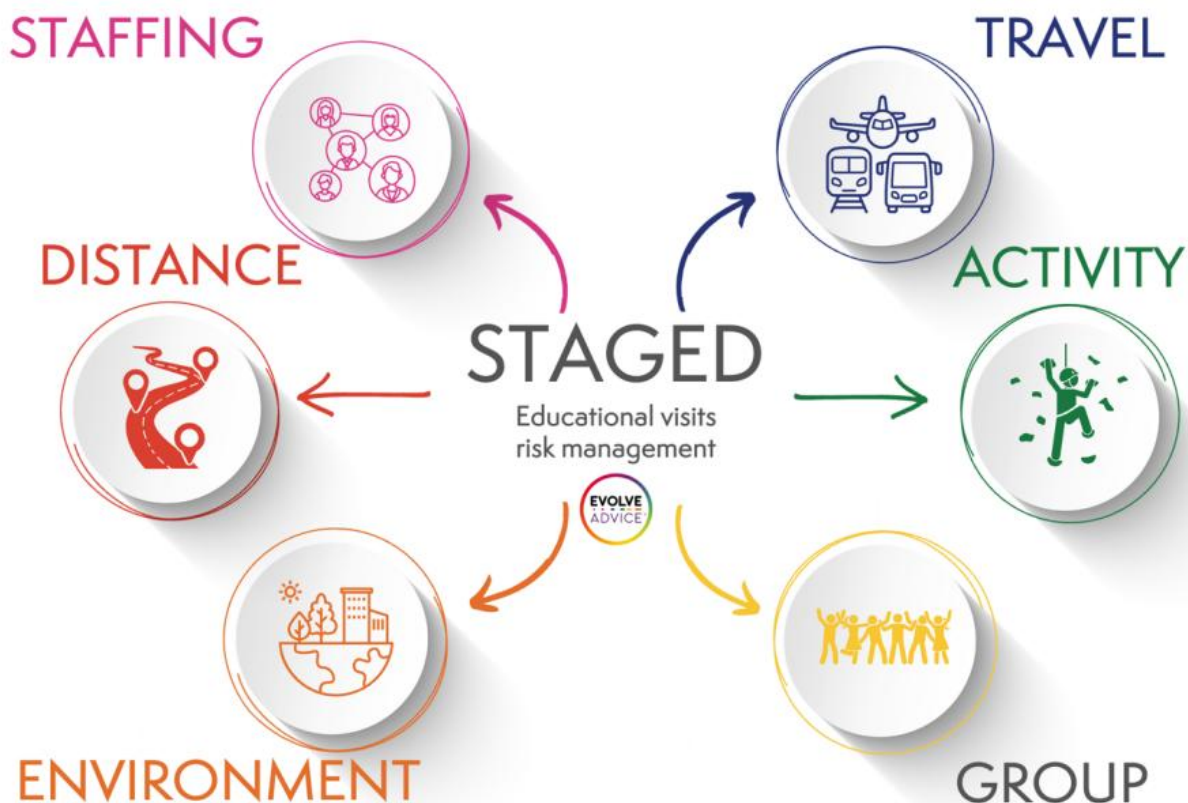
8. Risk Management

Off-site visits and trips require additional planning and risk assessment to ensure pupils and staff are kept safe. Plans are proportionate and sensible, focusing on how to manage genuine risks.

Risk assessments should be completed on the school proforma (Appendix F) and submitted to the Headteacher for approval before uploading to Evolve.

Visit Leaders may also use any of the school's 'generic risk assessments' on Evolve and any risk assessment documents provided by venues / providers specific to their location / activity. These should be attached in addition to the school proforma on Evolve.

All risk assessments should be carried out using the STAGED approach:



© EVOLVE Advice 2025.

