



*Creative  
Education  
Trust*

# **Educational Visits Policy May 2026-27**

<b>Policy Owner</b>	Head of Personal Development
<b>Approved by</b>	Safeguarding Committee
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## **1. Policy Statement**

Creative Education Trust recognises educational visits as an essential component of a rich and balanced curriculum. Well-planned off-site learning experiences significantly enhance pupil attainment, personal development, and real-world skill acquisition. These opportunities foster critical thinking, resilience,

teamwork, and environmental awareness while supporting diverse learning styles and curricular objectives.

Our approach ensures pupils develop as confident, responsible individuals through:

- Practical application of classroom learning in authentic contexts
- Development of risk awareness and decision-making capabilities
- Opportunities to build trust, communication skills, and emotional intelligence
- Engagement with sustainability practices and environmental stewardship

This policy applies to all off-site activities, whether curriculum-based, extracurricular, or outside normal academy hours.

The term “*academy*” is used throughout this document for consistency and applies to all schools within the Trust.

Creative Education Trust has adopted the “National Guidance” for the management of learning outside learning, off site visits and learning outside the classroom” ([www.oeapng.info](http://www.oeapng.info)) as its source of guidance and all academies will adhere to this and use it as a source of reference and the foundation for the planning of trips and visits. This will be referred to a ‘National Guidance’ within the policy.

Creative Education Trust uses the web-based system off ‘Evolve’ to facilitate the efficient planning, management, approval and evaluation of all visits. All school staff will have access to an Evolve account. Creative Education Trust has an Outdoor Education Visits (Evolve) adviser who will check and approve all Residential, Adventurous or Overseas visits.

All academies within Creative Education Trust will:

- Adhere to OEAP National Guidance <sup>1</sup>as the foundation for visit planning
- Utilise the EVOLVE <sup>2</sup>system for end-to-end visit management
- Appoint a qualified Educational Visits Coordinator (EVC)
- Require all staff to comply with this policy and associated training

Through this framework, we maintain rigorous standards of safety, educational value, and professional accountability in all off-site learning experiences.

This policy should be read in conjunction with:

- OEAP National Guidance
- Creative Education Trust Safeguarding Policy
- Creative Education Trust Gifts and Hospitality Policy
- Creative Education Trust Staff Code of Conduct
- Creative Education Trust Health and Safety Policy
- Creative Education Trust Volunteers Policy
- Creative Education Trust Expenses Policy
- Creative Education Trust – Critical Incident Quick Reference Guide for Principals & Headteachers
- DFE Health & Safety on educational visits 2018
- Charging for school activities 2018
- Keeping Children Safe in Education, HM Gov

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<sup>1</sup> The guidance can be found via: <https://oeapng.info>

<sup>2</sup> EVOLVE is an online system used by schools to plan, manage, and approve educational visits and off-site activities. It supports staff with trip planning, risk assessments, and securing the necessary approvals, while ensuring compliance with national guidance. The platform helps maintain high standards of safety, safeguarding, and record-keeping throughout the visit process.

The oversight of educational trips and visits is held by Laura O'Shaughnessy (Head of Personal Development). At academy level, Educational Visit Coordinators (EVCs) are responsible for the day-to-day implementation of this policy, while Principals and Headteachers retain overall accountability for ensuring full compliance.

## 2. Types of Visits and Scheme of Approval

### a) Types of Visits

Creative Education Trust group trips into three categories based on the level of risk and complexity:

- **Standard Visits:** These include are low-risk, close to the school and take place on a regular basis in environments known to the staff. For example, local museum visits, local church visits, library, park visits and exploring the area near the school site. This also include school sporting fixtures with local schools who are competed against on a regular basis. These trips can involve transport.
- They will typically take place during the academy day and do not involve overnight stays or high levels of physical activity. These are covered by the schools Standard Operating Procedures and the Local Area and Sporting Learning Policies.
- **Enhanced-Risk Visits:** These visits are to areas beyond the local areas involving more complex environments and activities and may involve a higher level of planning and supervision. These visits often extend beyond the normal academy day and require additional safety considerations.
- **High-Risk Visits:** These involve significant levels of risk or complexity. Examples include residential visits, overseas visits, adventure activities, activities involving water and extreme sports activities. Such visits demand rigorous planning, detailed risk assessments, and specialist input due to the nature of the activities or the international context.

