



Educational Visits Policy

Approved by:	Trustees	Date: July 2026
Last reviewed:		
Next review due by:	July 2027	

Contents

Introduction.....	3
Scope.....	3
Policy Principles	3
Legal Framework	4
Roles and Responsibilities.....	5
Planning and Approval	7
Risk Management	8
Effective Supervision.....	8
Inclusion, SEND and Equality	9
Safeguarding.....	9
Parents, Consent and Information.....	9
External Providers and Adventurous Activities.....	10
Transport.....	10
Residential and Overseas Visits	11
Finance, Charging, Contracts and Insurance	11
During the Visit	12
Emergency Response and Incident Reporting	12
Evaluation and Learning	13
Information Management and Data Protection	13
Monitoring and Assurance	13
Related Documents and Resources	15
Appendix 1 - Approval and Submission Matrix	16
Appendix 2 - Educational Visits Training Matrix.....	17
Appendix 3 - Emergency Action Summary	18

Introduction

Educational visits, outdoor learning and activities away from the academy give pupils experiences that cannot always be recreated in a classroom. They can deepen curriculum knowledge, build confidence and independence, strengthen relationships and help children learn how to recognise and manage risk.

The purpose of this policy is to make those opportunities easier to plan well. It sets a clear approval route, defines who is responsible at each stage and requires attention to the risks that could cause real harm. It does not seek to eliminate all uncertainty or create paperwork for everyday hazards.

Enhance Academy Trust adopts the Outdoor Education Advisers' Panel National Guidance as its principal source of good practice. National Guidance is maintained as a live resource; staff must use the current version rather than relying on saved or printed copies that may be out of date.

Scope

This policy applies to every academy in the Trust and to all outdoor learning, off-site visits, local area activities, sports fixtures, performances, fieldwork, residential experiences, overseas visits and adventure activities arranged by or on behalf of an academy. It applies whether the activity takes place during or outside the normal school day and whether pupils travel on foot, by public transport, in a hired vehicle or in a Trust vehicle.

It applies to employees, agency and supply staff, volunteers, contractors and external providers involved in planning, approving or leading a visit. Work experience, alternative provision and home-to-school transport are governed by their own arrangements, although the principles in this policy may still be relevant to travel or off-site supervision.

This policy should be read with the Trust Health and Safety Policy and other relevant policies.

Policy Principles

The Trust supports visits that have a clear educational, developmental or pastoral purpose and are planned in a way that is proportionate to the activity and the needs of the group. In applying this policy, academies will:

- treat learning outside the classroom as a normal and valuable part of education;
- focus risk management on significant hazards and practical controls;
- use EVOLVE as the Trust record for planning, checking, approval and evaluation;
- make decisions that enable participation and avoid unnecessary exclusion;
- select competent leaders and suitable providers;
- prepare leaders and emergency contacts to respond if plans change or an incident occurs;
- share relevant information securely with the people who need it; and

- review visits and use experience, incidents and near misses to improve future practice.

Core Trust approval rule

Every visit, including a local area visit, must be entered on EVOLVE and formally approved by the Headteacher before the group leaves the academy.

Overseas visits and visits involving an overnight residential stay also require approval from the Director of Estates, or a Trust officer nominated by the Chief Executive Officer in the Director of Estates absence. Approval must be recorded in EVOLVE. Retrospective approval is not permitted.

Legal Framework

This policy is written with regard to the following legislation and guidance. The list is not exhaustive; specialist procedures must also reflect any regulations, Approved Codes of Practice and technical standards that apply to the activity or equipment concerned.

