



Educational Visits Policy

Educational Visits Policy (inc EYFS)

Policy Review Date: November 2025

Reviewed By: M Ashton, SLT & Board of Governors

Next Review: November 2026 (or following incident, legislation or interim guidance)

November 2025 Reviewed & ratified by:

Headteacher: Mrs J Callaway

Chair of Governors: Dr Catherine Kidd :

This policy is available on the school website and up on request.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
September 2017	Appendices	Updated with new application for educational visit documentation.	10
November 2017	Activities	Canoeing and skiing added as licenced activities	9
September 2025		Review Updated policy hyperlinks	
November 2025	Post visit	Updated with details of procedures for review after activity	

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Appendix A

Educational Visits Risk Assessment Template

Policy Statement

This policy applies to all aspects of the school including the EYFS and Wraparound Care. It has due regard to **“Health and safety: advice for schools (April 2022)”** which can be read here <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

In conjunction with this document, we have regard to the following policy statement from the Health and Safety Executive (HSE) '[School trips and outdoor learning activities: Tackling the health and safety myths](#)'.

Aims

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice. Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

What constitutes an educational visit?

An educational visit can therefore be seen as any aspect of a pupil's education that takes place off the main school site and should include visits to such places as parks, museums, swimming pools etc. as well as residential trips and visits abroad.

The Law

The main legislation covering this area is the Health and Safety at Work etc Act 1974 and regulations made under that Act.¹

The governing body is responsible for health and safety, though tasks may be delegated to staff.

Employees also have a duty to look after their own and others' health and safety.

Governors, school staff and others also have a duty under the common law to take care of pupils in the same way that a prudent parent would do so.

Organising an educational visit

Role of the Headteacher

- ✿ To ensure that visits are approved before bookings are confirmed. Residential visits, trips abroad and those involving outdoor and adventurous activities. In these instances, to ensure that bookings are not completed until external providers have met all the necessary assurances.
- ✿ To define which type of visits should be approved by the Governing Body, and/or the Headteacher, and/or the Educational Visit Co-ordinator (EVC).
- ✿ To ensure that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. (It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence)
- ✿ Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?
- ✿ To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- ✿ To review on a regular basis the EV policy and procedures including incident and emergency management systems.
- ✿ To ensure that visits comply with the guidelines and regulations in the school's own Health and Safety Policy.
- ✿ To ensure that the Educational Visit Co-ordinator (EVC) is competent to oversee the coordination of all off-site education, and support the EVC in attending relevant training courses.
- ✿ To ensure that the EVC keeps him or her informed of the progress of the visit and that this information is relayed to Governors (and to parents as necessary).
- ✿ To ensure that the activity leader is competent (experience and training) to undertake the activity.
- ✿ To check that the EVC has designated an appropriately competent group leader. For less routine visits, the Head Teacher will need to ensure that the EVC can obtain advice from an appropriate technical adviser as necessary.
- ✿ To ensure that in the event of a major incident or accident, school guidelines are adhered to in terms of informing, parents, staff and the media. Help to ensure that serious incidents, accidents and near-accidents are investigated.

Role of the Educational Visit Co-ordinator:

It has been identified as good practice for each school to have an Educational Visit Coordinator (EVC). The named EVC at Avalon School is Mr Martin Ashton. The EVC's role is to support the Head Teacher in ensuring that all visits follow regulations and guidance and all of the schools relevant policies and procedures and will act on behalf of the Headteacher;

- ✿ To approve educational visits as agreed by the Head Teacher and Governing Body.
- ✿ To provide adequate documentation to support planning of all trips and visits.
- ✿ To ensure all off-site visits are thoroughly planned using standardised whole-school documentation.
- ✿ To assign competent people to lead or otherwise supervise a visit. Competence of other adults proposed to provide support or lead activities within a visit will commonly be done with reference to accreditations from an awarding body and/or previous experience and on the job training.

- ✿ To ensure visits have appropriate support ratios and adequate cover for health and safety, first aid, medication and behaviour management.
- ✿ To work with the visit leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- ✿ To organise the emergency arrangements and ensure there is an emergency contact for each visit.
- ✿ To keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses').
- ✿ To ensure that Heads Approval form has been completed in full and has been submitted to the party leader and EVC at least 2 weeks before the visit is due to depart
- ✿ To ensure that visit evaluation is used to inform future visits and training needs. Further staff training should be made available where a need is identified.
- ✿ To arrange for the recording of accidents and the reporting of serious injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.
- ✿ To review systems and, on occasion, monitor practice.

