



## Educational Visits Policy

<b>Written By</b>	<b>Senior Leadership Team &amp; School Office Staff</b>								
<b>Frequency of Review</b>	<b>Every 4 years</b>								
<b>Date reviewed and approved by Governing Body</b>	<b>Spring 2026</b>								
<b>Date of next review</b>	<b>Spring 2030</b>								
<b>Display on Website</b>	✓								
<b>Purpose</b>	This policy aims to provide advice and guidance to enable those involved with educational visits to have confidence in knowing they have taken all reasonable precautions to ensure the safety of those in their care, their colleagues and themselves, and have minimised the likelihood of anything going seriously wrong while maximising the benefit to those taking part.								
<b>Consultation</b>	<table border="1"> <tr> <td><b>Governors</b></td> <td>✓</td> </tr> <tr> <td><b>Parents</b></td> <td>✓</td> </tr> <tr> <td><b>Pupils</b></td> <td>x</td> </tr> <tr> <td><b>Staff</b></td> <td>✓</td> </tr> </table>	<b>Governors</b>	✓	<b>Parents</b>	✓	<b>Pupils</b>	x	<b>Staff</b>	✓
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<b>Parents</b>	✓								
<b>Pupils</b>	x								
<b>Staff</b>	✓								
<b>Links with other policies</b>	<b>Health and Safety</b> <b>Charging</b> <b>SEND</b> <b>Equality</b> <b>Safeguarding</b> <b>First Aid</b> <b>Teaching and Learning</b> <b>DBS/vetting</b>								

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## **Foreword**

Educational trips and visits provide an excellent opportunity for personal growth of pupils and students. They can have a positive effect on pupils' self-esteem and can significantly improve many skills including their ability to work with others, powers of investigation and improved understanding of their surroundings. They can enhance the quality of their educational experience providing opportunities which cannot be easily offered in schools and settings.

It is important that all visits are well-managed and risks assessed to ensure our children and young people get the very most out of their experience in an environment which encourages 'safe' risk taking.

## **Aims;**

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. We aim to develop learning outside the classroom (LOtC) as an entitlement for all children, and offer all children a range of experiences that are frequent and progressive and that enable them to;

- Visit new places, broaden their horizons, undertake new activities and enjoy new challenges
- Develop their confidence, self-awareness, independence and skills
- Learn new ideas, facts or concepts, and relate classroom learning to the outside world

These experiences will be integrated to their learning in school and we believe will play a key part in increasing children's motivation and willingness to learn, raising their aspirations and raising their attainment.

Children will have opportunities to reflect on these experiences and celebrate their achievements through their work in school, and through displays, presentations, web-sites, open days and assemblies.

## **To achieve these aims we will;**

- Plan the curriculum so that it includes progressive experiences for all children regardless of age or key stage
- Where possible include at least one opportunity for all pupils to participate in an off-site visit during each year
- Aim to provide every child with the opportunity to experience a residential visit (staying away from home for at least one night) during their time at the school
- Ensure that all experiences offered are high-quality, and where these are not led by our own qualified staff, will make use of providers who have the necessary skills, training and confidence to ensure that experiences are of a similar standard
- Offer visits that are cross curricular (where possible) and have both educational and social aspects of learning embedded in them

## **Guidance for Successful Offsite Visits**

### **Introduction**

This document aims to provide advice and guidance to enable those involved with educational visits to have confidence in knowing they have taken all reasonable precautions to ensure the safety of those in their care, their colleagues and themselves, and have minimised the likelihood of anything going seriously wrong while maximising the benefit to those taking part.

## **Scope**

Kingston Local Authority have adopted most of the national guidance published by the Outdoor Education Advisers Panel (OEAP). This provides detailed guidance about many aspects of off-site visits and links have been provided to this more detailed guidance where this is appropriate. The OEAP guidance ensures that all documents are kept up-to-date.

## **Roles and responsibilities**

The Local Authority (LA) is the 'employer' for maintained schools and other education settings. All establishments should have a health and safety policy that includes responsibilities related to Educational Visits. Advice on the responsibilities associated with specific roles is detailed below.

## **Statement of support from the Governing Body**

Governors at the school are committed to ensuring that children experience a rich and stimulating curriculum that includes a comprehensive range of educational visits. Governors will ensure that systems and staffing lead to visits being worthwhile and of high quality, that are rigorously planned and effectively managed. We will also ensure that visits are inclusive in nature and that all children have access to the same level of opportunities.

These procedures are available for Governing Bodies to adopt when developing their school's policy.

