



## Boroughbridge High School and King James's School Federation

### POLICY STATEMENT

# Educational Visits Policy

Policy last reviewed (date)	March 2025
Ratified by Governors (date)	March 2025
Next policy review due (date)	March 2027
Due for review by Governors (date)	March 2027
Staff Lead	Director of Business Services

#### MISSION STATEMENT:

This policy will support the school by being reflective of the Governors' direction and School's development plan. It will be used in an efficient and effective manner by promoting that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

#### Significant revisions since the last review:

Section 2 Scope and responsibility  
 Page 3 pupil responsibility  
 Page 8 volunteers  
 Section 13, 14, 15, 16 added.

## Contents

	Page
Section 1: Introduction	2
Section 2: Scope and Responsibilities	3
Section 3: Establishment and Procedures	6
Section 4: Planning and Approval Procedures	7
Section 5: Visit Planning and Management System	8
Section 6: Risk and Incident Management	9
Section 7: Monitoring of Visits and Procedures	9
Section 8: Charges for Off-Site Activities and Visits	10
Section 9: Inclusion and SEND	10
Section 10: Safeguarding	10
Section 11: Insurance	11
Section 12: Transport	11
Section 13: Equal Opportunities	11
Section 14: Safe Use of the Mini Bus and Seatbelts	11
Section 15: Missing Persons Procedure	12
Section 16: Monitoring and Review	12

### Section 1: Introduction

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. This Policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the NYCC Employer Policy: [Educational Visits, Outdoor Learning and Adventurous Activities July 2018 \(Revised October 2020\)](#).

Learning beyond the classroom involves the use of places other than the classroom for teaching and learning. It is about providing opportunities for children and young people to be ‘out and about’ outdoors or at other venues, providing them with challenging, exciting and different experiences to help them learn.

It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn, educational visits performing as a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

“National guidance for the management of outdoor learning, off-site visits and learning outside the classroom” ([www.oeapng.info](http://www.oeapng.info)) has been adopted as our guidance for good practice for outdoor learning, educational visits and adventurous activities. In this policy this is referred to as ‘National Guidance’.

Further guidance can be obtained from North Yorkshire Educational Visits Advisory Service:  
 Simon Willis [simon.willis@northyorks.gov.uk](mailto:simon.willis@northyorks.gov.uk) 07970 679517 Schools Support Team  
[educationalvisits@northyorks.gov.uk](mailto:educationalvisits@northyorks.gov.uk) 01609 798864

## Section 2: Scope and Responsibilities

This Policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision. This policy is based on the Department for Education Guidance [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 2023](#)

This policy has also been created with due regard to the following guidance:

- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses'

This policy should be used in conjunction with the following school policies:

- Complaints Procedures Policy
- Behaviour Policy
- Health and Safety Policy
- Charging and Remissions Policy
- Sing Equalities Policy

### **Definitions:**

**In loco parentis** means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent.

**School trip** means any educational visit, foreign exchange trip, fixture, away-day or residential holiday, local visit organised by the school which takes pupils and staff members off the school site.

**Residential** means any school trip which includes an overnight stay.

Activities of an '**adventurous nature**' include, but are not limited to, the following:

- Skiing
- Trekking
- Skiing
- Water sports

### **Appointed Educational Visits Co-ordinator(s):**

- [Justin Waters, Director of Business Services \(King James's School\)](#)
- [Sarah Bloomfield, Assistant Head \(Boroughbridge High School\)](#)
- [Secondary Contact: Phoebe Logan, Business Services Assistant](#)

**Administrative Responsibilities:**

Administrative tasks will be managed by the designated Visit Leader, supported by the Administration and Business Services teams.

Both Headteachers have appointed an Educational Visits Coordinator (EVC) with the necessary training and experience to competently fulfil their responsibilities in line with the NYCC Employer Policy.

**Roles and Responsibilities:****Governing Board**

The governing board is responsible for:

- Ensuring the overall implementation of this policy.
- Confirming that the policy does not discriminate on any grounds.
- Handling complaints related to educational visits.
- Overseeing that school trips and visits positively impact pupils by teaching them new life skills and providing valuable experiences.