This approach considers whether:

- S: These **STAFF** can
- T: **TRAVEL** out using these modes
- A: doing this **ACTIVITY**
- G: manage this **GROUP**
- E: in this **ENVIRONMENT**
- D: this **DISTANCE** away from school

Managing Risks

There are 3 levels of risk that need to be considered for all visits:

1. Generic (guidance that is constant regardless of the nature of the visit and those who attend e.g. weather, transport, sports fixtures)
2. Event-specific (risk assessment that consider any significant hazards relating to the activities, the group of children, the transport etc.)
3. Ongoing and dynamic (these are risks monitored throughout the visit that may require modifications or adjustments to be made)

First aid	For all visits, there should be a designated first aider who has completed up to date training. In EYFS, this needs to be a Paediatric First Aid certificate. A first aid kit should be carried, including a sick bucket if travelling by minibus or coach. All staff and pupils must be aware who the designated first aider is on the visit.
Medical needs	An up to date record of medical conditions for all attending pupils should be carried. All necessary medical equipment e.g. inhalers, epi-pens and allergy reliefs needs to be taken. All adults on the trip should be informed of children who are on specific medication and who to alert if the child needs help. Pupils with allergies must have prescribed medication with them otherwise they will not be allowed to go on the trip.
Dietary requirements	An up to date record of dietary requirements / allergies for all attending pupils should be carried. Any relevant allergy relief should be taken. Consideration should be given to 'treats' during the visit e.g. ice-creams if a child has a dairy allergy.

	Pupils, staff and parent volunteers should be reminded we are a nut-free school in preparation for packed lunches. Pupils with specific medical needs who may require additional snacks e.g. diabetics, are allowed to bring personal supplies. For residentials, information should be communicated with the venue in advance and pupils reassured about the catering arrangements, menus and food options available for them.
Weather	Visit Leader to keep an eye on the weather forecast leading up to the visit. Communicate any equipment changes for pupils to parents e.g. if they need to bring a sunhat and suncream. Refer to the school's adverse weather policy. Consider a 'Plan B' for adverse weather for both prior and during the visit e.g. is there somewhere to shelter if it rains or somewhere to use as shade whilst eating lunch. Prepare a bag of 'spares' if necessary e.g. coats, hat/scarf/gloves, sunhats, suncream.
Transport	For minibus or coach travel, a reputable company must be used. The office arranges all coach travel. The maximum capacity of the vehicle must not be exceeded. All seats must have working seat belts. For public transport, the Visit Leader should try and book tickets in advance where possible. They should obtain up to date timetable information and can use their mobile phone for relevant apps in order to do this. Use of staff cars should be approved by the Headteacher and copies of relevant certification should be kept in the office. Where staff are transporting pupils, it is best practice for two members of staff to be in the car regardless of how many children are there. Parental permission must be obtained for pupils travelling in staff cars. Where parents are asked to provide transport to visits / fixtures, the school is not to be involved in making arrangements for a parent to transport multiple children and will not have responsibility for them. If walking to a venue, the Visit Leader should walk the route beforehand considering safe places to cross and any possible hazards. Staff should wear high-vis jackets and be spaced along the line of pupils. When crossing the road, staff should stand in the road, on the side of the oncoming traffic, facing the traffic to make a 'channel' for the pupils to walk through.
Behaviour	Individual risk assessments should be completed for pupils with 1:1 support for behaviour needs. All pupils should act in line with the schools Relationships and Behaviour policy. All staff and volunteers should follow the standard operating procedures for dealing with behaviour in school.
Environment / location	Refer to https://oeapng.info/downloads/specialist-activities-and-visits/ guidance for specific locations e.g. places of worship, farms, being close to open water.

Emergency procedures

In the event of an emergency:

1. Ensure your own safety
2. Remain calm – assess the situation
3. Delegate some actions to other leaders so that you can keep an overview
4. Ensure the safety of the group – make sure everyone is accounted for and supervised
5. Call relevant emergency services
6. Carry out first aid to the best of your ability

The school has an Emergency Pocket Guide that should be taken on all visits – this is kept by the EVC.

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the Visit Leadership team. When an incident overwhelms the establishment's emergency response capability

or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

The school has a 'Critical Incident Procedure Plan' (Appendix G) to be followed in the case of a critical incident. Visit Leaders must make sure they have a copy of this with them for every visit.

