KEYS Academy Trust

"Unlocking the Future"

TKAT Educational Visits Policy

Policy Level and Description:	2	TKAT Statutory Policy Guidance SCHOOL POLICIES WILL INCLUDE CERTAIN CORE TEXT WITH SCHOOL-SPECIFIC ADDITIONS ALL Schools require a policy on this topic/area. All local governing bodies will follow and have due regard to this model when drafting their local policy.	
Reviewed by: ***(Trust Officer)***	Hester Wooller CEO	**Reviewed by:** ***(School representative)***	
Approved by: ***(Trust Committee/Trust Board)***	CECE	**Approved by:** ***(LGB/LGB Committee)***	
Trust approval date: ***(dd/mm/yyyy)***	03/10/2025	**LGB/LGB Committee approval date:** ***(dd/mm/yyyy)***	
Review due: ***(mm/yyyy)***	10/2026		

Version	DATE	DESCRIPTION
1	Jan 2025	New policy
2	Sept 2025	Policy review by schools

Context

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 our school 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 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.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, our school:

1. Adopts the Local Authority's (LA) document: 'Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE.)
2. Adopts National Guidance www.oeapng.info
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with the Trust's policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended Learning Locality' that are part of the school curriculum and take place during the school day (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity but may require transportation
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and Responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

As part of the planning process, the visit leader will:

- Carry out a risk assessment to ascertain an appropriate adult-child ratio for the trip and assign staff and volunteer roles as needed
- Take into account the health and safety risks to pupils, staff and volunteers
- Ensure the SENDCo and Head Teacher sign off risk assessments for pupils with SEND or behaviour needs who require specific supervision
- 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
- Ensure all staff accompanying the trip have up to date safeguarding training
- 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, volunteers, 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
- Ensure at least one supervising adult able to administer first aid is present on all trips. For trips involving EYFS pupils at least 1 qualified paediatric first aider must be present on all trips
- Brief staff and volunteers accompanying the visit about the trip including logistics, expectations of accompanying adults, details of any specific needs of pupils
- Ensure pupil briefings take place in advance of the visit to include behaviour expectations.
- Ensure an up to date Off-site Activities Emergency Procedures Card (See Appendix 4) is printed off and taken on the trip

There are no statutory ratios for planning the level of adult-child supervision for a trip. The adult-child ratio for each trip must be determined by a risk assessment, taking into account:

- the age of the pupils (a higher adult-child ratio would be expected for younger pupils)
- the dynamics and needs of the group
- the experience and competence of staff and other adults
- the venue, time of year and predicted weather conditions (if known)
- type of activity and location of the trip including proximity to hazards such as water
- type of transport to be used including any use of public transport or pedestrian road safety

The Educational Visits Coordinator (EVC) is (name), who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head Teacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents. The EVC will undertake training relevant to their role.

The EVC will:

- Oversee and guide other staff to arrange and organise educational visits

› Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit

- Work in partnership with the the Head Teacher (who will, in turn, report to the governing body and or TKAT) when they are proposing trips for the LGB approval (e.g. from assessing outside activity providers for appropriate risk assessments, standards and expectations ahead of the trip).

› Within appropriate time scales, all appropriate documents and paperwork are processed.

- Access the necessary training, advice and guidance for their role
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE. The Head Teacher is responsible for ensuring staff, including the EVC, have received any necessary training.

The Head Teacher and EVC should assess:

- The trip's purpose i.e. how it is linked to the curriculum; the learning outcomes
- A visit leader has been identified and has been deemed competent to lead the visit, with appropriate knowledge
- All accompanying staff have been identified and are competent to supervise pupils
- Any volunteers accompanying the trip have been named and have undergone relevant security checks (e.g. DBS checks)
- Appropriate ratios/staffing needs for the needs of the group
- Ensure with the EVC, all Risk Assessments and other relevant documentation is completed and in place, and uploaded to Evolve
- Ensure all adults attending the trip are well informed including Safeguarding, Risk Assessments and the wider school policies and approaches, i.e. Whistleblowing, Behaviour
- In partnership with the EVC and trip leader, review each trip including on intended outcomes
- The EVC and Head Teacher have agreed the visit, confirming it meets all suitability and safety requirements and relevant insurance is in place
- Names of pupils attending have been identified
- Provision is in place for pupils with SEND or behaviour needs who require specific supervision
- The visit leader and accompanying staff and volunteers are aware of emergency procedures