**Headteacher:**

The Headteacher is responsible for:

- managing the day-to-day implementation of this policy.
- appointing a qualified Educational Visits Coordinator (EVC) and consulting with the governing board as necessary.
- liaising with the governing board on the organisation of extra-curricular trips and activities, including resolving disputes.
- being involved in the approval process for residential visits.
- ensuring the EVC is competent to oversee off-site education and arranging appropriate training if necessary.
- implementing suitable safety measures before each trip or activity.
- overseeing the work of the EVC to ensure a whole-school approach to planning and coordinating educational visits.

**Educational Visits Coordinator (EVC):**

The EVC has overall responsibility for:

- overseeing the planning, organisation, and risk management of all educational visits.
- acting as a liaison between school staff, local outdoor education advisers, and other relevant parties.
- ensuring compliance with school policies and external regulations.
- reviewing and approving risk assessments before school trips.
- assigning a suitable staff member as the designated Trip Leader.
- raising concerns or issues with the governing board as required.

**Designated Trip Leader:**

The Trip Leader is responsible for:

- checking the school calendar for availability before planning a trip.
- safeguarding measures throughout the planning and execution of the trip.
- promoting good safeguarding practices to ensure pupil safety.
- seeking and obtaining approval from the Headteacher for all educational visits.
- conducting risk assessments in collaboration with the EVC.
- communicating trip details to parents and ensuring inclusivity for all pupils.
- maintaining the health and safety of all participants.
- managing pupil behaviour and discipline during the visit.

- delegating responsibilities to other staff members as needed.
- ensuring all adults on the trip understand their roles and that necessary DBS checks have been completed for volunteers.
- establishing contingency plans (Plan B) for emergencies.

### **Staff Responsibilities:**

All staff members accompanying a trip must:

- Adhere to this policy and its principles.
- Prioritise pupil safety at all times.
- Coordinate with the designated Trip Leader to ensure smooth operations.
- Ensure visited locations, such as parks or outdoor spaces, remain clean and free from litter.

### **Parental Responsibilities:**

Parents must:

- Provide all required information, including emergency contact details and medical information.
- Sign and return consent forms and relevant documentation on time.
- Communicate any concerns or relevant information about their child that may affect their participation.
- Ensure their child adheres to the school's ethos, follows instructions, complies with safety measures, and meets expected behaviour standards during the trip.
- Understand that any significant failure to meet these expectations may result in a request for the student to be collected from the trip at the parents' expense.

### **Pupil Responsibilities:**

Pupils must adhere to the school's **Behaviour for Learning Policy** during all educational visits. The same standards expected in school apply to trips.

Pupils are expected to:

- Follow instructions from staff and behave responsibly.
- Adhere to the school's behaviour and **consequence system**
- Maintain an appropriate appearance.
- Be punctual and manage time effectively.
- Demonstrate school values by being **ready, respectful, and engaged**.
- Take responsibility for their own safety and that of others.
- Report any concerns to a staff member or trip supervisor.
- Understand that unsafe behaviour may result in removal from trip activities or, in severe cases, the trip itself.
- Refrain from aggressive or inappropriate language.
- Ensure outdoor areas and modes of transportation remain clean and free from litter.

### **Training of staff:**

Only staff who attended the NYC trip leader training session should lead a trip or visit.

## **Section 3: Establishment and Procedures**

The Federation will adhere to NYCC Employer Policy. Specific local procedures will be in line with, but not duplicate this Policy.

Where there is conflict with non-statutory guidance or advice from other sources, the NYCC Employer Policy will take precedence with clarification sought from the EVCs, Headteachers, and if required from North Yorkshire Educational Visits Advisory Service.

### **Consent**

**Routine acknowledgement:** whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits (walking distance 15-30 minutes) and activities (including PE sporting fixtures up to 30 miles) which are a part of our normal educational provision during the school day. Information regarding the nature of the types of visit will be included with the acknowledgment request. We will always aim to fully inform parents by whichever written method(s) the school deems appropriate of the nature of each visit, activity or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions, a curriculum opportunity may become available at short notice and we will always aim to notify parents that their child will be offsite but this may not be possible.