Missing person

- Check hazards nearby, e.g. water
- Check the activity area and the last place they are known to have been
- Try to contact them by shouting and then listening
- Check any key points e.g. accommodation, destination, previous meeting point
- Speak to their buddy about what they were doing, when they last saw them and if they had mentioned going anywhere e.g. a shop
- If child is missing for more than a short time, alert the emergency services and your Emergency contact
- Continue the search process until emergency services take over or the person is found

Reporting of accidents

If an accident happens at a site which has an established accident reporting system, this system must be followed and the Visit Leader must ensure that this is done, as well as the school's usual accident reporting procedures.

A copy of any accident reports should be given to the Headteacher upon returning to the school. For all accidents, the LEA's accident report form should be completed when returning to the school.

9. Insurance

- Staff are covered by employer's liability insurance.
- The school is covered by Essex County Council's umbrella insurance for educational visits.
- Personal accident insurance for pupils is the responsibility of parents.
- For overseas visits, additional travel insurance may be required.
- All insurance documentation should be checked before the visit.

10. Monitoring and review

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a strong case for ensuring this takes place and includes the consultation of the young people involved, the parents, the leaders and partner organisations. Such a process will help in the celebration of successes as well as feeding in to the general planning and risk management procedures for future visits.

Any significant issues arising on any educational visit should be shared with the EVC.

The EVC will:

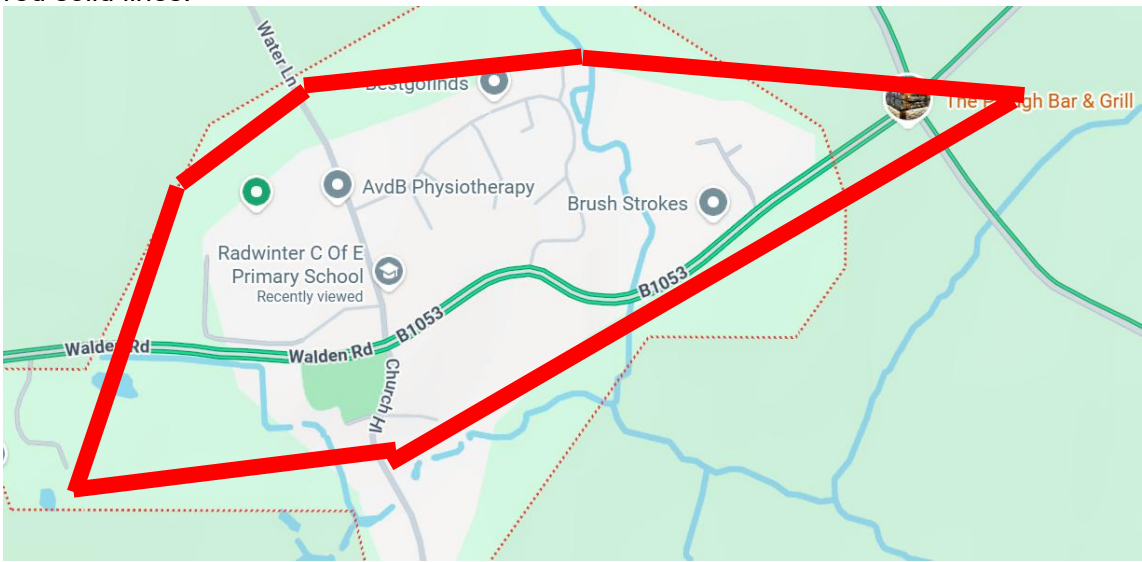
- Receive and act upon any feedback
- Monitor visit planning and documentation
- Observe visits where appropriate
- Review evaluations to improve practice
- Report annually to governors
- Review this policy every year

Any changes made to this policy will be communicated to all staff, governors, volunteers and parents.