Area	Main legislation and guidance
Health and safety	Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013; DfE Health and Safety on Educational Visits; HSE school trips and sensible risk-management guidance.
Safeguarding and welfare	Children Acts 1989 and 2004; Keeping Children Safe in Education 2026; Early Years Foundation Stage statutory framework where applicable; Trust safeguarding and staff conduct arrangements.
Equality and medical needs	Equality Act 2010; Children and Families Act 2014; DfE Supporting Pupils at School with Medical Conditions; Trust medicines and allergy policies.
Adventure activities	Adventure Activities Licensing Regulations 2004 (as amended); HSE guidance from the Licensing Authority on the Adventure Activities Licensing Regulations 2004 (L77); OEAP National Guidance.
Transport	Road Traffic Act 1988; Motor Vehicles (Driving Licences) Regulations 1999; applicable passenger transport, seat-belt, driver-hours and insurance requirements; DfE/DfT advice on school minibuses.
Overseas and travel services	Foreign, Commonwealth and Development Office travel advice; Package Travel and Linked Travel Arrangements Regulations 2018 where applicable; BS 8848:2014 and BS ISO 31031:2024 as relevant good-practice standards.
Information and finance	UK GDPR; Data Protection Act 2018; Education Act 1996 charging provisions as applied through academy funding arrangements; Trust financial and procurement procedures.

Roles and Responsibilities

Trust Board

The Trust Board retains overall responsibility as the employer. It will approve this policy, ensure that proportionate resources and competent advice are available, and receive assurance that the Trust's approval, training, incident and monitoring arrangements are working. The Board will not approve individual visits unless a matter is specifically reserved to it.

Chief Executive Officer

The Chief Executive Officer will put the Board's decisions into effect and maintain strategic oversight of educational-visit arrangements. The CEO will ensure that responsibilities are allocated clearly, significant failures or incidents are escalated appropriately and the Board receives relevant assurance through the Trust's health and safety and safeguarding reporting arrangements.

Academy Local Governing Boards

Local Governing Boards provide local scrutiny. They will receive proportionate information about the range and value of visits, significant incidents, repeated concerns and the academy's annual assurance. Their role is to test whether the system is working rather than to approve routine individual visits or carry out technical checks.

Headteachers

The Headteacher has day-to-day responsibility for educational visits within the academy. They will appoint a trained and competent Educational Visits Coordinator, make sure staff understand this policy, provide enough time and resources for proper planning, and ensure that concerns raised by the EVC are resolved.

The Headteacher must personally approve every visit in EVOLVE before departure. Before doing so, the Headteacher must be satisfied that the visit has a clear purpose, the Visit Leader and leadership team are competent, the planning is proportionate and complete, significant risks are controlled, individual needs are addressed and workable emergency arrangements are in place. For routine and local area visits only, the Headteacher may nominate a named deputy to approve in their absence, with the nomination recorded in EVOLVE. A Headteacher may not give retrospective approval. For overseas and overnight residential visits, the Headteacher must submit the approved visit to the Director of Estates in EVOLVE for additional approval.

Director of Estates

The Director of Estates is the Trust's operational lead for this policy and for the Trust-wide use of EVOLVE. The Director will maintain the policy and approval framework, coordinate access to competent educational-visits advice, monitor compliance and trends, support academies with higher-risk or unusual proposals, and provide assurance reports to senior leaders and Trustees.

The Director of Estates, or a Trust officer nominated by the Chief Executive Officer in the Director of Estates absence, must approve every overseas visit and every visit involving an overnight residential stay after the Headteacher has approved it. This employer-level approval provides an additional check; it does not transfer responsibility for the quality of the plan from the Visit Leader, EVC or Headteacher. The Director will also coordinate Trust

support following a serious incident and advise on insurer, RIDDOR, legal or external-notification requirements.

Educational Visits Coordinator

Each academy will appoint an Educational Visits Coordinator (EVC) who is an experienced visit leader, has sufficient status to influence practice, has completed appropriate EVC training and has access to competent advice. The EVC is the first point of contact for staff planning visits and manages academy access, records and standard documents within EVOLVE.