It is not possible to give a definitive list of activities. Examples of activities included would include Duke of Edinburgh expeditions, CCF activities, outdoor and adventure activities, adventures on water or field studies involving water and motor sports.

### b) Scheme of Approval

All educational visits must follow a clear and structured scheme of approval to ensure that planning is proportionate to the level of risk and complexity involved.

This process is designed to safeguard students and staff, support high-quality planning, and ensure accountability at each stage. The table below outlines the three categories of visits; Standard, Enhanced-Risk, and High-Risk, along with examples and the corresponding approval pathways. This is followed by a staged process for gaining provisional and final approval.

**Table 1: Scheme of Approval**

Category	Examples	Final Approval Pathway	Timescale final sign off
<b>Standard Visits</b>	Local Area visits; Local Sports Fixtures	EVC	One working week before departure
<b>Enhanced-Risk Visits</b>	Visits beyond the local area	EVC → Headteacher	One working week before departure
<b>High-Risk Visits</b>	Residential and Adventurous activities; Overseas trips; extreme sports	EVC → Headteacher → Evolve → Education Director	5 working weeks before departure for adventurous and residential visits

			8 working weeks for overseas visits
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The academy cannot proceed with advertising Enhanced or High-Risk Trips trip until all stages of the approval process have been satisfied.

### Stage 1: Outline Approval

Outline approval provides senior leaders with early visibility of proposed educational visits before detailed planning takes place. In line with OEAP guidance, it allows the Headteacher and Educational Visits Coordinator (EVC) to consider the educational purpose, broad logistics, likely costs, staffing implications, safeguarding considerations and overall suitability of the visit at an early stage, ensuring alignment with the academy's educational priorities and sufficient time for any significant concerns to be addressed before further arrangements or financial commitments are made.

Within the Evolve system, outline approval acts as the initial stage of the approval process and confirms that leaders support the proposal in principle prior to advertisement of the visit and the submission of full visit details.

- Visit leader submits outline proposal via EVOLVE (including purpose, dates, venue, and finance sheet).
- **Standard enhanced visits**– a discussion will take place between the EVC and Principal/Headteacher before outline approval is then given to proceed into Stage 2 by the EVC.
- **High-risk visits** – a discussion will take place between the EVC, Principal/Headteacher and their line manager (Education Director) before approval is then given to proceed into Stage 2 by the EVC.

### Stage 2: Full Documentation Submission on Evolve

- Must include:
  - Completed risk assessments
  - Provider form (if required)
  - Event specific risk assessments - STAGED
  - Staffing plan (with qualifications and ratios)
  - Transport and emergency protocols
  - Communications plan
  - Emergency plan
  - Student specific risk assessments

### Stage 3: Final pre-departure review and sign off on Evolve

A final review of the trip and sign off by the relevant party must take place via Evolve. The purpose of this meeting is to verify that all necessary planning is complete, including the review of key documentation such as parental consent forms, risk assessments, and staffing arrangements.

For **Enhanced-risk visits** – EVC sign off and final approval from Headteacher via Evolve usually 5 working days prior to the trip departure.

For **High-risk visits** – Approval is given by EVC and then Principal / Headteacher. Evolve will then check the trip and give approval before final sign off by the Education Director with line management

responsibility. Approval for Adventurous / Residential is required 5 working weeks prior to moving to Evolve. For overseas trips approval must be given by Principal / Headteacher / Education Director 8 working weeks prior to departure.

### **3. Staffing, Roles & Responsibilities**

#### **a) Responsibilities**

All Creative Education Trust Schools have a duty to adequately manage off site educational visits in line with the Trust's Health and Safety Procedures

To help fulfil its health and safety obligations for visits, schools must appoint an Educational Visits Coordinator (EVC) who will support the Headteacher / Principal. In the absence of a qualified EVC the role will be undertaken by the Principal.