[Checklist for Governing Bodies](#)

[Checklist for Head teachers](#)

## **Educational Visits Coordinator (EVC)**

All schools which provide off-site visits must have an EVC in post. Normally, the EVC will be a member of the establishments' senior management team. The EVC should be competent, ideally with significant practical experience in leading and managing a range of visits similar to those typically run by the establishment. The EVC may delegate responsibility to staff for the administration associated with the role. The EVC should attend initial training, and annual updates as provided and required by the LA, or their employer.

[Checklist of EVC responsibilities](#)

## **Competence to lead a visit**

Head teachers, advised by their EVC, must ensure that visit leaders are competent to carry out their responsibilities.

[Guidance for assessment of competence](#)

## **Advice and support**

The Council provides advice, training and support for EVC's and head teachers and the sharing of good practice through the Outdoor Education Adviser (OEA) based at Cantium House, Wallington. The OEA is Mick Bradshaw and he can be contacted on 07736 338471 or by email

[mick.bradshaw@cognus.org.uk](mailto:mick.bradshaw@cognus.org.uk)

## **Notification and approval of visits**

Approval of visits in all schools is delegated to the Headteacher for all visits, except for the following;

- ❖ **Visits with a destination abroad**
- ❖ **Visits involving an overnight stay**
- ❖ **Visits that include adventurous activities (a list of adventurous and non-adventurous activities can be found in the Evolve Resources area, under the 'Visits Guidance' tab)**

Kingston Council monitor and approve these types of journeys for all maintained schools. This should be requested via the Evolve online system:

**Link to Evolve Online Educational Visits System for Kingston Schools:**

<http://www.kingstonvisits.org>

Schools may request advice with the planning or management of any visit – whether approval is required or not.

**Applications for LA approval should be submitted at least one month in advance. Some types of visit (such as ski trips and overseas expeditions) involve an enhanced planning process and in these cases requests for approval should be submitted at least a term in advance.**

Please contact the Outdoor Education Adviser if there is uncertainty over whether a particular activity requires Local Authority approval.

**Visit planning**

A thorough planning process, usually including a preliminary visit, is integral to the success and safety of a visit.

[Pre visit guide & provider assurance](#)

Where a provider is being used for the first time, and is not recognised by a suitable body, then it will be necessary to seek further assurances and information from them. The [Provider form](#) is a comprehensive way to gather these details.

**A Flowchart and checklist for organising visits can be found in the Evolve Resources area, under the 'Visits Guidance' tab**

**Assessing venues and providers**

There are a number of nationally recognised schemes that provide assurances about activity providers. These schemes include:

- [The LOtC Quality Badge](#)
- School Travel Forum (STF) [Assured Member Status](#)
- [AALA licensing](#)
- [Adventuremark](#)
- NGB centre approval schemes (applicable where the only provision is a single, specialist activity)

If the provider holds such an accreditation, there should be no need to seek further assurances.

**Farm visits**

Visits to farms are popular with young children, and allow children from more urban areas to develop an understanding of the countryside and food production.

[Farm visits guide](#)

See also our guidance on farm visits on our H&S Website – [Action HR website](#)

## Inclusion

### **Equal Opportunities**

We recognise that every child has the right to join in all activities provided by the school, including outings and visits. We will make every effort to ensure that all visits are suitable and appropriate for the needs of the children concerned regardless of their ability or needs. We will make every effort to keep the costs associated with visits to a minimum to maximise participation.

Schools planning offsite visits should make every effort to ensure that visits are available to all children or young people regardless of their background, abilities or specific needs. The requirements previously contained in the Disability Discrimination Act have now been absorbed into the [Equality Act](#).

[Inclusion guide](#)

### **Charging for visits 'Voluntary Contributions'**

Complex legislation covers what parents may or may not be asked to pay towards the cost of a visit.

[Charging guide](#)

Each school should have their own charging policy that is agreed by the Governing Body.

### **Supervision**

Neither the DfE nor Kingston Council prescribe minimum staff to participant ratios for visits at a Junior School. Ratios and other arrangements for the effective supervision of all children and young people should be determined as part of the risk assessment process by proper consideration of factors including:

- age (including the developmental age) of the group
- ability of the group and individuals (including special needs, behavioural, medical and vulnerability characteristics etc)
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- staff competence/ experience
- gender issues

Starting points on what may be considered reasonable staff: pupil ratios for off-site visits (with no special circumstances) are:

- 1 adult for every 10-15 pupils in school years 4 to 6
- 1 adult for every 15-20 pupils in school year 7 onwards

The specific circumstances of a visit may lead to these ratios being insufficient, but they are unlikely to be excessive.

OEAP National Guidance includes documents on [Ratios and Effective Supervision](#) and Group Management and Supervision; [Effective Supervision guide](#)

### **Remote supervision**

Young people must be supervised throughout all visits. At times they may be unaccompanied by a

member of staff or other responsible adult, e.g. During D of E expeditions, 'down time' in a shopping mall etc. This is known as 'remote' supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility)
- venue and conditions
- the activity taking place
- preparatory training
- the competence of the supervising staff

Where remote supervision is undertaken during an expedition (such as D of E) then the advice contained in the [Remote Supervision Guide](#) published by Mountain Training should be adhered to.