The EVC will support and challenge Visit Leaders, help the Headteacher judge leader competence, check that approval timescales are met, review risk management and emergency arrangements, check providers and relevant licences, and recommend visits for approval. The EVC will identify training needs, sample and monitor practice, maintain current local procedures, and make sure that visits are evaluated and useful learning is shared.

Visit Leader

The Visit Leader owns the plan and retains overall responsibility for the supervision, conduct and safety of the group throughout the visit. They must obtain outline agreement, enter complete and accurate information in EVOLVE, consult the EVC early, identify the significant risks and decide how they will be managed.

The Visit Leader will select and brief a competent leadership team, obtain and share relevant pupil information, confirm consent where required, check transport and providers, prepare an itinerary and contingency plan, and make sure medicines, first aid and emergency communications are available. During the visit, the Visit Leader must monitor conditions, adapt the plan when necessary and stop or change an activity where the remaining risk is not acceptable. After the visit, they must complete a proportionate evaluation and report incidents and near misses.

Assistant Leaders and Volunteers

Assistant leaders and volunteers must understand the plan, their supervision responsibilities, the pupils allocated to them, relevant medical or safeguarding information and the action to take in an emergency. They must follow the Visit Leader's instructions, report concerns promptly and avoid acting beyond their competence. Volunteers support the leadership team but do not remove the Visit Leader's responsibility.

Pupils

Pupils will be prepared for the visit in a way that reflects their age and understanding. They are expected to follow instructions, behave in accordance with the academy's Behaviour Policy, use equipment as directed, stay within agreed boundaries and tell a leader if they are worried, unwell, separated from the group or aware of a hazard. Where appropriate, pupils should be involved in identifying risks and agreeing sensible ways to manage them.

Parents and Carers

Parents and carers are expected to provide accurate and current emergency, medical, dietary, allergy, behavioural and accessibility information; complete consent and payment arrangements by the stated deadline; and raise concerns before the visit. They should understand that plans may need to change for safety, weather, security or operational reasons.

Planning and Approval

Planning should begin early enough for the visit to be designed properly, costs and contracts to be checked, parents to receive clear information and approvers to consider the proposal without pressure. An educational visit is not authorised until every required approval is recorded in EVOLVE.

EVOLVE

EVOLVE is the Trust's central system for planning, recording, approving and evaluating educational visits. Every visit, including a local area visit, must be entered on EVOLVE. The entry must be sufficiently complete for the EVC and approvers to understand what is proposed and how the visit will be managed.

- The Visit Leader creates and maintains the EVOLVE record and uploads or links the relevant itinerary, risk-management information, provider evidence and supporting documents.
- The EVC checks the record and returns it for amendment where information is incomplete or concerns have not been resolved.
- The Headteacher gives final academy approval in EVOLVE.
- Overseas and overnight residential visits are then submitted to the Director of Estates for additional Trust approval.
- Where EVOLVE routes a visit to an external adviser or local authority under the Trust's current service arrangements, that approval is additional and must be obtained before departure.
- Essential visit and emergency information must remain accessible to the Visit Leader and the academy emergency contact if internet access is unavailable.

Approval and Submission Timescales

The following are minimum timescales for a complete application to reach final approval. They are not suggested planning periods. Complex, costly or overseas visits should be discussed and developed much earlier.

- Routine local area and other UK day visits: final Headteacher approval at least two weeks before departure.
- Overnight residential, overseas or higher-risk/adventure visits: final submission at least six weeks before departure, with additional approval obtained as required.
- Overseas visits should normally enter the formal planning process three to six months before departure, and earlier where contracts, visas, passports or significant fundraising are involved.

Late submissions may be refused. The Headteacher decides this at academy level and the Director of Estates decides where Trust approval is required. A visit must not proceed merely because bookings have been made or parents have paid. No visit may leave the academy without the required EVOLVE approval, and no approval may be added retrospectively.

