



Educational Visits Policy

Date: September 2025

1. Context/Policy Statement

Rise Multi Academy Trust believe that outdoor learning, off-site visits and learning outside the classroom are an integral part of the entitlement of every child 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 the Rise Multi Academy Trust a supportive and effective learning environment. The benefits of pupils taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty.
- 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 participant's 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 giving them the tools and experience necessary to assess their own risks in a range of contexts.
- 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.

Rise Multi Academy Trust fully recognises that learning outside the classroom helps to bring the curriculum to life as it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. The Trust adopts the Outdoor Education Adviser's Panel (OEAP) National Guidance for all educational visits available at www.oeapng.info

Signed



Headteacher 5.9.25

Governor Date: 5.9.25

2. Employer responsibilities

As employer Rise Multi Academy Trust meets its obligations to provide staff with guidance, training, and support in the following ways:

- a. Appropriate guidance.
 - The appropriate guidance for the management of outdoor learning, off site visits and LoTC is the OEAP National Guidance web site – www.oeapng.info
- b. Training to support the guidance to ensure that it is understood.
 - For those involved in managing and leading visits the relevant training courses are:
 1. Educational Visit Coordinator (EVC) Training – RISE Academies Trust requires that EVC's to be appropriately trained with the training refreshed at least every 3 years by suitable training provider.
 2. Visit Leader Training – RISE Academies Trust requires that **all** employees who lead trips or visits of a residential nature (unless to an approved LoTC or AALS provider within the UK) or whereby they lead an adventurous activity to undertake this training prior to leading the visit.

Note: Local trips within the Academy Learning Area (see appendix 1) or day trips to public access environments regularly visited by schools and residential visits to LoTC or AALS provider within the UK, may be led by competent staff who have not attended Visit Leader training on authorisation of the Headteacher.

- c. Suitable systems and processes to ensure that those trained are kept updated.
 - For the purposes of day-to-day updating of information, EVCs and Visit/Activity Leaders are directed to the periodic news items and updates of OEAP National Guidance.
- d. Access to advice, support, and further training.
 - Where an employee experiences problems with finding the material, they are looking for, or require clarification or further help, guidance, or bespoke training, they should contact their appointed Education Visit Advisor Service, YMD Boon Ltd.

3. Application

This policy covers any visit that leaves the academy grounds, whether as part of the curriculum, during academy time or outside the normal academy day.

The RISE Academies Trust adopts the Outdoor Education Adviser's Panel (OEAP) National Guidance available at www.oeapng.info

All staff are required to plan and execute visits in line with this policy and National Guidance. Staff are particularly directed to be familiar with the roles and responsibilities outlined within National Guidance.

4. Roles and responsibilities

Visit Leaders are responsible for the planning of visits but should involve both accompanying colleagues and the pupils in this process. Visit Leaders must make appropriate checks on venues and third-party providers. Visit Leaders are advised to obtain outline permission for a visit from the Headteacher before beginning to plan/making any commitments.

Visit Leaders are responsible for the content of the planning information within the eVisit system, whilst admin support can be obtained where required, the Visit Leader is responsible for the content and must submit the visit under their own profile thus accepting responsibility.

See Outdoor Education Adviser's Panel National Guidance for the Role of the Visit Leader - <http://oeapng.info/visit-leader/>

The Academy Education Visit Coordinator (EVC) who will support and challenge colleagues over visits and learning outside the classroom. They are the first point of call for advice on visit related matters. The EVC will check final visit plans before submitting them to the Headteacher.

In all but exceptional circumstances this must not be the Headteacher.

See Outdoor Education Adviser's Panel National Guidance for the role of the EVC. <http://oeapng.info/evc/>

The Headteacher has responsibility for the final approval and monitoring of all visits.

See Outdoor Education Adviser's Panel National Guidance for the role of the Headteacher <http://oeapng.info/head-manager/>

The **Local Governing Board** has responsibility for monitoring of all visits.

See Outdoor Education Adviser's Panel National Guidance for the role of the governing body <http://oeapng.info/governors/>

Rise Multi Academy Trust

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer.

As the employer Rise Multi Academy Trust must be informed all residential visits, foreign travel and any adventurous activities for example climbing, caving and water sports.

Educational Visit Advisor Service

Visits and activities, listed below will be checked by an independent Education Visits Advisor Service (who should be deemed competent to provide advice and guidance) before the activity takes place – see page 6 of this policy detailing the process to be followed.

- overnight stays
- foreign travel
- adventurous activities

Rise Multi Academy Trust obtain advice/support relating to Educational Visits from the H&S professionals at YMD Boon Ltd.

The following visits will not fall under the remit of YMD Boon Ltd H&S Professionals.

- Visits where schools choose to directly lead and deliver adventurous activities i.e., school staff member leading a climbing activity, kayaking, skiing etc.
- Give specific advice regarding Duke of Edinburgh Expeditions.