### **Vetting and DBS checks**

The Council follows the national guidance regarding the requirements for employees and volunteer helpers to undergo vetting and CRB checks. There is no requirement for every parent volunteer who accompanies a day visit to be DBS checked – unless undertaking 'Regulated Activity'.

[DBS checks guide](#)

### **Insurance**

The Council's Insurance Sections have arranged blanket insurance cover for off-site visits. This policy includes all schools that have bought into the insurance service. The cover for school journeys is in relation to all off-site visits, including worldwide, and there is no distinction between a local trip to a museum or a visit abroad.

The Local Authority also holds Employers Liability Insurance. Any other insurance related questions should also be forwarded directly to <mailto:insurance@kingston.gov.uk>

Where schools engage external providers to deliver activities then it is recommended that the provider should have Public Liability Insurance in place to the value of £10 million. Where providers have a lower limit to their cover then the advice of the relevant insurance section should be sought.

### **Parent/ Carer consent**

It is established good practice to inform parents that a visit or activity is to take place, and residential visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms. Parents should be made aware of which activities their child will be undertaking, including 'Plan B' activities in case 'Plan A' changes (i.e. severe weather conditions, instructor replacement).

It is acceptable for establishments to obtain 'blanket consent' (e.g. at the start of a school year), for visits that take place during the school day. Where blanket consent is in place it remains good practice to inform parents that a visit or activity is to take place (and this may be a useful

opportunity both to remind them that they have given consent, and to give them an opportunity to withdraw it).

Residential consent forms can be used as a means to update information about young peoples' medical issues or food allergies and parental contact details etc. It is essential to ensure that this information is available and each establishment should have some means of providing relevant and up-to-date information to activity/visit leaders.

**Consent may also be gained via on-line systems, including systems such as Google Forms or Microsoft Forms, and payment platforms such as ParentPay and School Gateway.**

## **First Aid and Medication**

### **Medication**

Any medication required by students must be taken on any visit. Depending on the age of the children, it may be necessary for this to be collected by staff and made available to children as required. Where older children are normally responsible for their own medication then it is necessary to confirm that they have this with them before departure. Arrangements to monitor the welfare of any children with specific medical conditions (eg diabetes) must be considered prior to departure, and become the responsibility of a clearly defined member of staff throughout any visit.

Where any medication is administered by school staff, or children monitored (eg blood sugar levels where required) a record should be kept of the date/ time(s).

Where any child suffers from allergies, and has an epipen or similar 'adrenaline-auto-injector' device prescribed, then arrangements must be made to ensure that they have two devices available throughout any off-site visit

For all visits there should be an adult responsible for first aid arrangements, and a very basic level of first aid support must be available at all times. This will require that one or more of the staff leading or accompanying a visit:

- Know how to access qualified first aid support.
- Have a working knowledge of simple first aid, ensure a first aid kit is taken, and are competent to use the first aid kit carried with the group.
- Knows and checks what medication is required and are trained in administering it in the case of an EpiPen or diabetic checks, for example. This applies to pupils and adults on the trip.

Visits that include a more remote or rural destination, or activities where assistance from the emergency services may be slower to reach the party, will usually demand an appropriately qualified first aider in attendance.

### **[First Aid guide](#)**

### **First aid/ kits**

A first aid kit has to be taken on all visits. It is good practice for there to be a first aider present, however where there is no first aider available, a member of staff must take responsibility for providing minor first aid. Where first aid needs go beyond the scope of the designated member of staff then assistance will need to be sought from the emergency services by calling 999.

Burlington Junior School can utilise Action HR's service. Full details of first aid requirements are

provided in the First Aid Policy Template for Schools downloadable from their health and safety website for schools at [actionhr.uk](http://actionhr.uk)

### **Transport**

Where transport is provided in minibuses then the Kingston Council Minibus Driver Policy applies and can be downloaded from the [Action HR website](#) (again where schools utilise Action HR's services). Further guidance is available from the National Guidance website; [Transport in Minibuses](#)

### **Private cars**

Where a private car (belonging to staff or parents) is to be used to transport children then this must be approved by the Head teacher.

[Transport by private car guide](#)

Kingston Council does not take out insurance to cover any claim as a result of transport provided in a private car, and it is the responsibility of the driver to ensure that their policy includes appropriate 'business use' cover.