Routine and Local Area Visits

Routine visits involve everyday risks that are already addressed by established academy procedures. Planning should remain brief and practical, but the visit must still be recorded and approved in EVOLVE. The academy may use standard operating procedures for repeated local visits, provided the procedure is current, the Visit Leader checks that it fits the actual group and circumstances, and any variation or additional risk is recorded.

A recurring programme may be covered by one EVOLVE application only where the EVC and Headteacher agree that the entry clearly identifies the dates or frequency, routes, groups, leadership arrangements and conditions covered. A material change requires the record to be amended and reapproved.

Risk Management

Risk management should support the purpose of the visit. The Visit Leader must consider both the benefits and the significant risks, taking account of the activity, environment, travel, group, leadership team, provider and foreseeable changes. The record should show the important decisions and controls, not list trivial hazards or reproduce information that is already dealt with effectively by an approved standard procedure.

- Generic assessments may be used as a starting point but must be checked against the actual visit and participants.
- A preliminary visit should be completed where it is reasonably practicable and would materially improve planning. Where it is not, the Visit Leader must obtain sufficient current information by other means.
- Weather, water conditions, terrain, crowding, traffic, security, communications, accessibility and the availability of emergency assistance must be considered where relevant.
- A clear Plan B must be available where foreseeable changes could make the original plan unsuitable.
- The Visit Leader must continue to assess conditions during the visit and adapt, suspend or stop the plan where necessary.

First aid provision must be assessed as part of planning. The Visit Leader must decide what first aid cover the group, activity, location and distance from help require, confirm that a suitably qualified first aider will accompany the group where the assessment calls for one, and check that first aid kits, individual healthcare plans and emergency medication are carried and accessible throughout.

Effective Supervision

The Trust does not prescribe a single staff-to-pupil ratio for all visits. The EVC, Visit Leader and Headteacher must decide what constitutes effective supervision for the particular visit. The decision should consider the age, maturity, behaviour and needs of pupils; the competence and experience of leaders; the activity and environment; travel arrangements; any remote supervision; and the ability to manage an incident without leaving the rest of the group inadequately supervised.

Statutory Early Years Foundation Stage requirements remain minimum requirements where they apply. At least one person with a current paediatric first-aid certificate must accompany EYFS children on outings. Higher staffing may be necessary because of individual needs, the activity, unfamiliar environments or emergency-cover requirements.

A sole-leader arrangement must be specifically justified and approved. The plan must address what will happen if the leader becomes incapacitated, must accompany a pupil or needs to summon assistance. Gender balance should be considered in relation to the age and needs of the group, personal care, accommodation and safeguarding, but it is one factor within the overall supervision plan rather than a fixed rule.

Inclusion, SEND and Equality

Visits should be planned on the assumption that every pupil will be able to take part, with reasonable adjustments where needed. A pupil must not be excluded because of disability, special educational need, medical condition, allergy, religion, financial circumstances or behaviour without an individual, evidence-based assessment and consideration of practical alternatives.

The Visit Leader should involve the pupil, parents or carers, the SENCO and relevant medical or pastoral staff early enough to make adjustments. Planning may include additional staffing, accessible transport or accommodation, adapted activities, communication support, rest arrangements, personal care, a familiar adult, changes to the itinerary or specialist advice. The health and safety of staff and other pupils must also be considered, but blanket restrictions should be avoided. The cost of a reasonable adjustment must not be passed to the pupil or their family.

Safeguarding

The Trust's safeguarding arrangements apply throughout every visit. Planning must address supervision, one-to-one situations, personal care, changing and sleeping arrangements, use of phones and images, free time, missing pupils, allegations, child-on-child abuse and contact with members of the public or provider staff.

All adults must be subject to the checks and supervision appropriate to their role. An enhanced DBS check with barred-list information is required where the person is engaging in regulated activity and is eligible for that check. A DBS certificate does not remove the need for clear roles, supervision and safe working practice. The Visit Leader must know how to contact the Designated Safeguarding Lead or an identified deputy during the visit, including outside normal hours where necessary.