Rise Multi Academy Trust require all adventurous activities to be delivered by a LoTC/AALS badge/licence holder unless specific permission to deviate from this has been given by Rise Multi Academy Trust CEO.

5. Preliminary Visits and Provider Assurances

Preliminary Visits

Rise Multi Academy Trust requires that all visits are thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people, it is a vital dimension of risk management.

It is good management practice to carry out a preliminary visit. The following identifies the circumstances where preliminary visit is a requirement.

- Pre visit required for visits where there is a high complexity factor, and the visit has not happened previously.
- Additionally, required when visit is solely led by the academy.
- Residential visits, visits abroad, exchange visits, adventure led by the academy, staff all have aspects of complexity.

If the visit is led and managed by the provider, then a variety of approaches can reduce the need to pre visit.

Visit Leaders can take full advantage of the nationally accredited provider assurance schemes that are now available and assists to reduce bureaucracy – examples include: -

- The LOTC Quality Badge
- AALS licensing
- Adventure mark

Rise Multi Academy Trust takes the view that where providers hold one of the above accreditations, there should be no need to seek further assurances.

The OEAP National Guidance 4.4f – Assessing an adventure activity provider check list, 4.4h – using external providers and facilities and 8.8p – Provider Questionnaire - <http://oeapng.info/downloads/all-documents/> should be followed when undertaking pre visits and assessing providers.

6. Types of visits and approval

There are four types of visits, for each of which the approval process is slightly different:

1. Visit / activities within the Academy Learning Area (see appendix 1) and which involve no more than an everyday level of risk. Visits that are part of the curriculum and take place during the academy day do not require consent. Those that are not part of the curriculum or extend beyond the academy day can be covered by blanket consent, but information will be provided to parents in advance, and they will have the opportunity to withdraw their child.

These follow the learning area operating procedure (appendix 1).

Visit Leader will log these visits on the eVisit system.

2. Other day visits within the UK excluding adventurous activities. Visit Leaders to gain outline permission for visit from Headteacher. Visit leader to collate and input information onto the eVisit system, all information must be uploaded prior to submitting to the EVC for approval at least 4 weeks in

advance, once reviewed by the EVC, final approval for the visit will be given by the Headteacher.

3. For all residential visits, adventurous activities or visits involving foreign travel. Visit Leaders to gain outline permission for visit from Headteacher. Visit leader to collate and input information onto the eVisit system, all information must be uploaded prior to submitting to the EVC for approval at least 6 weeks in advance, once reviewed by the EVC, the visit will be given outline approval by the Headteacher. Once outline approval has been given, the visit will then be scrutinised by the Educational Visits Advisor to ensure the visit complies with the OEAPNG after which final approval will be given by the Headteacher. The Educational Visits Advisor must receive the visit notification at least 4 weeks in advance of the visit occurring.

For visits involving adventurous activities:

Visit Leaders must check if an activity provider holds either an AALS licence (http://www.aals.org.uk/aals/provider_search.php)

or a LoTC quality badge (<http://www.lotcqualitybadge.org.uk/search>).

If not, the Visit Leader must get consent from RISE Academies Trust and send the OEAP National Guidance document 8p provider questionnaire) (<http://oeapng.info/downloads/model-forms-mind-maps-and-checklists/>).

Returned questionnaires must be scrutinised by visit leaders.

For visits involving travel abroad:

Visit Leaders are required to complete detailed planning well in advance and the EVC must be kept up to date with progress. Checks must be made on any third-party providers and permission from the Headteacher to use them be obtained before any deposits are paid.

Third party providers who hold the LoTC quality badge/AALS or Adventure mark do not require further checks. Those who do not hold this accreditation should complete and return a provider form (NG document 8p provider questionnaire) (<http://oeapng.info/downloads/model-forms-mind-maps-and-checklists/>).

Returned questionnaires must be scrutinised by Visit Leaders.

7. Staff Competence

Rise Multi Academy Trust recognises that staff competency is the single most important aspect of safe visit management and supports staff in developing this competence in the following ways:

- A mentoring system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role.
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of Visit Leader

In deciding whether any member of staff is competent to be a Visit Leader the Headteacher will consider the following factors:

- Level of relevant experience
- Any relevant training undertaken.
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

8. Requirement to Ensure Effective Supervision

Health and Safety laws do not prescribe activity specific staffing ratios, but it does require that the level of supervision and group management is 'effective'.

The Trust will assess/determine effective supervision by proper consideration of:

- Staff competence.
- Activity – nature and location of the activity (including the type of activity, duration, skill levels involved).
- Group – age (including the development age) of the group, ability of the group (including special learning needs, behaviour, medical and vulnerability characteristics etc.).
- Environment – nature and location of the activity including the type of the activity, duration, skill levels involved, as well as the time of year and prevailing conditions.
- Distance away from base.