**Non-routine consent:** Written consent which may also be electronic via ParentPay/ParentMail or Bromcom will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents by letter, email or text of the nature of each visit, activity or series of a similar nature.

**Specific consent:** Written consent which may be by ParentPay/ParentMail, Bromcom or handwritten 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 and adventurous activities. We will fully inform parents by letter or email of the nature of each visit, activity or series of a similar nature.

**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.

### **Staff Competence**

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.

To ensure sustainability of important visits, Deputy Leaders will be appointed in order that contingency plans can be put in place should a Visit Leader be indisposed.

### **EVC Training**

The Educational Visits Co-ordinators will attend appropriate training and revalidation as required by the employer.

### **Visit Leader Training**

Visit Leaders will be approved by the appropriate Headteacher or EVC and will have attended appropriate training as required by the employer prior to leading a trip.

## **Section 4: Planning and Approval Procedures**

Visit Leaders should follow the NYCC Employer Policy, establishment's policy, guidance, local procedures and standard assessments of risk. Approval for trips is detailed below:

- Local learning area - EVC
- Joint visit - EVC
- National - EVC
- Overseas - EVC and Head (jointly in agreement)
- Residential - EVC and Head (jointly in agreement)
- Exchange - EVC and Head (jointly in agreement)
- Adventurous (provider led) - EVC and Head (jointly in agreement)
- Adventurous (self-led) - EVC and Head (jointly in agreement)

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. Generic or event specific risk assessments will be used to record significant findings.

When making the decision to plan an off-site activity it is essential to consider the justification for the visit, how it fits into the curriculum and what the participants will gain from the experience i.e. what are the learning outcomes for the activity.

**External providers:** Wherever possible visit leaders will gain credible assurances of health and safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively, assurances will be gained through a Provider Statement as detailed in the NYCC Employer Policy.

## Section 5: Visit Planning and Management System

A web-based system called Evolve is used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the appropriate Educational Visits Co-ordinator.

All fixtures, local visits and educational visits should be put on Evolve for prior authorisation.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Refer to local procedures and guidance regarding the establishments' use of these categories.

Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in the NYCC Employer Policy.

- **Governing Body:** The Governing Body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this, it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained and financial regulations are adhered to.
- **LA Adviser:** Visits abroad and all self-led adventurous activities regardless of location. (As detailed in guidance).
- **Headteacher:** Visits abroad and all adventurous activities.
- **EVC:** National, residential and all visits/activities. All visits abroad and adventurous activities should be approved prior to the consideration of the Headteacher and LA.
  - The single most important factor in ensuring the safety of participants involved in an Educational Visit is the competence of the Visit Leader. The EVC should therefore consider the following when assessing the competence of a member of staff to lead, or accompany a visit:
    - What are the leader's reasons for undertaking the visit?
    - Is the leader an employee and if not, is there a clear line of accountability?
    - Can the leader/leadership team appropriately manage the teaching and learning in addition to the health, safety and welfare of the young people?
    - Do all accompanying adults have a defined role?
    - Is the leader organised?
    - Are the leader/leadership team competent in managing risk?
    - What experience has the leader of the young people he/she intends to lead?
    - What is the leader's and leadership team's prior experience of similar visits or activities?



- Has the leader been inducted into the establishment's procedures?
- What experience has the leader of the environment/geographical area chosen?
- Do the leader/leadership team possess appropriate qualifications?
- If appropriate, what are the leader's and leadership team's personal levels of skill in the activity, and fitness level?
- If leading adventurous activities have all the leaders been approved by the Employer/Adviser?
- Has the leader addressed medical, first aid and inclusion issues?
- Is the leader aware of, and able to comply with all relevant guidelines?

## **Section 6: Risk and Incident Management**

In the case of an incident during a visit, all members of staff will follow the establishment's incident management plan.

Risk management is an inherent part of visit planning, should be proportionate to the complexity of the visit being undertaken and evidenced. This may include:

- generic risk assessments/operational procedures
- specific risk assessments. Risk management is the responsibility of the whole staff team led by the visit leader.

Incident Management plans should be tested in line with DfE advice, [www.gov.uk](http://www.gov.uk), and the School Emergency.