Parents, Consent and Information

Parents and carers must receive clear, timely and accurate information about the purpose, date, times, travel, activities, supervision, costs, clothing, food, accommodation, significant risks, medical arrangements, behaviour expectations and emergency contact arrangements. Material changes must be communicated promptly.

Written consent is always required for nursery-age children. For older pupils, the academy may rely on an annual or general consent for routine curriculum visits during the normal school day where this is consistent with DfE guidance and the academy has informed parents. Where general consent is relied on, parents must still be told in advance of each visit and given the opportunity to withdraw their child. Specific written consent is required for

overnight residential and overseas visits, activities outside the normal school day, adventure or higher-risk activities, and any visit where the EVC or Headteacher decides that the nature of the activity warrants it.

Consent does not transfer the academy's duty of care to parents. Where a pupil is looked after or another person holds parental responsibility, the academy must follow the applicable legal and local arrangements. A parent should not normally be required to attend as a condition of their child's participation.

External Providers and Adventurous Activities

The use of an external provider does not remove the Trust's responsibility to choose the provider carefully and agree the respective responsibilities of academy and provider staff. The EVC must be satisfied that the provider is suitable for the planned group and activity, and that relevant information has been exchanged.

- A current Learning Outside the Classroom Quality Badge may be accepted as evidence of the provider's management of the areas covered by the badge. Where there is no relevant badge, the academy should use an appropriate provider statement or equivalent checks.
- Where an activity falls within the Adventure Activities Licensing Regulations 2004, the provider's current AALA licence must be checked against the activity and location. A licence does not cover every activity or every aspect of the visit.
- The competence, qualifications and deployment of instructors must match the activity and recognised governing-body or National Guidance expectations.
- The contract must make clear who controls the activity, supervision, equipment, first aid, emergency response, transport and accommodation.
- The Visit Leader remains responsible for the pupils and should intervene or stop participation if conditions, instruction or supervision are not as agreed.

Where the Trust itself provides an adventurous activity to its own pupils, an AALA licence is not normally required solely for that provision, but competent leadership, appropriate technical guidance, equipment management and suitable risk controls remain essential. Advice must be obtained before the academy offers activities to young people from other organisations or in circumstances that may bring the provision within the licensing scheme.

Transport

Transport must be suitable for the group and journey and comply with legal, insurance and Trust requirements. Planning must include safe embarkment and collection, supervision at service stations and interchanges, seat belts, luggage, medication, accessibility, driver hours, delays and emergency arrangements.

- Coach and bus operators must be selected through approved procurement arrangements and provide appropriate assurance of operator licensing, insurance, vehicle safety and safeguarding.

- Trust minibuses may be driven only by people authorised under the Trust's Driving at Work and minibus arrangements. Licence entitlement, Section 19 permit requirements, insurance, vehicle weight, driver competence and any Trust MiDAS requirement must be confirmed.
- Private vehicles should be used only where permitted by the Trust procedure and where the driver, licence, vehicle, insurance, seat belts and safeguarding arrangements have been checked.
- Pupils must not be left unsupervised in a vehicle. The Visit Leader must account for the group before departure and after each stop.

Residential and Overseas Visits

Residential visits require additional planning for accommodation, fire and security arrangements, sleeping and rooming, night supervision, personal care, medication, safeguarding, free time, behaviour, food and allergies, emergency contact and the welfare and rest of staff. The academy must have a 24-hour emergency contact with access to the visit plan and authority to initiate the Trust's critical-incident arrangements. The emergency contact must be a named individual who has been briefed, holds a copy of the visit plan and group information, and has a named back-up.

Every overnight residential visit requires approval from the Headteacher and the Director of Estates through EVOLVE. This applies whether the stay is in the UK or overseas.