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

The Visit Leader should follow OEAP National Guidance 4.3b Ratio and effective supervision <http://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/>

and 4.3c Risk Management <http://oeapng.info/downloads/download-info/4-3c-risk-management/>

9. Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The Academy 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 tested at least bi-annually and following any major staffing changes. See also <http://oeapng.info/downloads/good-practice/>

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the RISE Academies Trust.

The Academy will practice their response to emergency situations on educational visits at regular intervals i.e., academy inset training.

10. Visit Planning

The Visit Leader checklist – National Guidance document 3.3e

<http://oeapng.info/visit-leader/> is an important check on the planning of a visit.

When a Visit Leader cannot answer yes to a question on this checklist there should be a discussion with the EVC and or Headteacher. In addition, the following steps must be completed for any visit:

- Gain outline approval from the Headteacher to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
 - has clear learning outcomes
 - has activities appropriate to the group
 - is planned to maximise benefits to the pupils while managing significant risks
 - is appropriately staffed
 - complies with the academy's safeguarding policy
- Involve pupils in the planning of the visit, and how it will be managed, wherever possible.
- Ensure emergency procedures include what would happen in the event of illness or injury affecting the visit leader.
- Ensure the base contact back at academy is fully briefed and has copies of

- all relevant information.
- Ensure that the visit is correctly approved and recorded.

11. Risk Management

The risk management of an activity/visit should be informed by the benefits to be gained from participating. It is recommended a “Risk-Benefit Assessment” approach, whereby the starting point for planning should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained, through participation, provides some objectivity to a decision that any residual risk (i.e., the risks remaining after control measures have been put in place) is “acceptable”. The Health and Safety Executive endorse this approach through their “**Principles of Sensible Risk Management**” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is a legal requirement for the risk assessment process to be recorded and for suitable and sufficient control measures to be identified for any significant risks. There is no legal requirement to produce this risk assessment record in a particular format but academies and visit leaders should use the format that has been identified in the academy risk assessment procedure and follows the Health and Safety Executives guidance on risk assessment

<http://www.hse.gov.uk/pubns/indg163.htm>

See National Guidance on good practice for risk management

<http://oeapng.info/downloads/good-practice/>

12. Parental Consent

Some visits do not require consent, all the rest can be covered by a combination of blanket consent (with subsequent information to parents) and visit specific consent - See the National Guidance document 4.3d on consent

<http://oeapng.info/downloads/all-documents/>. It is advisable that all parents/guardians are advised of educational trips and permission obtained for visits which take place off the academy site.

RISE Academies Trust educational visits Consent to Activity, Medical Details and Treatment form must be used for all visits where separate consent is required, see Appendix 4.

13. Monitoring

The Visit Leader should undertake an evaluation of each educational visit and submit this to the Headteacher and EVC.

Governors should undertake a sample monitoring of visit documentation to include a residential visit and a day trip at least annually.

14. Inclusion

All academies must follow the National Guidance on inclusion see 3.2e <http://oeapng.info/downloads/all-documents/>

15. Charging / funding for trips

All academies must follow the National Guidance on charging for academy trips 3.2c <http://oeapng.info/downloads/all-documents/>

16. Transport

The Academy must follow the National Guidance on Transport for academy trips see 4.5a transport, 4.5b minibuses, 4.5c Transport in private cars and 4.5d seat belts <http://oeapng.info/downloads/all-documents/>

17. Insurance

Insurance cover for approved educational visits is usually provided by the academy insurance provider (public liability) insurance policy. However, as academies may have moved to different insurance providers when they moved away from local authority control confirmation/checks should be made with the insurance provider before the visit takes place. See National Guidance 4.4c Insurance <http://oeapng.info/downloads/all-documents/>