11. Appendices

Appendix A – Local Learning Area Policy

Radwinter Primary School- Local Learning Area Policy

General	These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom. Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below. These visits/activities: • must be recorded on EVOLVE via the 'Local Area Visit' module. • do not require parental consent. • Should have the school's risk assessment proforma completed and signed off by the Headteacher prior to the visit
Boundaries	The boundaries of the Local Learning Area are shown on the map and are WITHIN the red solid lines.  This area includes, but is not limited to, the following frequently used venues: - All Saints Church Radwinter including the church yard and Zeta House - Radwinter Recreation Ground - East View Close - Water Lane - Church hill (where pavements are accessible) - Walden road (where pavements are accessible) - Water Lane - The orchard/open space behind the church
'No-go' areas within the Boundaries	• Anywhere that cannot be accessed safely with a footpath
Operating Procedure for Local Learning Area	
The following are potentially significant issues/hazards within our Local Learning Area: ○ Road traffic including farm vehicles, delivery lorries e.g. oil, and waste removal services ○ Other people (members of the public, dog walkers, delivery drivers) ○ Animals in natural habitats ○ Plants with thorns/stings/poisonous berries ○ Losing a pupil. ○ Uneven surfaces and slips, trips, and falls.	

- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc)

These are managed by a combination of the following:

- The Visit Leader has completed the school's risk assessment proforma, submitted it to the EVC and it has been signed off by the Headteacher.
- The Visit Leader must complete a 'local area' form on Evolve before leaving
- Groups must be supervised by school members of staff
- Students are briefed on road safety routines, behaviour in public expectations and what to do if they become separated from the group (stay where they are or find an adult and tell them that you are lost and from Radwinter Primary)
- The selected route takes the least busy option
- There will be a minimum of two adults though best practice suggests adult to child ratio of 1:10 in KS2 and 1:6 in KS1, and 1:4 in EYFS.
- An additional first aider is in attendance and not included in staffing ratios
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Pupils use a 'buddy system' to make sure they don't lose their buddy and can report to a member of staff if the buddy goes missing
- Pupils' clothing and footwear is checked for appropriateness for the weather and activity prior to leaving school
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- A mobile is taken with each group and the office have a note of the number.

Important:

When crossing the crossroads, 5 members of staff are required: 1 to stand in each approaching road and 1 to lead the group across. Staff should wear high-vis jackets and stand facing the oncoming traffic, in the lane of oncoming traffic to cause the most blockage. Staff should shout "YES" and put their hand up with a thumbs up to show it is safe to cross. The adult leading the group will check with each road person before proceeding with the group.

Appendix B – Visit Approval Checklist

Approvals Checklist



Use this checklist to ensure all key elements of visit planning have been completed by the Visit Leader prior to approval.

S

STAFFING

- ☐ There are sufficient staff attending with appropriate levels of experience, qualifications, and personal qualities.
- ☐ A Plan B is in place should any staffing or activities change.
- ☐ There is a clear plan for supervision arrangements.
- ☐ Where group numbers are large, staff have been allocated subgroups for the visit.
- ☐ First aid provision has been considered and suitable arrangements are in place.
- ☐ Emergency/critical incident plan and emergency base contacts are in place.

T

TRAVEL

- ☐ If applicable, a reputable transport provider is being used.
- ☐ An outline is provided of expected learner behaviour and supervision arrangements whilst travelling.
- ☐ Procedures identified for service station stops, vehicle breakdown or transport accidents.

A

ACTIVITIES

- ☐ An itinerary is provided for the entirety of the visit.
- ☐ Adventurous activities are correctly identified.
- ☐ Provider-led activities are delivered by LOTC Quality Badge holders and if not, the provider has supplied a satisfactorily completed provider form.
- ☐ School-led activities are led by competent, experienced and, where applicable, qualified staff.
- ☐ The risks involved in school-led activities have been considered in a risk assessment.

G

GROUP

- ☐ Parent letter attached to indicate that parents have been fully informed about the visit and given their consent (if required).
- ☐ Strategies to monitor and control behaviour are clearly outlined.



Any inclusion issues, safeguarding and Special Educational Needs and Disabilities have been identified and reasonable adjustments made if necessary.