Role of the Visit Leader:

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

- ✿ Identify the clear purpose and objectives of the visit.
- ✿ Complete visit documentation and obtain EVC approval for any visit off-site, no matter how short its duration.
- ✿ Plan the itinerary in such a way as to account for all times on the visit including meal and 'down' times particularly on residential trips.
- ✿ Have prior knowledge of the venue – the visit leader should normally have made an exploratory pre visit,
- ✿ Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- ✿ Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for. To ensure that each pupil knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of the pupils assigned to them.
- ✿ To ensure that all adults involved in supervising the visit are aware of the risk assessments including 'Plan B' and the expected standards of behaviour.
- ✿ To continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.

Role of the Pupil

- ✿ To be aware of the risk assessments including 'Plan B'.
- ✿ To know who their supervisor is at any given time and how to contact him or her and to alert the supervisor if someone is missing or in difficulties.
- ✿ To understand the need to have a meeting place to return to, or an instruction to remain where they are, if separated.
- ✿ To understand and accept the expected standards of behaviour.

Procedures

The school has in place a clear process to be adhered to in planning and organising an educational visit or trip;

Planning

- ✿ Confirm details with, and obtain approval for the trip with the EVC.
- ✿ Obtain approval from the headteacher and ensure that all visits have been entered into the school diary.
- ✿ *When the visit is authorised*, letters can be sent home to parents as necessary.
- ✿ Parents must always be made aware when their children are undertaking a visit and will be off school premises.
- ✿ Collect reply slips. No pupil will be allowed to go on a visit without parental permission.
- ✿ Liaise with the EVC over any changes to the approved itinerary and arrangements.
- ✿ Pre-visits. In most cases it is very important to undertake a pre visit. The need for a pre-visit should be discussed with the EVC. If a pre-visit is considered as not being necessary the reasons must be noted on the visit risk assessment.

In planning and organising a residential trip or visit involving outdoor and adventurous activities the above process remains relevant with the following additions.

- ✿ All visits involving a residential (overnight stay) and/or adventurous activities must be approved in principle by the head teacher before a contract is made with a Provider.
- ✿ Complete a planning checklist
- ✿ *When the visit is authorised*, letters can be sent home to parents as necessary.
- ✿ Collect reply slips– No pupil will be allowed to go on a visit without parental permission.
- ✿ Authorisation for the visit leader to act for the child in the event of a medical emergency should be implicit within the permission.
- ✿ Collect any pupil monies using the procedures requested by the finance secretary in the office.
- ✿ Liaise with the EVC over any changes to the approved itinerary and arrangements.
- ✿ Wherever possible and practical a First-aider should accompany each visit offsite. There should always be an appropriate first aid box available for use. Your Risk Assessment will identify when a qualified First Aider is not necessary.

Policies

The school documentation identifies many of the issues that school staff need to be aware of during the supervision of a visit off-site. These include the Rewards and Sanctions policy, Equal Opportunities policy and the Medication in schools policy. This contains permission for emergency medication should the need arise and details of specific medical plans for individual children (within the '*Administration of Medicines in School*' policy, details are given for 'out of school activities'). Where specific medical plans exist the visit leader is responsible for ensuring all staff and accompanying adults are aware of the plan.

One of the key features of all visits is the need for all staff to be involved in on going risk assessments. Visit Leaders need to make decisions on an on going basis regarding the safety of the visit. (see 'Risk Assessments'). This includes the support ratios and pupil grouping dependent upon social interactions and behavioural issues presented during the day. All members of staff need to be aware of the plans and procedures identified for dealing with pupils with specific behaviour plans.

Visit Leaders must take a mobile phone in order to remain in contact with the school (and vice versa) during the time off-site. On arrival at destination the party leader must inform school of safe arrival.

Review

- ✿ All journeys and visits off-site must be reviewed and evaluated in relation to the visit aims and purpose in order to aid future planning. It is the responsibility of the Visit Leader to inform the EVC of any specific issues effecting future visits concerning the venue, the transport or the group.
- ✿ In the case of a residential or outdoor or adventurous activity, this will take the form of a formal meeting in the week following the trip.

Risk Assessments

Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from.

