



Educational Visits Policy

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An academy within:



“Learning together; to be the best we can be”

1. Statement of Intent

- 1.1. This policy applies to any visit that leaves the school grounds, whether as part of the curriculum, during school time, or outside the normal school day.
- 1.2. We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Fountaindale a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include but are not limited to:
- Improvements in their ability to cope with change.
 - Increased critical curiosity and resilience.
 - Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
 - Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
 - Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
 - Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
 - Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e., encouraging pupils to become more risk aware as opposed to risk averse.
 - Greater sense of personal responsibility.
 - Possibilities for genuine team working including enhanced communication skills.
 - Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
 - Improved awareness and knowledge of the importance and practices of sustainability.
 - Physical skill acquisition and the development of a fit and healthy lifestyle.
- 1.3. This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes but is not limited to:
- Visits to places of interest in the local area
 - Day visits to places such as museums and other cultural and educational institutions
 - Sporting activities
 - Adventurous and recreational activities
 - Residential trips organised by the school
 - Trips abroad organised by the school

2. Legislation and guidance

- 2.1. This policy is based on the Department for Education's guidance on health and safety on educational visits, and the following legislation and statutory guidance:
 - Equality Act 2010
 - SEND Code of Practice
 - Keeping Children Safe in Education 2025
- 2.2. Sections of this policy are also based on the statutory framework for the Early Years Foundation Stage.
- 2.3. This policy also complies with our funding agreement and articles of association.

3. Employer Policies and Procedures

- 3.1. In addition to this Educational Visits Policy, Fountaindale uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.
- 3.2. All staff are required to plan and execute visits in line with school policy (i.e. this document). Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

4. Approval Process

- 4.1. The approval process is as follows for each type of visit:
 - Local visits follow the Educational Visits Policy. These are entered on EVOLVE via the Local Visits function for notification/for approval by the EVC*
 - Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE and should be submitted to the EVC for checking at least **20 working days** in advance, and then forwarded to the Head of School. The intention of visit form to be submitted by email to the Head of School
 - Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous'). These are entered on

EVOLVE and should be submitted to the EVC for checking **30 working days** in advance with the intention of visit form to the Headteacher before EVOLVE is completed. Applications should then be submitted to the LA **20 working days** in advance.

5. Roles And Responsibilities

5.1. **Visit leaders** are responsible for:

- Obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any financial or other commitments.
- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Assign staff roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others
- Have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

5.2. **The Educational Visits Coordinator (EVC)** is Karen Redgate, School Resource Manager who will:

- Support and challenge colleagues over visits and learning outside the classroom (LOtC) activities.
- Be the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE before submitting them to the Headteacher.
- Sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.
- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements
- Keep records of individual visits including reports of accidents and near-misses

5.3. **The Headteacher** has responsibility for:

- approving type 1 and 2 visits, and authorising type 3 visits which are then work flowed via EVOLVE to the LA.
- making sure staff, including the educational visits coordinator, have received any necessary training.
- Advise as to whether the visit should be approved and recommend what actions if any needs to be taken before approval should be granted.

5.4. Pupils / Students

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

6. Staff Competence

- 6.1. We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:
- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role. The EVOLVE process is also covered in the staff induction for all staff.
 - Supervision by senior staff on some educational visits.
 - Support for staff to attend training courses relevant to their role, where necessary.
- 6.2. In deciding whether a member of staff is competent to be a visit leader, the Headteacher will consider the following factors:
- Relevant experience.
 - Previous relevant training.
 - The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency.
 - Knowledge of the pupils, the venue, and the activities to be undertaken.
- 6.3. Records will be kept on the staff HR systems of induction, training, relevant qualifications, and competence.

6. Volunteers

- 6.1. Any volunteers who accompany a visit or activity will be vetted and be directly supervised by a member of staff. If volunteers are to have substantial unsupervised access to young people, then an enhanced DBS disclosure will be obtained, and they will undergo induction and training in their role and responsibilities. Reference should also be made to Fountaindale's safeguarding policy and school volunteer policy if in place.
- 6.2. Any volunteers must be pre-agreed and approved with a Risk assessment being done around this person, with also an induction for this person.
- 6.3. See Appendix 3 for guidance for parents and carers who are supporting an educational visit

7. Emergency Procedures

- 7.1. **A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**
- 7.2. The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is reviewed at annually and following any major staffing changes.
- 7.3. 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 Trust.

