

**HEALTH AND SAFETY POLICY – APPENDIX 9
EDUCATIONAL VISITS POLICY**

INITIO LEARNING TRUST

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Reviewed Annually

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1.1 Routine visits

These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

1.2 Trips that need a risk assessment and extra planning

These are trips not covered by school policies. This could be due to things like:

- the distance from school
- the type of activity
- the location
- needing staff with specialist skills

Sometimes a school may just need to review its current plans or arrangements that were successful on previous trips. However, some trips will need risk assessments, detailed planning and informed approval of headteachers or academy committees. The person given the job of managing this should:

- have the skills, status and competence needed for the job
- understand the risks involved
- be familiar with the activity

Plans should be proportionate and sensible, focusing on how to manage genuine risks.

2. When to get consent from parents

A school must always get written consent for nursery age children.

For children over nursery age, written consent is not needed for most trips, as they're part of the curriculum. However, it's good practice to tell parents about them.

Written consent is usually only needed for trips that:

- need a higher level of risk assessment
- are outside normal school hours

Ask parents to sign a copy of our consent form when their child enrolls. This will cover them for their whole time at the school.

Schools should still tell parents about these trips and give them the opportunity to withdraw their child.

3. Using outside organisations

Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations who meet nationally recognised standards.

Schools can [check if an organisation holds the LOtC Quality Badge](#).

If an organisation does not hold the badge, the school must check that they're an appropriate organisation to use. This could include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

4. Staffing/Supervision

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a visit. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

On all visits, there must be an 'effective level of supervision' that has been approved by the EVC and Headteacher, and where applicable is in accordance with Governing Body policy.

Staffing ratios will vary according to the activity, age, group, location and resources. Ratios should not be finalised until the general assessment of the activity is complete. Higher risk activities may require lower staff to student ratios.

Residential visits and adventure activities will require higher levels of supervision, and all accompanying staff and volunteers must be DBS (formally CRB) checked.

For all other visits, the Group Leader, EVC and Headteacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions;
- the contingency options.

A visit must not go ahead where either the Group Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual, cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Group leaders will also need to consider the needs of students with SEN and/or physical disabilities. Known behaviours, learning and physical needs should also be taken into account.

The group leader should discuss this with the Educational Visits Coordinator to ensure any judgement is proportionate and not prohibitive.

The DFE and Ofsted make the following recommendations:

Primary:

For local walks and visits to historical sites, museums, places of worship and other low-risk venues:

- *One adult for every six pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio).*
- *One adult for every 10-15 pupils in school years 4 to 6;*
The group must be led by a teacher.

(Ratios for Early Years are specified and must be adhered to, see Statutory Framework for the Early Years Foundation Stage)

OR

Secondary:

UK: One adult per 15 students, with a minimum of two adults. The group leader must be a qualified teacher or other approved person employed by the school, in mixed parties, one male and one female adult. This applies up to and including Year 11 students.

For Year 11 students the ratio is the same for camps and journeys, but for day visits Year 12 and 13 may be accompanied by one adult for up to 20 students of one sex. Mixed-sex groups still require one male and one female adult.

Sixth Form: Day visits of a routine nature may be made unaccompanied if authorised by the Headteacher or Deputy, and this is advised to parents.

Abroad: The school Policy is that visits abroad should be accompanied by a minimum of one adult to 15 students. Foreign Language Assistants may accompany trips, but do not count as adults in this calculation.

Volunteer Adults: At least half of the adults accompanying an educational visit should be staff based at the school (teachers or other members of staff). Organisers are encouraged to use other adults to meet (or exceed) the minimum staffing requirements. Sixth Formers (over 18) may also be used sparingly. Any volunteer helpers should be properly briefed on their responsibilities and especially on safety procedures and must be CRB checked if volunteering regularly or on a residential visit.

Exchange Parties: Staff organising exchanges should send a list of host families to the Child Protection Co-coordinator for his/her information. This is to ensure that we do not place a visiting youngster in a home which is potentially unsuitable.

All groups must be led by a teacher.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Remote Supervision: Young people must be supervised throughout all visits. Where they are unaccompanied by a member of staff or another responsible adult, e.g. 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. Such activities develop essential lifelong skills,

including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

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;
- The emergency systems in place.