Medical and dietary needs have been gathered, communicated and necessary strategies identified.

E

ENVIRONMENT

- ☐ The environmental features of the visit area are considered. For example, procedures for crossing roads, meeting points in busy urban areas, natural terrain hazards (cliffs, rivers, livestock etc.).
- ☐ Water margins have been considered (if applicable).
- ☐ Navigation has been planned.
- ☐ Considerations in place for the time of year, such as weather, daylight hours, travel consideration, risk of infections, avoiding peak times, costs, clothing and equipment required, availability of certain activities.
- ☐ Accommodation standards have been checked by the provider or visit leader. Security and emergency evacuation has been explained to participants.
- ☐ Where possible the Visit Leader has undertaken a preliminary visit or is familiar with the venue, activities, provider and/or destination.
- ☐ Communications have been considered (e.g. mobile phone reception, access to the internet).

D

DISTANCE

- ☐ Distance from school and emergency services support has been considered. There is a plan for how to get emergency support if needed.
- ☐ If overseas, specific requirements (such as entry requirements, visas, access to medical care, language spoken) have been considered and planned for.

This checklist should be used in conjunction with your Employers Guidance and National Guidance. (www.oeapng.info)

CONTACT US



For adviser support: advice@evolveadvice.co.uk

For EVOLVE Support: support@evolveadvice.co.uk

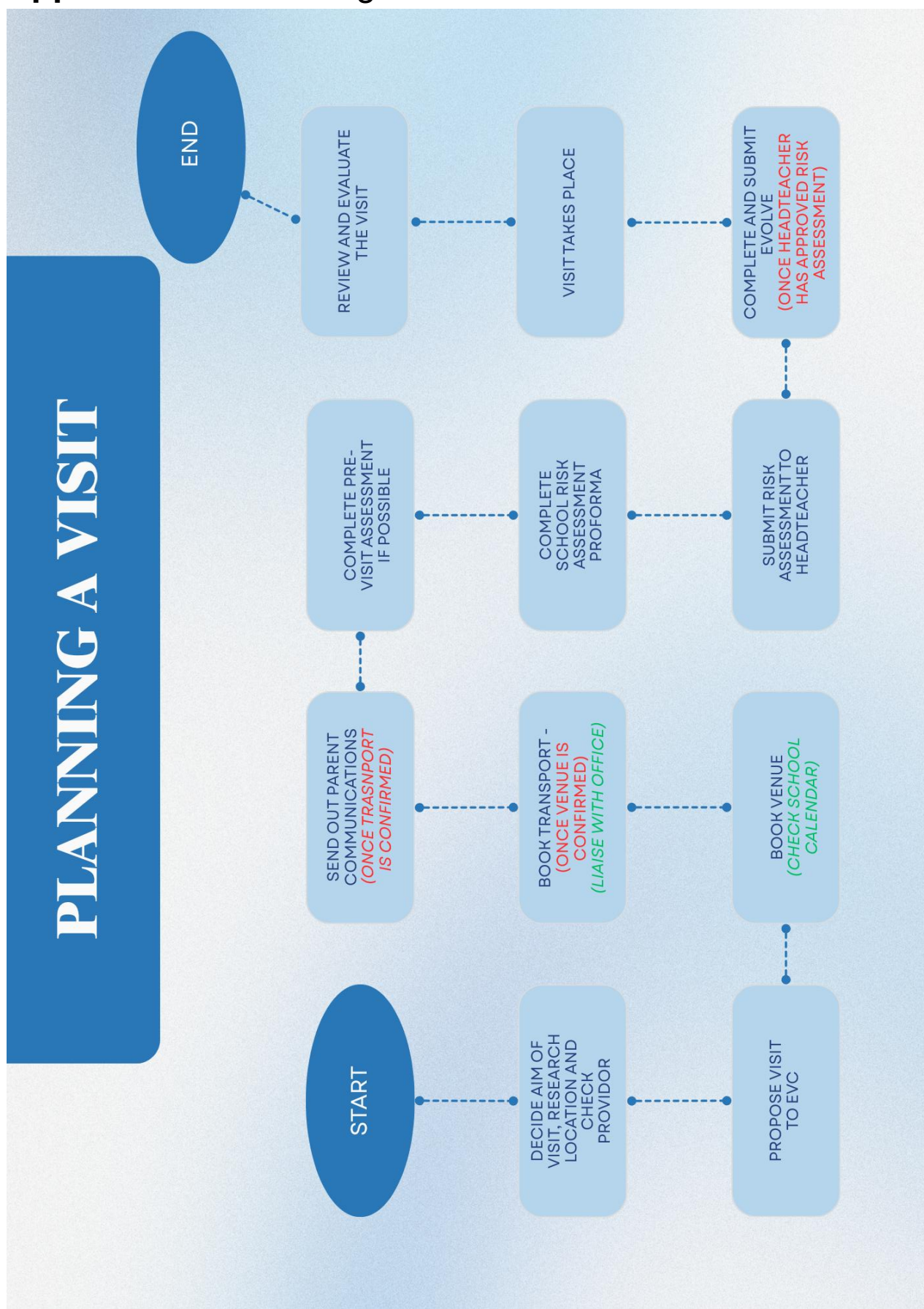