Overseas visits must also address passports, visas, nationality-specific entry requirements, consent to travel, insurance, healthcare, local laws and customs, provider and in-country support, communications, currency, contingency funds, travel disruption, political or security change, emergency evacuation and contact with the nearest appropriate diplomatic service. FCDO travel advice must be checked at the start of planning, at regular intervals and immediately before departure. A change in official advice must trigger a recorded review and may require the visit to be changed or cancelled.

Where an overseas visit includes remote travel, challenging terrain, extreme climate, expedition activity or another significant risk, planning should have regard to BS 8848:2014, BS ISO 31031:2024 and relevant OEAP overseas guidance. The EVC and Director of Estates should obtain specialist advice where the Trust does not have sufficient internal competence.

Finance, Charging, Contracts and Insurance

Outline approval must be obtained before the academy enters a binding contract or invites non-refundable payments. The Visit Leader must prepare a realistic budget that includes transport, staffing, entry fees, accommodation, insurance, contingencies, inclusion costs, currency changes and foreseeable cancellation or emergency costs. Financial arrangements must comply with the Trust's procurement, delegated-authority and Charging and Remissions policies. No charge may be made for a visit that takes place during school hours or that forms part of the curriculum, other than a request for voluntary contributions. Board and lodging on a residential visit may be charged, subject to remission for families who qualify.

Where contributions are voluntary, no pupil may be treated differently because their family is unable or unwilling to contribute. The academy may explain that a visit cannot proceed

without sufficient funding, but must do so clearly and without pressure. Any remission or support arrangements should be considered early and handled sensitively.

Contracts must be signed only by a person with delegated authority under the Trust Scheme of Delegation and financial regulations. Cancellation, refund, safeguarding, liability, insurance and emergency-support terms should be understood before commitment. The EVC and Director of Estates must consider whether the Package Travel and Linked Travel Arrangements Regulations 2018 apply and obtain legal or procurement advice where there is doubt rather than assuming an exemption. The risk is greatest where the academy books two or more travel services itself rather than through a single tour operator, and it must be settled before any commitment is made.

The academy must confirm that Trust insurance covers the visit and planned activities. Additional cover must be arranged where necessary, particularly for overseas travel, winter sports, expeditions, high-value equipment or activities subject to policy exclusions. Parents must be told about material exclusions or excesses that affect them. Confirmation must be obtained from the Trust finance team before a booking is made, and the Trust insurance arrangements checked against the specific destination and activities rather than assumed.

During the Visit

The approved plan remains the starting point, but the Visit Leader must respond to actual conditions. Before leaving and at appropriate points during the visit, leaders should confirm the group, roles, medication, communications, transport and any change in weather, venue or participant needs. The Visit Leader should record significant changes and inform the academy emergency contact where the change affects timing, location, activities or risk.

Leaders must maintain effective supervision, conduct regular head counts, use agreed rendezvous and boundary arrangements, and keep emergency information accessible. Any remote supervision or free time must be planned, age-appropriate and clearly explained. Pupils must know what to do if separated from the group or unable to contact a leader.

The Visit Leader may amend, curtail or cancel an activity when conditions are unsuitable. Financial pressure, disappointment or provider preference must not override safety, safeguarding or welfare. Staff must not consume alcohol or use any substance in a way that could impair their duty, judgement or capacity to respond.

Emergency Response and Incident Reporting

Every visit must have an emergency plan understood by the leadership team and the academy emergency contact. For residential and overseas visits, the contact arrangement must operate at all times. Plans should distinguish between an incident that the Visit Leader can manage locally and a serious incident that requires Trust critical-incident support.

1. Protect life and prevent further harm. Stop the activity, account for the group, give first aid and contact the emergency services where needed.
2. Stabilise the situation. Move the group to a safe place, preserve essential medication and information, and prevent access to a dangerous area or defective equipment.
3. Contact the academy emergency contact as soon as practicable. Give facts, location, people affected, action taken and the help required.
4. The academy emergency contact will inform the Headteacher and, for a serious incident, the Director of Estates and other Trust leaders in accordance with the critical-incident plan.