8. Parental Consent

- 8.1. *Each school should set out their approach to monitoring which should address the following issues as appropriate:*
 - *When parental consent is required how is this obtained?*
 - *What methods are used to fully inform parents?*
 - *If consent gained electronically via which system?*
 - *Does school use the annual consent form?*
 - *Is individual written consent required for each visit?*
 - *When consent is not required and not obtained how are parents informed?*
 - *How are parents informed of use of the local learning area?*
 - *Medical form – do you ask for this to be completed for a visit such as a residential?*

- 8.2. **Annual consent:** Written consent will be gained annually for routine local visits and activities which are a normal part of our educational provision. This can include visits and activities beyond the normal day such as after-school sports fixtures and information regarding the nature of the types of visit will be included. We will fully inform parents by letter and text of the nature of each visit, activity, or series of a similar nature, remind parents that they have already consented, and give opportunity to update information and emergency contact details.
- 8.3. **Individual consent:** Written consent which may be electronic via Microsoft forms or email will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits, adventurous activities, those which fall outside of normal hours and non-routine activities which are not a normal part of educational provision. We will fully inform parents by letter, text or email of the nature of each visit, activity, or series of a similar nature.
- 8.4. **Medical information:** We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

9. Inclusion

- 9.1. We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers.
- 9.2. We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.
- 9.3. Where a pupil with a disability, an Education, Health and Care (EHC) plan, or other specific needs (including medical conditions such as allergies) is participating in a visit, the school will ensure that the level of support provided is consistent with that available during the school day. The visit programme will be adapted as required, in consultation with parents/carers, through reasonable adjustments to itineraries, the provision of additional support staff, and any other measures deemed appropriate.

- 9.4. We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable.

10. Behaviour

- 10.1. Appropriate behaviour is essential for the smooth running of learning beyond the classroom activities and ensures that effective memorable learning can take place. Young people, parents and carers will be made aware of the school's behaviour policy. In addition, parents and carers will be made aware of their responsibilities for removing/collecting young people in prescribed circumstances.

11. Charging / Funding For Visits

- 11.1. We will keep all charges for trips to an absolute minimum and also use Pupil premium and student Bursary funds to cover these where possible.

12. Transport

- 12.1. Where possible the school minibus will be used for all visits. The driver will complete the daily checks on the vehicle before setting off. All driver must hold up to date MIDAS test certificates.
- 12.2. If outside agencies are needed these are usually selected from pre-approved providers or approved agencies.
- 12.3. **Use of staff/private cars to transport pupils** – This is allowed as long as the staff produce documents as necessary (business insurance and a valid MOT certificate and driving license)

13. Insurance

- 13.1. All visits are covered by the Academy insurance for visits which is currently through RPA.

14. Monitoring

- The monitoring role of the EVC, Headteacher, other senior staff is done by the Headteacher

- All accidents, near misses, incidents and concerns and reported to the School Resource Manager in line with those procedures and policies.
- Staff will be encouraged to complete review forms after visits.
- New staff will be buddied up with an established visit leader to undertake peer on peer support
- The focus and extent of monitoring through field ('out-of-classroom') observation.
- Decisions about the focus and extent of field observation should be informed by risk
- assessment. There are many ways of targeting or sampling the range of provision,
- for example:
 - Observe a representative sample from the full range of provision.
 - Focus on frequent or routine activities.
 - Focus on activity that is more complex and requiring enhanced planning and management.
 - Focus on areas where leaders or the establishment are less experienced.
 - Training records for all staff are kept updated and in their personal file.

14.1. Swimming Lessons This is done on an annual basis but if there are any updates or changes needed during this time the form will be revisited.

14.2. Dismissal of pupils after evening activities - parents are to wait outside the main school entrance and pupils will be handed over to them directly after the session has ended. Times will be confirmed on the letter for each individual session.

Appendix 1 – Local Learning Area

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.
- Only need annual parental consent, parents will then be notified in advance if they are going out on a trip.
- Risk assessments will be done for each visit.

Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: *e.g.*

- Portland College
- Mansfield town centre
- McArthur Glenn
- White Post Farm
- Sherwood Pines
- Sherwood Forest Visitor Centre

'No-go' areas within the Boundaries

- This will also be based upon local intelligence, media, police information, information obtained from the LA and these will be reviewed each time a trip is requested.

Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, must give written approval via email before a group uploads the visit onto the EVOLVE system.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.

- Staffing levels will always be in line with the needs of that group of pupils and this will be clearly shown on the risk assessments for each visit.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return. A mobile contact number should also left on this form.
- Appropriate personal protective equipment is taken when needed, HI VIS jackets are available for staff to wear in the local area and also on the minibus's should these be needed. (e.g., gloves, goggles)

Local area map

Anything that is inside the circle when visiting from the main school site is deemed as a local visit and permission from parents is sought annually for this. For anything that is outside the circle further permission should be sought from parents.



Appendix 2 – Emergency Procedure

For further guidance on emergency procedures see [National Guidance Emergencies](#)

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority / Trust if the incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'local learning area', the visit leader will carry an emergency procedure reminder. *See [National Guidance 4.1c Emergencies and Critical Incidents - Guidance for Leaders](#)*
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3 – EDUCATIONAL VISITS PARENT HELPER GUIDANCE

Educational visits are an integral part of learning at Fountaindale and afford many children opportunities which are outside their usual experiences. We are pleased that you have come forward as a volunteer helper. You will have an important role to play in the success and safety of the school trip.

This document sets out what we do to make off-site trips successful and safe. It forms part of our school's off-site visit planning and risk assessment.

Please sign and return the form at the bottom of this agreement and return to the school in advance of the trip.

Role of the Volunteer Helper

- To be responsible and look after, in equal measure in conjunction with school staff, all of the children in your group.
- To stay with your allocated group of children at all times ensuring that their well-being and safety is maintained for the total duration of the school trip.
- To stay with school staff except where the teacher has asked volunteers to lead separate groups within agreed boundaries and periods of time (e.g., to view museum exhibits in small groups).
- To promote polite, respectful and courteous behaviour towards each other and members of the general public.
- To ensure that the group you are with keep up with the body of the school visit party, be it walking, entering or exiting from transportation, or following speakers for the trip.
- To contact your child's class teacher/school member of staff if there are issues with first aid, safety and/or behaviour.

Working alongside School Staff

School staff expect volunteer helpers to:

- Comply with all of the above whilst being under the direct line management of school staff.
- Show commitment to their group and an interest in the focus of the visit
- Assist children in their learning by helping them to read signs/labels/information, and by asking questions that encourage children to think and reflect on the experience.
- Follow any further guidance from the school staff.

What is not permitted Volunteer helpers are not allowed:

- to leave the visit site/premises.
- to bring additional siblings on the school trip.
- to re-organise school visit groups.



- to smoke, drink alcohol or engage in any illegal practices.
- to take photographs of children.
- to give / buy their group any treats - e.g., ice-creams, biscuits, sweets, or any other gifts - before, during or after the school trip.

Volunteers will be under direct supervision of school staff and will not be allowed to carry out duties - such as escorting children to the toilet (unless essential in the circumstances) or leading a small group of children - without a member of the school's staff explicit instruction.

First Aid

You will be informed if any child in your group has medication / needs. If medication needs to be administered, this will be done by a trained member of staff.

Emergencies

You will be given the number of the mobile phone(s) being used by the Visit Leader. Inform a member of staff as soon as possible if you become separated from the rest of the school party or encounter any problems by mobile phone or call the school directly on 01623 792671 if necessary.



EDUCATIONAL VISITS PARENT HELPER AGREEMENT

Dear Parent/Carer

We really appreciate your support for Fountaindale and thank you for helping make our off-site visits run smoothly.

Please complete the short form below. The completed form will be kept on file for future visits and will be retained in line with the school GDPR policy.

Thank you

Your Name	
Child's Name	
Relationship to child	
Your mobile phone number	
Emergency Contact	Name:
	Telephone Number:
	Relationship:
Details of any disability, health or medical information that our first aider should be aware of, or which may affect your participation in the trip.	