The Local Governing Body's role is that of a 'critical friend'. Governors must:

- Monitor training (via SCR) and compliance of trips
- Seek Headteacher's assurance that all appropriates systems detailed in the Headteacher's section (above) are in place
- Monitor the costs / financial arrangements are reasonable and appropriate

Individual governors may request 'read-only' access to EVOLVE. The trip approval governor will, for residentials etc. (see 'Approval' section on p5), be provided 'approval' access to approve trips.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

TKAT will have access to the Evolve system for each school to ensure that Evolve paperwork can be accessed in the event of an emergency. The TKAT Chief Operating Officer will carry out monitoring of paperwork for residential visits and provide reports to trustees.

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part.
Staff will:

- Carry out any required risk assessments and work with the visit leader
- Communicate key risks and how these will be managed
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Brief pupils about the visit including behaviour expectations in advance of the visit
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the visit leader and others, as appropriate
- Organise groups to ensure that a volunteer or staff member is not directly supervising their own child within a group
- Brief any volunteers and staff accompanying them about the trip including logistics, expectations of accompanying adults, details of any specific needs of pupils

Volunteers attending school trips, including parent volunteers, agree to:

- Adhere to the Risk Assessments and management systems in place as communicated / directed by staff on the trip
- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Work with a group of children that does not include their own child
- Report any concerns to the visit leader or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

Staff Competence

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.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the EVC and Head Teacher will take into account 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.

There is no legal requirement for a mixed-sex group to be supervised by a mixed-sex staff team.

Factors to consider might include:

- The sex, age, maturity and ability of the participants;
- Needs for privacy and safeguarding;
- Needs for guidance and personal care;
- The length and remoteness of the visit;
- The nature of any residential accommodation;
- The planned activities;
- The availability of peer support or support from other adults (for example, from staff at a residential centre)

Training

The Head Teacher is responsible for ensuring staff, including the EVC, have received any necessary training. The following should be considered:

- All staff accompanying a trip should have up to date safeguarding training
- The EVC should have undertaken training relative to their role
- Visit leaders who are new to leading residential trips should undertake Visit Leader training prior to the trip. Training is available via Evolve.
- For all visits at least one appropriate accompanying adult must be trained in First Aid. For trips involving EYFS pupils at least 1 qualified paediatric first aider must be present.
- Training modules are available on SSS Learning to support visit leaders with gaining relevant knowledge in regard to leading a visit. The following modules may be of use: Educational Visits, Emergency Response Strategies, First Aid Basics.

Approval
The approval process is as follows for each type of visit:

1. Local visits follow the 'Extended Learning Locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 14 days in advance, and then forwarded to the Head Teacher for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous'). These are entered on EVOLVE, and must be submitted to the EVC for checking at least 60 days in advance, and then forwarded to the Head Teacher for approval. Then, this is submitted by the Head Teacher to the trip governors, then the TKAT Chief Operating Officer, and then the LA for approval. Visits should be submitted to the LA at least 4 weeks in advance.

Emergency procedures
A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. The school has an emergency plan in place to deal with a critical incident as detailed in the Off-site Activities Emergency Procedures Card in Appendix 4. Visit leaders must ensure the emergency details are updated before undertaking a trip and take this card with them on the trip. Further emergency procedures can be found in the school's Business Continuity Plan. All staff on visits should be familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

Educational Visits Checklist
An Educational Visits Checklist (available as part of Evolve) forms part of the risk management process for visits and off-site activities. The checklist must be completed before the visit begins. A visit should only go ahead if the answer to all relevant questions is 'YES'.

Parental Consent
The school obtains blanket consent at the start of each year on joining the school, via Arbor, for activities that fall within the 'Extended Learning Locality' (see Appendix 1). Specific parental consent must be obtained for all other visits, this will be obtained via Arbor. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion
The SEND policy and Accessibility Plan detail how the school ensures that all pupils are treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. When planning school trips, staff will ensure suitable provision is in place for pupils with SEND or behaviour needs who require specific supervision as necessary to the context of each trip.

Transport
The school follows the National Guidance on the use of transport for educational visits: *Transport general considerations*.

Where a private (staff, parent or volunteer) car is to be used to transport pupils then this must be approved by the Head Teacher, and a Private Car form must be completed and retained by the school (see Appendix 2). The driver must hold the relevant insurance cover as detailed on the Private Car form.