5. Communicate with parents and carers through the agreed route. Staff and pupils must not post details on social media or speak to the media; external communications will be coordinated by the Trust.

6. Record the event after immediate needs have been addressed. Accidents, incidents and near misses must be entered in iAM Compliant and investigated in accordance with the Trust Incident Reporting and Investigation Management Procedure.

Photographs and other evidence should be proportionate. Routine minor incidents do not require photographs merely because they occurred on a visit. Where a surface, vehicle, premises defect, asset or equipment may have contributed, the scene and defect should be photographed where this can be done safely and lawfully. Images of injured pupils should not be taken routinely.

An iAM record or EVOLVE evaluation does not determine whether an event is reportable under RIDDOR. Potentially reportable or serious incidents must be referred promptly to the Director of Estates, who will coordinate the assessment with the CEO and competent advisers. Overseas incidents may also require insurer, provider, FCDO, police, consular or local-authority contact.

Evaluation and Learning

The Visit Leader must complete a proportionate evaluation in EVOLVE. The evaluation should consider whether the intended outcomes were achieved, whether the planning and supervision worked, provider performance, inclusion, value for money, changes made during the visit and any incident or near miss.

For routine repeated visits, an exception-based entry is sufficient where nothing material changed and no learning arose. Residential, overseas, adventure and higher-risk visits should receive a fuller review. Significant learning must be shared with the EVC, Headteacher and Director of Estates as appropriate, and reflected in procedures, risk assessments, provider decisions or future approvals.

Information Management and Data Protection

Information about pupils and staff must be accurate, limited to what is needed and accessible to the people who require it for planning or emergency response. EVOLVE and approved Trust systems must be used wherever possible. Sensitive information should not be sent to personal email accounts or stored indefinitely on personal devices.

The Visit Leader and emergency contact must have secure access to essential contact, medical and itinerary information if systems are unavailable. Paper or downloaded copies must be controlled, kept secure during the visit and returned or destroyed appropriately afterwards. Information will be retained in accordance with the Trust retention schedule, legal requirements and insurance needs.

Monitoring and Assurance

Each academy will review its educational-visits arrangements at least annually, by the end of the summer term, and send the completed checklist to the Director of Estates. The Headteacher and EVC will use the Trust checklist to confirm that the EVC is trained and competent, all visits are approved in EVOLVE, staff training needs are addressed, emergency arrangements are workable, incidents and evaluations are reviewed and local procedures remain current.

The Director of Estates will monitor EVOLVE data, approval compliance, overdue submissions, the pattern and severity of incidents, provider concerns, training and the quality of academy assurance. The Trust may sample visit records, observe practice, commission external advice or require an improvement plan. Serious non-compliance may result in a visit being stopped or future approval being withheld until the concern is resolved.

The Trust Board and relevant committees will receive proportionate assurance through the annual health and safety report and earlier escalation where there is a serious incident, material control failure or significant unresolved risk.

Related Documents and Resources

The following sources informed this policy. Staff should use the current online version where a source is maintained as live guidance:

Department for Education: Health and safety on educational visits; Health and safety: responsibilities and duties for schools; First aid in schools, early years and further education; Keeping Children Safe in Education 2026; EYFS statutory framework; Driving school minibuses; Charging for school activities.

Health and Safety Executive: School trips; leading sensible health and safety management in schools; educational-sector FAQs; Adventure Activities Licensing Authority guidance.

Outdoor Education Advisers' Panel: National Guidance, including current role guidance, effective supervision, visit planning, provider selection, emergencies, residential and overseas visits.

Foreign, Commonwealth and Development Office: Foreign travel advice, foreign travel checklist and travel-insurance guidance.

British Standards Institution: BS 8848:2014 and BS ISO 31031:2024 where relevant to overseas, youth and school-trip risk management.