www.evolveadvice.co.uk

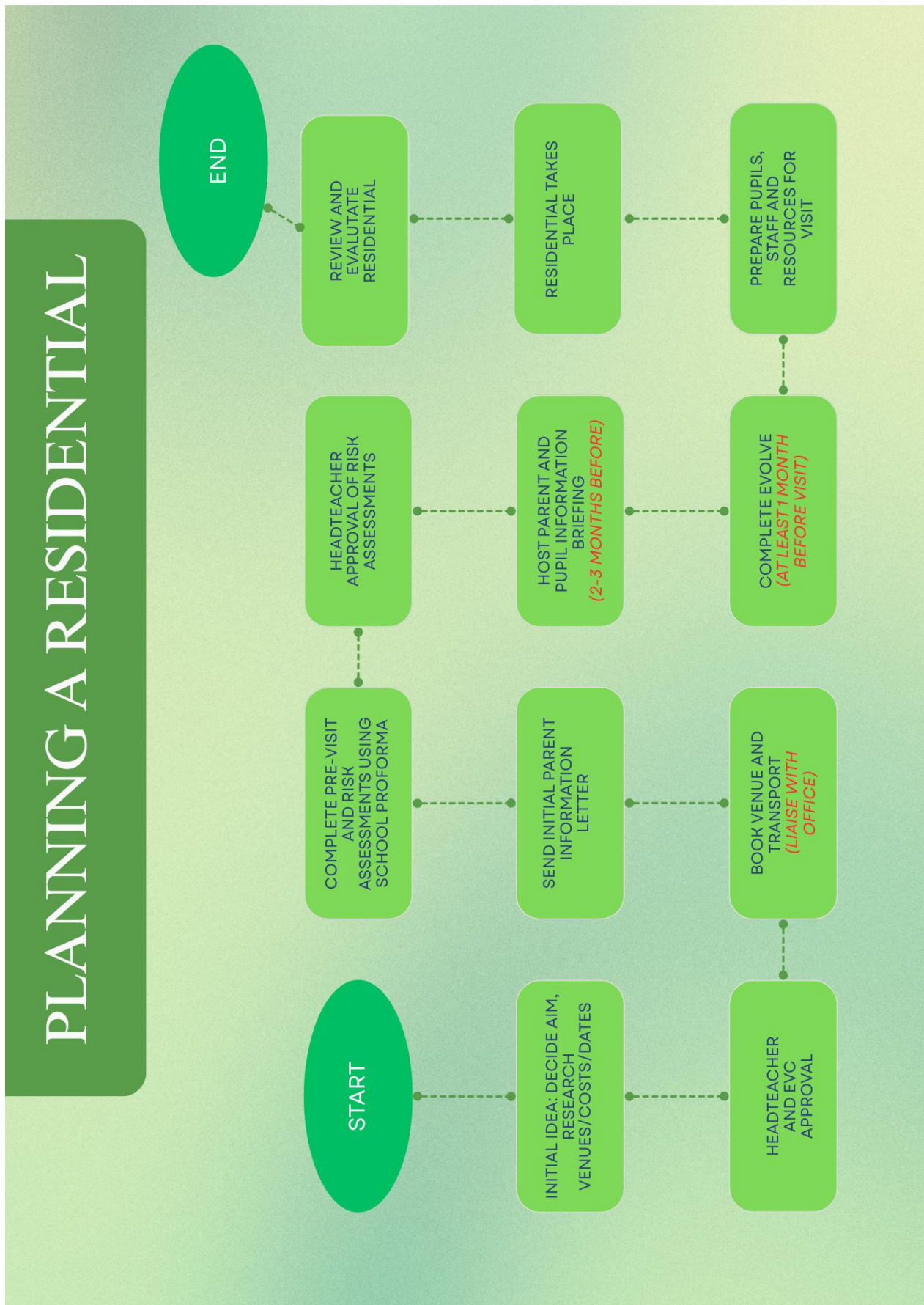


01327 588488

Appendix C – Planning a Visit flowchart



Appendix D – Planning a Residential flowchart



Appendix E – Residential considerations grid

Initial idea and early planning	Approval and Booking	Risk assessments
- Define educational purpose and curriculum links. - Identify dates, duration, year group, staffing needs. - Shortlist venues and check availability. - Estimate cost per pupil and funding options. - Check transport options (coach, minibuss, walking). - Draft initial proposal for Headteacher/EVC.	- Submit proposal to EVC/Headteacher. - Complete provider checks (LOtC badge, insurance, safeguarding). - Book venue and transport; pay deposits. - Confirm staff, activities, timings, dietary needs, accessibility. - Add visit to school calendar and staff rotas.	- Write core risk assessment (travel, accommodation, activities). - Add SEND/medical/SEMH risk assessments. - Review provider risk assessments. - Plan first aid cover and allocate trained staff. - Create emergency procedures and contact lists. - Share risk assessments with EVC for checking.
Parent communication	Staff preparations	Final logistics
- Send initial letter with purpose, dates, cost, payment schedule. - Hold parent meeting (itinerary, staffing, behaviour expectations). - Collect consent forms, medical info, dietary needs. - Set up payment system (Arbor). - Share kit list and reminders	- Hold staff briefing: - Roles & supervision zones - Night duties - Behaviour management - Safeguarding expectations - Communication protocols - Prepare group lists, room allocations, activity groups. - Ensure staff have emergency contacts and medical info.	