When booking coach companies the school will endeavour to choose a provider from their approved list. If selecting a new coach company to transport pupils the school will follow the National Guidance: *Hiring a coach*

A school minibus or a hired minibus to transport pupils may only be driven by a member of staff that has undertaken MIDAS training. The school will obtain a Section 19 minibus permit to enable them to transport pupils.
Unless previously agreed with parents, transport for visits will leave from, and return to, the school site

First Aid

For all visits at least one appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock.

Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid knowledge required. A first aid kit appropriate to the visit should be carried.

All supervising adults will be made aware of any medical issues or allergies at the start of the trip. It is the Trip or Event Leader's responsibility to check that all essential medications have been taken e.g. Epipens, asthma inhalers etc.

It is the parents' responsibility to bring labelled medication and a completed Administration of Medicines form (e.g. travel sickness medication) and present it to one of the adults supervising the visit or school office, as directed in any trip letter or communication.

All medicine is to be administered by a trained member of staff, who has completed the administration of medicines course on SSCPD. If any medication is administered it will be recorded by a member of staff in line with the administration of medicines policy.

For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.

Health and Safety

On all trips, students, staff, and volunteers must be familiar with fire and emergency procedures. For trips to London, staff must identify potential terrorist threats, assess the likelihood and impact of those threats, and be able to implement appropriate measures to mitigate the risks.

Appendix 1 – Extended Learning Locality

Boundaries

The boundaries of the locality are typically with a 20-mile radius and are typically linked to other schools, the community, or charity events.

We use this local area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

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 local Risk Assessments that are reviewed annually and communicated to all staff.

Appendix 2 – Private Car form

Name:	
Role:	School staff / Parent / Volunteer
Address: (for parents and volunteers)	
Telephone number:	
Date and purpose of trip:	
I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving license and will ensure that my vehicle is legal and roadworthy in all respects. Signed:	
For school use: Driving license seen: Insurance seen:	Date: Date:

	Insurance cover required
For school staff	*'Use by the Policyholder in connection with the business of the Policyholder'*
For parents and other volunteers	*'Use for social, domestic and pleasure purposes'*

The school reserves the right to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

Appendix 3 – Off-site Activities Emergency Procedures Card

Immediate Action Card for a Serious Accident or Incident

School name:

School address:

Be prepared – carry these procedures and the information and means to use them at all times.

1 – Care of the group Ensure safety from further danger, arrange search, rescue, medical care or hospitalisation as necessary. Ensure welfare of all concerned.

2 – First Steps Listen carefully and write down: what happened, to who, where, when, and what has happened since.

3 – Next Steps Inform the Headteacher or, if not available a senior member of staff immediately.

Key emergency phone numbers for school/SLT: (enter in table for event, but not to be published on website)

School:	
Hester Wooller / TKAT:	0118 3247265

If you can't make contact, telephone your local education authority, explain that it is an emergency and ask to speak to a senior education officer. See below for contact details:

Wokingham Borough Council: 0118 974 6000 / out of hours 0800 212 111
Bracknell Forest Council: 01344 352000

- The person you contact will need to know what happened to who, where, when and what happened next. Try to give them a telephone number where you can be contacted.
- In the case of a fatality notify the local police.
- Retain all equipment used in an unaltered condition.

4 – Warnings and Advice

- Do not speak to the press or media.
- Do not let party members (staff or pupils) telephone home until contact has been made with the school or local authority.
- Never admit liability of any sort.
- Do not allow anyone to see a party member without an independent witness being present.
- No one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
- If someone tries to force a confrontation, do not do anything and call the police.
- Be as compassionate as possible with anyone involved.
- Keep a written record of all that happens.

5 – Emergency Incident, particularly on visits to cities

Groups visiting London or other large areas that might be subject to terrorist activity are advised to be extra vigilant when visiting such areas. Groups should be kept under close supervision. Party leaders should be in contact with coach companies and coach drivers. They should also be aware of where coaches will be parked for the day while on the visit. If travelling by train, it is advised to have a support plan in the event of rail travel being severely disrupted. This should also apply to any other major city whether in the UK or in Europe.

A Serious Accident or Incident Is Defined as:

An accident leading to a fatality, serious or multiple fractures, amputation or other serious injury, circumstances in which a party member might be at serious risk; serious illness; or any situation in which the press or media are or might be involved.