Appendix 1 – Local Learning Area

1. General

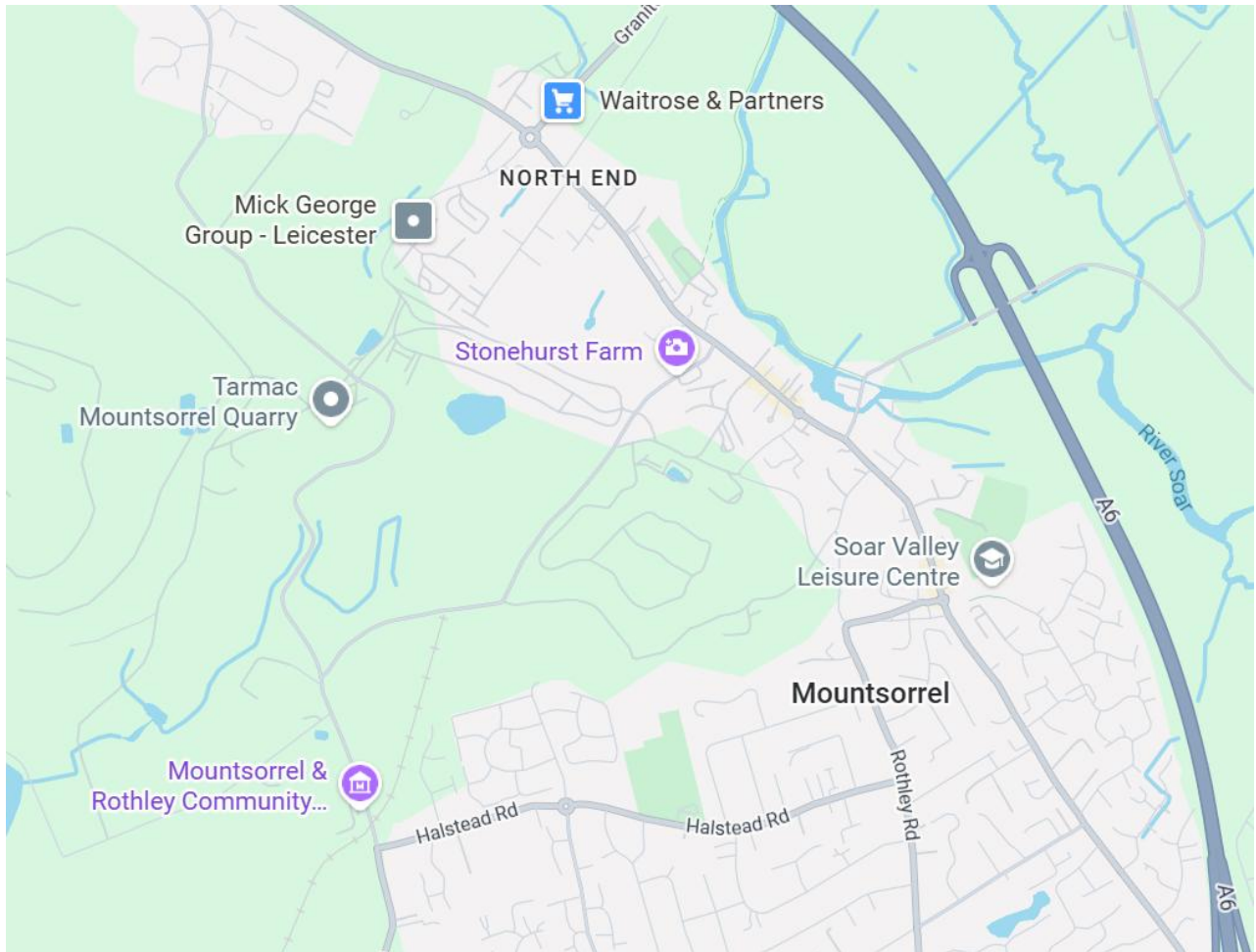
Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Do not require parental consent, however, there may be situations where you would like parents to be informed in advance, e.g., via letter or a slip sent home).
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

2. Boundaries

The boundaries of the Local Learning Area are shown on the attached map.



3. Operating Procedure for Local Learning Area

3.1 Significant issues/hazards:

The following are potentially significant issues/hazards within our Local Learning Area:

- a. Road traffic
- b. Other people
- c. Members of the public
- d. Animals
- f. Losing a pupil.
- g. Uneven surfaces and slips, trips, and falls.
- h. Weather conditions.
- i. Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

3.2 Managing risk Risks are managed by a combination of the following:

The following are generic and should be reviewed:

- a. The Head, a member of SLT or EVC must give verbal approval before a group leaves.
- b. Only staff judged competent to supervise groups in this environment are approved.
- c. The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- d-g are Covid specific and should be reviewed when your Covid risk assessment is reviewed.
- d. Regular handwashing or regular hand sanitising is in place
- e. The selected route takes the least busy option
- f. Use antibacterial wipes to clean any equipment before use
- g. There will normally be a minimum of three adults – the ratios for EYFS will be what is recommended by the government.
- h. Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- i. Pupils have been trained and have practiced standard techniques for road crossings in a group.
- j. Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc)
- k. All remotely supervised work in the Local Learning Area is suspended.
- l. Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- m. Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- n. Staff will record the activity on EVOLVE (Local Area Visit module).
- o. A mobile is taken with each group and the office have a note of the number.
- p. Appropriate personal protective equipment is taken when needed (e.g., gloves, facemasks bag for waste, tissues etc.) If you have a local issue, e.g., with drug needles, etc, in any area, then you can mark that bit as no-go, or add here how you will educate the pupils to deal with it – it is their home after all, so they need to be able to cope with it!
- q. Pupils will always be supervised by a member of staff in the church during school hours.
- r. If visiting the library, children will be allocated an area to sit.
- s. When at the park, staff will highly supervise children.