Trust supporting documents: Educational Visits Headteacher Checklist; EVC Checklist; Visit Planning Checklist; Educational Visits Visit Leader Guide; Headteacher approval communication; Health and Safety Policy; Incident Reporting and Investigation Management Procedure.

Appendix 1 - Approval and Submission Matrix

The times below are minimum times for a complete EVOLVE record to reach final approval. Earlier outline discussion and planning will often be required.

Visit type	Minimum submission	EVC check	Headteacher approval	Additional approval
Routine/local area day visit	2 weeks	Required	Required in EVOLVE	External adviser only if EVOLVE routes it
Other UK day visit	2 weeks	Required	Required in EVOLVE	External adviser only if required
Adventure or higher-risk day visit	6 weeks	Required	Required in EVOLVE	Adviser/local authority where required by current arrangements
UK overnight residential	6 weeks	Required	Required in EVOLVE	Director of Estates; adviser where required
Overseas day visit	6 weeks minimum; plan 3-6 months ahead	Required	Required in EVOLVE	Director of Estates; adviser where required
Overseas residential/expedition	6 weeks minimum; plan 3-6+ months ahead	Required	Required in EVOLVE	Director of Estates and any required specialist/adviser approval

Appendix 2 - Educational Visits Training Matrix

Role	Core learning and competence	Timing
Trustees and Local Governing Boards	Employer and governance role; sensible risk management; assurance and escalation.	On appointment and periodic update
Headteachers	Approval responsibilities; leader competence; EVOLVE; inclusion; safeguarding; emergency and serious-incident oversight.	On appointment and refreshed as arrangements change
Director of Estates	Employer approval; EVOLVE administration and assurance; adviser coordination; overseas/residential risk; incident and insurer escalation.	Role-specific induction and continuing professional development
Educational Visits Coordinator	Recognised EVC training; National Guidance; EVOLVE; leader and provider competence; effective supervision; monitoring.	Before acting independently; revalidation/refresher in line with Trust/adviser requirements
Visit Leaders	Visit-leader responsibilities; risk-benefit management; supervision; safeguarding; first aid/medical needs; emergency action; EVOLVE.	Before leading; mentoring and activity-specific development as required
Assistant Leaders and Volunteers	Visit briefing; role boundaries; group information; safeguarding; communication and emergency action.	Before each visit, proportionate to role
Specialist activity leaders and drivers	Relevant technical qualification, licence, assessment or authorisation; current competence and experience.	Before deployment and maintained current

Completion of a course is evidence of learning, not automatic evidence of competence for every visit. The EVC and Headteacher must consider relevant experience, judgement, recent practice and the particular demands of the proposed visit.

Appendix 3 - Emergency Action Summary

Immediate priorities

1. Stop the activity and protect the group from further harm.
2. Account for everyone, give first aid and call the emergency services where needed.
3. Move to a safe place and preserve essential medication, information and communications.
4. Contact the academy emergency contact and give clear facts, location and assistance required.
5. Follow the academy/Trust critical-incident plan and agreed parent-communication route.
6. Record the event in iAM Compliant after immediate needs are addressed; update EVOLVE during the evaluation.

INFORMATION TO GIVE THE EMERGENCY CONTACT

- *your name, role and call-back number;*
- *exact location and how emergency services can reach the group;*
- *what happened and whether the situation is continuing;*
- *who is affected, injuries or missing persons, and first aid provided;*
- *whether emergency services, police, provider or venue management are involved;*
- *the current safety and location of the rest of the group;*
- *what action has already been taken and the support needed; and*
- *when and how you will make the next contact.*

DO NOT

- *speculate about cause or blame;*
- *post information, photographs or names on social media;*
- *speak to the media or allow pupils to do so;*
- *contact every parent independently unless instructed through the emergency plan;*
- *disturb a serious incident scene except to rescue, treat or prevent further harm; or*
- *resume the activity until the Visit Leader is satisfied that it is safe and any required approval has been obtained.*