Risk assessment for educational visits can be usefully considered as having three levels:

- ✿ Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place. These are usually prepared by the provider or by the school. Examples of generic risk assessment include travel in the school minibus, coach travel and visits to coastal venues. School staff will not normally prepare them unless they have accumulated specific experience or other expertise. Please see file that is located in the staff room.
- ✿ Visit/site specific risk assessments which will differ from place to place and group to group. These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by someone trained and competent to assess risks, such as the EVC. Activities such as swimming, crossing roads and curricular partnerships with other schools are examples of these site specific risk assessments where the same venue is used each week and barring any changes to the nature of that venue, our prime concern on a weekly basis is the risk presented by the group of pupils undertaking the visit.

However for visits which are 'one offs' a specific risk assessment for the venue itself as well as for the pupils is required. Examples of this would be visits to farms, galleries, museums, public parks, garden centres etc. as part of a specific curriculum module for a specific class.

- ✿ Ongoing risk assessments are those that take account of unplanned and unexpected changes, for example, illness of staff or pupils, changes of weather, availability of preferred activity. The visit leader is responsible for making decisions on an ongoing basis during the visit as to the appropriateness of continuing the visit in the light of prevailing conditions. All staff and pupils should be aware of a "PLAN B" in the event of the planned agenda needing to change. Visit leaders are always in charge. They should trust their own knowledge of the young people and use their own professional judgement. This may include challenging an activity leader where the visit leader's knowledge of the group is superior, or intervening to prompt a change of plan, including stopping an activity if they feel uncomfortable or believe that it has become too hazardous

Where it is considered unsafe to include a particular pupil because there is serious doubts concerning their behaviour or it is felt that they represent a significant risk to themselves or others within the group (including staff), the Head Teacher will make the final decision on

whether the pupil should access the trip and suitable alternatives that will meet the educational needs of the visit will be planned.

All risk assessments are to be signed by the headteacher and the lead teacher.

Licensed activities

The Adventure Activities Licensing Authority (AALA) came into existence in April 1996. It is currently sponsored by the Department for Work and Pensions. The Health and Safety Executive is currently designated as the AALA. Most Providers who offer adventurous activities require an Adventurous Activity Licence. The adventurous activities that fall within the scope of the Licensing Authority are; Caving, Climbing, skiing and canoeing.

The school checks that the provider holds the licence before organising a trip or residential.

Insurance

- ✿ All authorised visits will be automatically insured under the school journey scheme. The visit leader must check the need for additional travel insurance depending upon the nature of the activity to be undertake
- ✿ When a tour operator is used the type and extent of the insurance cover being used should be ascertained.
- ✿ Teachers and other transporting pupils in their own private cars are not covered by the schools journey insurance. Schools must ensure that if private cars are being used to transport children on journeys that the owner has appropriate insurance cover.

Voluntary help

- ✿ The use of voluntary helpers should only be permitted by the Head Teacher or EVC. This permission will be based upon knowledge of the volunteers and their previous experience and training (on the job). The fact that help is voluntary does not negate the legal responsibility of those involved.
- ✿ CRB checks should be carried out by the office on all volunteer helpers – hence much advance notice is needed and those intending to use voluntary help should liaise with the EVC as early as possible in the planning phase
- ✿ All volunteer helpers have the same responsibility to follow the instructions of the visit leader.

Transport

- ✿ Parents should always be informed of the type of transport to be used and risk assessments carried out.
- ✿ Hired transport – The school should ensure appropriate levels of supervisory staff are available to ensure the safety and welfare of all pupils. The driver of the coach has no responsibility for the behaviour and conduct of the pupils..
- ✿ Public transport – Close supervision should be ensured.

Review

- Visit Leaders will need to evaluate the success of each trip with the EVC who can oversee the need for changes in arrangements for subsequent visits to the venue or with the particular group.

The evaluation will include:

- Date of activity / trip and evaluators name
- Summary of how the trip / activity went *including timings, organisation, pupil behaviour, transport, weather conditions, were staff ratios adequate.*
- Effectiveness of control measures – *were they adequate and followed as planned / any new risks emerged or existing ones were underestimated.*
- Incidents or near misses – *were there any accidents, first aid needed or near misses, including follow up action taken*
- Observations from staff / pupils – *what went well or could be improved?*
- Any recommendations for any future trips to the same site / venue
- Sign off / overall evaluation – *Does the risk assessment remains suitable and sufficient or are there amendments required before future use*
- Signed & dated by EV co-ordinator



APPLICATION FOR APPROVAL OF AN EDUCATIONAL VISIT

- **Parts 1 and 2 must be completed for all visits**
- **Part 3 must also be completed for residential visits, overseas visits and visits involving adventurous activities.**

The group leader should submit this form, when completed, to the Head at least six weeks before the proposed visit. For most visits, approval in principle will already be in place and the Head will be kept updated about the progress of preparations. The group leader should obtain the consent of parents.