### **Coaches**

Kingston Council does not 'approve' coach companies. Professional operators of buses and coaches are though legally required to hold a Public Service Vehicle (PSV) Operators' Licence. Some coach companies are also accredited under the [Coach Marque](#) quality scheme (although this is not a requirement)

### **Minibuses**

The licence requirements for driving a minibus are complex and are explained fully at [What Can You Drive](#)

More information on driving, driving hours and minibus permits is contained in the [Minibus guide](#)

Further detailed guidance and advice is available from [RoSPA](#)

**Kingston Council Minibus Driver Policy** applies and can be downloaded from the [Action HR website](#) (again where schools utilise Action HR's services).

### **Public Transport**

The use of public transport for visits can reduce costs significantly, and potentially enable more visits to be made and more children or young people to participate. Within Greater London, Transport for London (TfL) organise the '[School party travel scheme](#)' which offers two free off-peak trips per child, per term for school group travel on buses, tube, tram and DLR. London Overground train companies need to be contacted directly for their own schemes.

### **Assessing and managing risks**

Good planning and management of visits or activities should be about reducing risks to an acceptable level, taking into account the potential benefits to the learners or participants - a 'risk-benefit assessment'.

1. **Establish clear aims, and identify anticipated outcomes:** Essential in making sound judgements as to whether the level of risk is acceptable.
2. **Make effective use of generic risk assessments:** These are a starting point for developing a safety management plan - based on experience of similar visits. They provide generic prompts

to leaders and set out the risks usually associated with that type of activity, as well as how those risks can be controlled.

3. **Undertake event-specific risk assessments** (where required): Using the generic risk assessment as a prompt, consider the chosen venue, the unique characteristics of the particular group, and any activity-specific needs, including the environment, accommodation, the leaders and factors such as transport, to identify if the generic risk assessment needs to be revised or added to in any way.
4. **Ongoing or Dynamic risk assessment**: This steers how decisions are made while the visit is taking place, and is about making sound decisions and applying appropriate group management strategies in response to changing circumstances.  
Having a “plan B” can often aid the dynamic risk assessment on what action to take next. Further guidance can be found in the Evolve Resources area under Visits Guidance, in the Plan ‘B’ guide.

**Complete the review process**: The lessons learnt from Ongoing/Dynamic Risk Assessments should inform future visit plans and be incorporated as refinements to generic risk assessments. A review process should be seen as an essential part of sound risk management. Staff at Burlington evaluate every trip and record any potential risks for future trips.

See the following link for a more in-depth description of the [risk management process](#)  
A Model ‘risk- benefit assessment’ is available, from the Resources area of Evolve (under ‘Model School Policies’), for schools to utilise and adapt as required

### **Emergency planning**

Even when accepted principles of safe practice are followed, accidents may occur. This eventuality should be prepared for, so that in the stressful event of a serious incident, the best course of action will be taken by the group leader. Home contacts and the party leader should have access to the full list of names, addresses and telephone numbers of parents/carers and the next of kin of staff. Comprehensive guidance for establishments and visit leaders on managing [emergencies and critical incidents](#) is available from the National Guidance website and the school also has a critical Incident Plan for off site visits.

### **Accident/ incident reporting**

Information about reporting accidents incidents or near misses, can be found on Action HR’s health and safety website at [actionhr.uk](http://actionhr.uk).

To report incidents, accidents or near misses, the school will use the Action HR online reporting system: <https://app.workrite.co.uk/SecureLogin/SecureLogin.aspx>

### **Visit evaluation**

Rigorous evaluation of individual visits or of a series of visits or activities, are the key to maximising the benefits and learning outcomes of these experiences. See the attached document for in-depth guidance.

#### **Evaluation guide**

Visits added to the Evolve system can be evaluated by the visit leader against the intended Learning Outcomes (up to 28 days after the visit has taken place). Any additional concerns or notes can also be added to inform the planning of similar future visits.

Collecting accurate information enables us to recommend good provision to others – and to investigate any concerns that may arise.

### Monitoring

Head teacher are responsible for ensuring the monitoring of visits organised by their school, although in practice the EVC may be best placed to carry out routine monitoring. Monitoring may take place by:

- using the on-line approval system, including LA approval of visits;
- a review with Head Teachers / EVCs / Visit Leaders of specific issues and relevant procedures and documentation, including policies, risk assessments and plans for specific visits;
- direct observation of a visit in progress

Where visits have been approved by the LA, a sample of visits in progress will be monitored by the OEA.

#### Kingston Council

Chris Begley Contingency planning Manager  
07880 785751 020 8547 5400

Jack Molyneux Resilience Support Officer –  
07562 434773 – 02085475285

LALO (Local Authority Liaison Officer) on call  
24/7 - 07836 789962

Major Incident Team Via CCTV Service -  
020 8547 5800

Council's Out of Hours service CCTV Service 020 8547 5800

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