The EVC and group leaders must familiarise themselves with this Policy.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing students' learning in a variety of environments through induction and training.

Where it is appropriate the school will ensure that DBS (formally CRB) screening is available for volunteer adults assisting with educational activities and visits.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit (if practical and necessary), briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying the time when the Group Leader and EVC might work in partnership to undertake planning and risk assessments (if applicable).

5. Adventure activities: caving, climbing, trekking, and watersports

These kind of activities should be identified and risk assessed as part of the visit beforehand. Staff managing or leading visits must not decide to add such activities during the trip.

Always consider the abilities of the children when assessing risk.

Organisations need a licence to provide some adventure activities. Organisations who hold the LOTC Quality Badge should hold a licence for the activity they provide.

[Find out more about licensing](#) on the Health and Safety Executive (HSE) website.

Watersports

When planning watersports, consider the need for:

- instructors
- lifeguards

Schools should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

6. Trips abroad

Trips abroad can have extra risks and need a higher level of risk assessment.

Schools should make sure any organisation that is providing activities holds the LOTC Quality badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. School staff could also be liable under civil law for any injuries to the children due to negligence.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, follow the guide to the [British Standard for adventurous activities outside the United Kingdom](#) as the basis for the planning and risk assessment. Organisations employed by the school should follow this too. If they have LOTC Quality Badge then they follow this standard.

Schools should consider the Foreign and Commonwealth Office's detailed guidance on [safer adventure travel and volunteering overseas](#) when organising adventure visits abroad. A [teachers' pack](#) is also available.

7. Knowing what to do in an emergency

Schools should have an emergency response plan that covers what to do if there is an incident away from school. Schools should also have a communications plan that covers how routine communications should be handled, including regular check-ins and calls to reassure people.

Trip leaders should be familiar with these plans.

Schools can get advice on these plans from their outdoor activity adviser or the [OEAP website](#).

8. Evaluating trips

Set up a clear process for evaluating all visits once they have been concluded from the planning through to the visit itself. Schools should keep a record of any incidents, accidents and near misses.

This will help the school:

- evaluate whether its planning has worked
- learn from any incidents which took place

9. Educational visits coordinators

Schools should appoint an educational visits coordinator (EVC) and make sure they have the training they need. The headteacher has this duty if there is no coordinator. Local authorities or academy trust outdoor education advisers can advise on appointing and training coordinators.

The coordinator works with the local outdoor education adviser to help their colleagues in schools to assess and manage risks.

The coordinator should:

- be an experienced visits leader
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise headteachers and academy committee members when they're approving trips
- have access to training, advice and guidance Coordinators can also get guidance on the [QEAP website](#).

Appendix 1 – MODEL CONSENT FORM

(Other forms may be used to meet need)

Consent form for school trips and other off-site activities

Please sign and date the form below if you are happy for your child, *<name of the child>*:

- a) To take part in school trips and other activities that take place off school premises;
- and
- b) To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
- all visits (including residential trips) which take place during the holidays or a weekend
- adventure activities at any time
- off-site sporting fixtures outside the school day,
- all off-site activities for nursery schools.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child *<name of child>* suffers from and any medication my child should take during off-site visits:

.....
.....
.....

Signed.....
Date.....

Appendix 2 – EDUCATIONAL VISIT RISK ASSESSMENT FORM

(This form should be completed, in addition to any generic risk assessments that might be used, if there are any specific risks associated with the particular activities undertaken, the actual locations visited, or any individuals involved).

School Name:	Group Leaders Name:	Ages/Year Group(s) of Students:
Insert school's name		
EDUCATIONAL VISIT DETAILS		
Educational Visit Date:		
Location:		
Event/ Activity		
Generic risk assessments to be followed for this visit (please list below): e.g. Travel by Coach		