When approval is given, one copy of the form should be retained by the Head and another by the group leader. The Head should be informed of any subsequent changes in planning, organisation or staffing. If required, the Head should seek approval from the Board of Governors

PART 1 – THE VISIT

School/group:
Group leader:

1.1 The purpose of the visit and specific educational objectives:

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1.2 Places to be visited:

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1.3 Dates and times:

Date of departure:	Time:
Date of return:	Time:

1.4 Transport arrangements: include the name of the transport company.

1.5 Proposed cost and financial arrangements:

1.6 Insurance arrangements for all members of the proposed party, including voluntary helpers:

1.7 Facility to be visited:

Name:

Address:

Telephone no:

Name of facility contact person:

1.8 Details of the programme of activities:

1.9 Risk Assessments:

Have risk assessments been completed for all aspects of the visit?

Yes / No

Please attach copies of risk assessments.

2.3 Accompanying other adult supervisors:

Name:	Experience, qualifications:	Responsibilities during visit:
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2.4 Details of contact person in the home area. This person should hold all the information about the visit or journey in case of emergency:

Name:	Available 24 hours?:
Address:	
Telephone no:	
Mobile no:	

**2.5 Existing knowledge of places to be visited. Is an exploratory visit intended?
Accompanying staff knowledge of venue:**

Has an exploratory visit taken place?
Extent of knowledge of venue:

PART 3 – TO BE COMPLETED FOR CATEGORY 3 VISITS - RESIDENTIAL OR OVERSEAS VISITS AND VISITS INVOLVING ADVENTUROUS ACTIVITIES

3.1 Accommodation to be used:

Name:
Address:
Telephone no:

3.2 Organising Company / Agency. Include Tour Operators, Travel Companies and providers of adventurous activities. If more than one, use additional sheet:

Name:	AAALA Licence No:
	(If applicable)
Address:	
Tel:	Fax:
What will this company provide?	
Enclose copy of contract if applicable.	

3.3 Details of activities:

Description of activities:

Who has completed risk assessments?

Enclose copies of risk assessments: not required.

PART 4 – REQUEST FOR APPROVAL

Group Leader’s request approval for this visit on the basis of the information given.

Signed:	Position:
Full name (print):	Date:

PART 5 – APPROVAL

I have studied this application and am satisfied with all aspects of the visit, including its planning, organisation and staffing. Approval is given.

- a) Please ensure that I have all relevant information, including a final list of group members, details of parental consent and a detailed itinerary, at least seven days before the party is due to leave.

- b) Your report and your evaluation of the visit, including details of any incidents, should be with me as soon as possible but no later than 14 days after the party returns.

Signed by Headteacher:	
Signature:	Date:
Print name:	



AVALON SCHOOL RISK ASSESSMENT FORM

Location		Activity		Age Group	
Date of RA				Adult/Child Ratio	
RA By				Staff Attending	
Checked By					

Risk Rating			Likelihood of Occurrence		
			Probable	Possible	Remote
Likely Impact	MAJOR	Causes major physical injury, harm or ill health	High (H)	High (H)	Medium (M)
	SEVERE	Causes physical injury or illness requiring first aid	High (H)	Medium (M)	Low (L)
	MINOR	Causes physical or emotional discomfort	Medium (M)	Low (L)	Low (L)

Pupil Medical Information & Requirements		
Designed First Aider(s):		
YEAR GROUP	YEAR GROUP	YEAR GROUP

Hazard (Describe the hazard and explain how it might cause harm)	Risk Rating (H M L)	Who might be harmed	Control measures to reduce risk

Trip Evaluation (to be completed when returned from the trip)					
Date of Trip		Evaluated By			
Summary Of How The Trip Went					
Timings	Organisation	Pupil Behaviour	Transport Arrangements	Weather Conditions	Adequate Staff Ratio
Effectiveness Of Control Measures					
Adequate and followed as planned:			Any new risks emerged or exiting ones underestimated:		
Incidents Or Near Misses					
Any accidents, first aid or near misses:			Follow up action taken:		
Observations From Staff / Pupils					
What went well or could be improved:			Recommendations for future trips:		
Overall Evaluation					
Risk assessment remains suitable and sufficient:			Amendments required before future use:		
Signed off					
Evaluator Signed:				Dated:	
Education Visits Co-ordinator Signed:				Dated:	