- Create master timetable - Prepare medication administration plan. - Pack school kit: first aid, spare clothing, paperwork, contact lists. - Check coach booking and timings. - Prepare pupil lanyards/wristbands with emergency contact details. - Ensure office has full itinerary and contact numbers.
During the residential	Post-visit tasks	
- Conduct dynamic risk assessment throughout. - Maintain regular contact with school office. - Log any incidents or medication given. - Support pupils emotionally (first nights away, tiredness). - Ensure staff rotate breaks and maintain supervision.	- Complete visit evaluation with staff. - Report any incidents to EVC/Headteacher. - Reconcile finances and return unused funds. - Send thank-you message to parents and venue. - File risk assessments, evaluations, and incident logs. - Debrief pupils and celebrate achievements.	

Appendix F – School Risk Assessment Proforma

Radwinter C of E Primary school - Risk Assessment	
Party leader:	
Location of visit:	
Date of visit:	
Purpose of visit:	
How the children will travel to the location:	
Hazards travelling to location:	How they will be dealt with:
Hazards at location:	How they will be dealt with:
SEND, medical and SEMH considerations	
Number of staff:	
Number of children in party:	
Signed (Head teacher):	
Date:	
Any additional requirements (e.g. staff training, equipment):	

Appendix G – Critical Incident Procedure Plan