<p>Specific Individuals at Risk</p> <p>(i.e. Staff or students who may be particularly at risk of harm, or who might present a hazard to others – include risk factors)</p> <p>e.g. Fred Smith - occasional epileptic seizures</p>		<p>Control Measures</p> <p>(i.e. what steps are being taken to reduce the risk of the hazard?)</p> <p>e.g. Fred Smith – regular checks, ensure medication taken, staff/students aware and trained</p>	
<p>SIGNIFICANT HAZARDS (i.e. how might people foreseeably be harmed?)</p> <p>(e.g. Fast incoming tides, trapped, drowning or fall from cliff)</p>	<p>CONTROL MEASURES (i.e. what steps are being taken to reduce the risk of the hazard?)</p> <p>(e.g. Ring Coastguard – check tides and weather – inform of visit – depart from beach 2 hours before high tide)</p>	<p>COMMENTS or EXTRA ACTION REQUIRED BEFORE DEPARTURE</p> <p>(e.g. Check if “Spring Tides”, Add coastguard tel. no. to leader’s mobile phone)</p>	<p>RISK RATING (Low/Med/High)</p> <p>(Take into account both <u>seriousness</u> and <u>likelihood</u> of hazard)</p>

IMPORTANT: The Risk Assessment should be shared and discussed with all the leaders of the visit, and should only be approved once all significant hazards have been identified, the control measures are agreed and will be implemented, AND the overall risk ratings are considered acceptable. In most circumstances, if the Risk rating is considered “Med” or “High”, the activity/event should be cancelled, or additional control measures put in place to reduce the risk to “Low”.

Risk assessment completed by:		
Name:	Position:	Date:
Risk assessment approved by:		
Group Leader’s Name:	Position:	Date:
Educational Visits Coordinator:	Position:	Date:

Appendix 3 – EMERGENCY FORM

The following provides information to be used by the group leader in the event of an emergency.

Educational Visit:	
Date of Visit:	
Group Leader:	
Emergency plan for:	
Loss of transport provider:	
Loss of residential provider:	
Serious accident/illness during visit:	
Senior management contact details:	

Appendix 4 - EMERGENCY PROCEDURES

Introduction

Despite good planning and organisation, there may be accidents and emergencies which will require on the spot response by the group leaders.

Adequate provision for minor first aid must be available when the party is 'in the field', and the leader should ensure that the levels of supervision are sufficient to allow the group to be split where necessary. A mobile phone is a useful aid.

Activity centres should have their own emergency procedures. Details of these must be obtained in advance of the visit and compared with the recommended framework below if there is any doubt about the safety of the arrangements, the trip should not take place.

Procedures

The school will appoint a member of the SMT as the emergency contact for each visit. All major incidents should immediately be relayed to the school office; the office will inform of the problem to the SMT, especially those involving injury or that might attract media attention.

The Group Leader will leave full details of all students and accompanying adults on the visit with the emergency contact, including the home contact details of parents/guardians and next-of-kin. The Group Leader will keep this list with them at all times during the trip.

All incidents and accidents occurring on a visit will be reported back through the school reporting systems.

The Group Leader will complete the following:

- Establish the nature and extent of the emergency;
- Make sure all other members of the party are accounted for and safe;
- If there are injuries immediately establish their extent, so far as possible, and administer appropriate first aid;
- Establish the names of the injured and call whichever emergency services are required;
- Advise other party staff of the incident and that the emergency procedures are in operation;
- Ensure that an adult from the party accompanies the injured child/children to the hospital;
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to school;
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all students and staff are accounted for;
- Control access to phones until contact is made with the Headteacher emergency contact point or designated senior member of staff and he or she has had time to contact those directly involved.

Give full details of the incident to the Headteacher or designated contact:

- Name;
- Nature, date and time of the incident;
- Location of the incident;
- Details of injuries;
- Names and telephone numbers of those involved;
- What action was taken;
- A telephone number for further contact.

Serious Incidents

For serious incidents where the media may be involved, the group leader or other party members must not discuss matters with the media. Under no circumstances should the name of any casualty be divulged to the media.

The Headteacher or designated senior staff member should arrange to contact parents/carers of those involved. For a serious incident, the Headteacher or designated senior staff member should contact parents of all-party members.

The group leader should write down, as soon as practicable, all relevant details while they are still fresh in the memory. Other staff members might also be asked to do so. A record should be kept of the names and addresses of any witnesses. Any associated equipment should be kept in its original condition.

Legal liability should not be discussed or admitted.

All accident forms should be completed as soon as possible, and Insurers, the Health and Safety Executive, should be informed as appropriate.