- I confirm that I have read and will abide by the guidance in the Educational Visits Parent Helper Guidance
- I have signed the Volunteer/Student Confidentiality Agreement
- I will support the young people in enjoying the trip and actively contribute to the smooth running of the occasion.

Name	
Signature	
Date	

Appendix 4 – Residential Visits

The headteacher, together with the governing board, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities and options
- Meal provision
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements, including any required vaccinations
- Accommodation options and arrangements
- The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOfC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

Appendix 5 – Process for Submitting a Visit

1. Check venue: entrance & activity costs, changing places toilets, accessibility, fire evacuation
2. Read Charging and Remissions Policy and calculate trip contribution to parents/carers
3. Check the class and school diary/calendar to ensure the trip doesn't clash with any events
4. Check the trip doesn't clash with appointments for pupils (e.g. wheelchair services, orthotics, speech and language, VI, HI etc.)
5. Check with your department lead to ensure you will have adequate staffing levels: including drivers, first aiders and staff to administer feeds/medications as necessary
6. Provisionally book the bus(es).
7. Complete the Educational Visits form and pass to Headteacher for approval.
8. Apply to EVC for initial approval using the EVOLVE system. 4 weeks in advance/6 weeks in advance for adventurous, overseas or residential activities

PRIOR TO INITIAL APPROVAL:

1. Ask office to put the trip on the parent payment system. Send office any booking information.
2. Confirm the bus booking and if appropriate, send office any booking information
3. Speak to kitchen about Free School Meals, universal infant FSM & potential for packed lunches
4. Write letter seeking consent, voluntary contributions and permission to administer medication/feeds to parents/carers. Headteacher to sign off this letter. 3 weeks in advance
5. Complete a comprehensive risk assessment, for the venue, activities to be undertaken and mode of transport. Remember to ensure venues have the Learning Outside of the Classroom (LOtC) Quality Badge or other relevant assurances (where applicable). Also remember to include anything that is specific to individual pupils.
6. Complete Bus(es) Seating Plan - Electronic documents available on the server
7. Inform the office, meds team and SLT of your visit
8. Upload all documentation to the EVOLVE system including risk assessments, educational visits form, bus seating plan, parental consent letter and any other relevant paperwork for the trip.
9. Apply to the EVC for full approval using the EVOLVE system

ONCE INITIAL APPROVAL GRANTED:

FINAL PREPARATIONS:

1. Cancel pupils' lunches, alter times or order packed lunches. 2 weeks in advance
2. Collect all appropriate forms – consents, contact details, manual handling plans, health care plans, feeding regimes, medication consent, MAR sheets 1 week in advance
3. Chase up payments and consents if necessary 1 week in advance
4. Confirm payment of trip received by provider 1 week in advance
5. Message parents to remind them about the trip and what they need to send in 1 day in advance



ON THE DAY OF THE VISIT:

1. Update the educational visits form and have this signed by the Headteacher
2. Check in all meds
3. Collect feeds/lunches/blended feeds/continence equipment/first aid kit/blue badge
4. Leave a copy of this form, the bus seating plan, possible route and consent forms with the Headteacher, EVC and School Office
5. Complete bus checks
6. Check children are appropriately dressed and have their lunch, etc.



Educational Visits Form

To be left with EVC and updated as necessary on day of visit

Date of visit:		Destination:		Cost per pupil:	
Educational Aim(s):					
<i>Please highlight and attach mid term plan</i>					
Pupil Names:					
Group Leader Name:			Group Leader Contact No:		
Deputy Leader Name:			Deputy Leader Contact No:		
Accompanying Staff Names:			Role on trip (see roles below)		
Member of Staff to accompany a pupil to hospital if necessary:					
Departure time:			Return time:		
:					
No of wheelchairs clamped:			No of wheelchairs folded:		
No of seats for walkers:		No of car seats:		No of seats for staff:	
No of packed lunches required:					
Cash required:					
Arrangements for pupils remaining in school:					
Visit approved by (name and signature):					
Date of Approval:			Reason for not approving:		

First Aider	Emergency meds (2 people)	Driver
Meds (2 people)	Gastro feeds (1)	