Our risk assessment process is designed to effectively manage risks associated with educational visits while ensuring pupils benefit fully from the learning opportunities provided.

The individual conducting the risk assessment must possess the necessary skills, status, and competence for the role, have a clear understanding of the associated risks, and be familiar with the planned activity.

The risk assessment process follows these key steps:

- Identify potential hazards.
- Determine who may be affected and how.
- Evaluate the level of risk and implement appropriate control measures.
- Record findings and ensure necessary actions are carried out.
- Review and update the assessment as required.

## **Section 7: Monitoring of Visits and Procedures**

Governors will monitor the implementation of this Policy by acting as a critical friend in monitoring the implementation and effectiveness of the Policy.

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

## **Section 8: Charges for Off-Site Activities and Visits**

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance and in line with the Charging and Remissions Policy.

## **Section 9: Inclusion and SEND**

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.

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.

Wherever possible, activities and visits will be reasonably adapted to ensure that pupils with Special Educational Needs and Disabilities (SEND) can fully participate. If an adaptation is not feasible, an alternative activity of equal educational value will be arranged to ensure all pupils benefit from the experience. Pupils with SEND will be accompanied by a responsible adult during extra-curricular trips and visits to provide appropriate support and supervision.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

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 (in line with the schools' SEND policies).

## **Section 10: Safeguarding**

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- as part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues.
- have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant 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 as detailed in employer and school policies and local procedures. Further information can be found in the schools' Safeguarding policies.

Parents, carers or volunteers selected will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

## **Section 11: Insurance**

Young people participating in visits and activities will have annual travel insurance provided under an annual Schools Journey Insurance Policy. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

## **Section 12: Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

## **Section 13: Equal Opportunities**

The school upholds the values of equality and inclusivity, ensuring that no pupil is discriminated against when organising educational trips and activities. All extra-curricular trips and activities are designed to provide enriching experiences and support the development of key life skills.

In cases where demand exceeds availability, places for extra-curricular trips and activities will generally be allocated to students by a ballot witnessed by at least one additional member of staff or publicly.

## **Section 14: Safe use of Minibuses and Seatbelts**

The designated driver must:

- Hold a current and valid driving licence.
- Possess a full Category D PCV licence to operate the minibus for domestic school trips.
- MIDAS or equivalent trained
- Follow all minibus procedures for checking the bus's integrity before and after travel and complete all relevant documentation.

If passengers are paying a charge, a valid minibus permit must be clearly displayed in the vehicle.

The minibus must carry one passenger per seat, and seatbelts must be worn at all times.

Any fines incurred while operating the minibus will be the responsibility of the driver at the time the offence was committed.

## **Section 15: Missing Person Procedure**

The safety and well-being of pupils and staff is the school's highest priority during all trips. Comprehensive risk assessments will be conducted before departure (see Section 6). Before a visit, the EVC will check appropriate group sizes with venues and that all staff will receive a contact sheet for emergencies.

- Upon arrival, the Trip Leader will designate a rendezvous point for lost individuals and plan B locations if applicable.
- Regular headcounts will be conducted to ensure all participants are accounted for.

### Procedure for a Missing Person

- The Trip Leader will confirm who is missing and ensure group safety.
- One staff member will search, and another will attempt contact via phone.
- The venue will be notified to assist in locating the individual.
- If the person is not found within a reasonable time, the police or relevant authorities (e.g., the British Embassy) will be contacted.
- The Trip Leader will inform the EVC and then the Headteacher if police intervention is required.
- EVE or designated emergency leadership contact will contact the local authority.

### If the Missing Person is Not Found

- The group will return to school where possible.
- If this is not feasible (e.g., an overseas trip), the EVC will arrange alternative plans, such as:
  - Changing venues
  - Cancelling or adjusting the itinerary

### Follow-Up Actions After the Person is Found

- Review group sizes and staffing ratios to prevent future incidents.

## **Section 16: Monitoring and Review**

The Headteacher will be responsible for monitoring the effectiveness and implementation of this policy.

The Local Governing Body will conduct a formal review of this policy every two years to ensure it remains relevant and effective.