Appendix 5 - ADVENTUROUS ACTIVITIES

The following activities are regarded as 'adventurous':

- All activities in 'open country' (Normally defined as land above 300m, or more than 1km from vehicular access)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing/kayaking
- Sailing/windsurfing/kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hillwalking and Mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coastering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting / archery / paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motorsport – all forms
- High-level ropes courses
- Off-road cycling
- 'Extreme' sports
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above

The following activities are **NOT** regarded as adventurous but must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Headteacher is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'.
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities, e.g. activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in slow-moving, shallow (typically up to the knees of the participants) water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

Safety during Adventurous activities

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) An external provider

Any external provider must hold an LotC Quality Badge or complete a Provider Form (Appendix 3). (If a Provider holds an AALA license,(and/or any other accreditation) but not an LotC Quality Badge, then a Provider Form is still required.)

Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) A member of the school's staff

Water-Based Activities

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself, and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body guidance must be worn at all times by all participants in water-based activities, except, at the discretion of the activity leader, where the activity:

- a) takes place in a swimming pool, or
- b) is 'swimming', or
- c) is an activity for which personal buoyancy would not normally be worn by young people.

Open-country activities

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

a) For leaders of walking groups in mountainous terrain within the UK and Ireland:

- Mountain Leader Award (Summer or Winter as appropriate) www.mltuk.org, or
- A written statement of competence by an appropriate technical adviser

b) For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved:

- Walking Group Leader Award www.mltuk.org or
- A written statement of competence by an appropriate technical adviser

c) For leaders of walking groups in terrain 'easier' than that defined in b):

The leader must demonstrate an appropriate level of competence. This may include one or more of the following:

- Countryside Leader Award. See www.countrysideleaderaward.org;
- Sports Leaders UK Level 2 Award in Basic Expedition Leadership (BEL);
- Completion of a suitable 'Leader Training' Course;
- A written statement of competence by an appropriate technical adviser;
- Evidence of recent, relevant experience, appropriately corroborated;
- An assessment of competence (written or implied) by the Headteacher.

Snowsports

A member of staff intending to organise a snow sport visit (but not instruct, lead or supervise on snow) must hold the Snowsport Course Organiser Award (SCO), administered by Snowsport England -www.snowsportengland.org.uk -and must have previously accompanied at least one educational snow sports visit.

Young people may only participate in snow sports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snow sports school. Leaders should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day. A member of staff intending to lead skiing or snowboarding (e.g. not using a ski school instructor) must be qualified as follows :

Skiing: The minimum qualification to lead skiing on snow is:

The Alpine Ski Course Leader Award (ASCL) www.snowsportengland.org.uk;

or

The Alpine Ski Leader Award (ASL) www.snowsportscotland.org;

or

A statement of competence by an appropriate 'technical adviser'.

Snowboarding: The minimum qualification to lead snowboarding on snow is:

The Snowboard Leader Award (SBL) administered by www.snowsportscotland.org or statement of competence by an appropriate 'technical adviser'.

Pupils may only take part in off-piste activities if under the direction of a suitably qualified local instructor, AND they will remain within the designated controlled areas, AND off-piste activities are specifically included within the visit insurance policy.

Overseas Expeditions

Overseas Expeditions are defined as those which typically involve journeying in remote areas of the world and in developing countries.

Overseas Expeditions will only be approved if the provider either:

- a) Holds an LOtC Quality Badge or
- b) Provides a statement of compliance with Guidance for Overseas Expeditions, Edition 3.

For providers who do not hold an LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edition 3' should be referred to when the proposal is initiated. This document contains information for both establishments and providers and includes a checklist of vital aspects that must be considered prior to the establishment, making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

Appendix 6 – FURTHER GUIDANCE

Further guidance can be obtained from organisations such as the Health and Safety Executive (HSE) or Judicium Education. The following are some examples. The H&S lead in the school/academy will keep under review to ensure links are current.

- c) HSE
<https://www.hse.gov.uk/>
- d) HSE – school/academy Trips
<https://www.hse.gov.uk/services/education/school-trips.htm>
- e) Department for Education - Health and safety on educational visits
<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>
- f) The Royal Society for the Prevention of Accidents (RoSPA) - Planning and Leading Visits and Adventurous Activities
- g) <https://www.rospa.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf>
- h) National Education Union (NEU) – Educational Visits
<https://neu.org.uk/advice/educational-visits>

Further Resources

- i) EVOLVE visits - online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities
<https://edufocus.co.uk/pages/evolve/visits.asp>