Headteachers and Principals are ultimately responsible to ensure that all off site educational visits are planned, managed safely and approved on the Evolve system prior to departure. All trips and visits will have clear outcomes and be logged on Evolve as per the Flowchart within the Policy.

All persons involved in a visit have a specific responsibility which they should be clear about prior to the visit taking place and have undertaken CET Visit leader training.

#### **b) Staffing and Competence to Lead**

Staff competence<sup>3</sup> is the single most important factor in the safe management of outdoor learning and offsite visits and in ensuring the highest standards of learning, challenge and safety on school visits.

While all activities and visits must have a single, designated, competent leader, getting the competence and composition of the visit team right is essential to the success and safety of the visit.

To develop and support this, staff are given opportunities to gain experience by working alongside established visit leaders, being supervised by senior staff, and attending relevant training when needed.

All staff and volunteers on school trips should familiarise themselves with this policy.

A Disclosure and Barring Service screening is required for volunteer adults assisting frequently or intensively. For this policy frequently is defined as 'once a week or more and intensively is defined as 'four or more days in a month or overnight'.

The Statutory Framework for the Early Years Foundation Stage should be followed as the ratio or all outings and trips.

When staffing educational trips and visits the Headteacher/ Principal must consider the 3 C's;

- Competence of the staff on the visit
- Capacity of the staff team given the group participants
- Contingency – plans in place to adapt if required

When determining if a staff member is suitable to lead a visit, the Headteacher or Principal considers their relevant experience and training, their ability to make sound risk-based decisions and respond in emergencies, as well as their familiarity with the pupils, destination, and planned activities.

Establishments must ensure that the staffing of visits enables leaders to supervise participants effectively. Decisions about staff and supervision levels should take account of:

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<sup>3</sup> Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not related to age or position within the school.

- The nature and duration of the visit and planned activities.
- The location and environment in which the activity is to take place.
- The nature of group, number of participants, age and developmental needs including behaviour, SEND, and medical needs
- The experience and competence of staff and other adults
- Contingency options

Academies must ensure that Educational Visits Coordinators (EVCs) and Principals/Headteachers receive up-to-date training from an accredited provider. This requirement will be reviewed as part of the Safeguarding Quality Assurance process. Education Directors will also undertake EVC training every two years.

Visit Leaders must submit a proposed student list to the EVC early in planning to facilitate student suitability checks.

Visit Leaders are responsible for identifying accompanying staff, subject to approval by the Headteacher or Principal. During the trip, the Visit Leader is responsible for the health, safety, and welfare of all pupils and staff, and must ensure that only approved activities are undertaken as detailed on EVOLVE.

### **c) Visit Leaders**

Visit Leaders must be approved by the employer and are accountable for the overall leadership, safety, supervision, learning outcomes and welfare of all participants and accompanying adults throughout the visit.

It is desirable that Visit Leaders have undertaken Visit Leader Training by an accredited provider or the CET LearnUpon training every 3 years.eyfc

Visit leaders are responsible for the planning and delivery of all educational visits. This includes initiating outline approval or the local area visits form via EVOLVE.

The Visit Leader must gain approval from the Educational Visits Coordinator (EVC) and other allocated colleagues at Outline approval stage before advertising the trip or making financial or logistical commitments.

Visit Leaders must ensure that all visits are planned, risk-assessed and led competently, taking account of staff competence, participant needs, the environment, activities, timing and remoteness (STAGER), and that staffing ratios and supervision arrangements are appropriate to the visit. An event specific risk assessment must be uploaded for each Enhanced, Adventurous or Residential trip.

The Visit Leader must ensure that all plans comply with statutory guidance and trust policy. They should consult the EVC for guidance throughout the planning process. Visit leaders must have undertaken either accredited Visit Leader training or Creative Education Trust Visit Leader Training within 3 years to undertake the role.

Visit Leaders must ensure safeguarding is integral to visit planning and delivery, including consideration of participant vulnerabilities, behaviour, medical and SEND needs, appropriate vetting of adults, clear behaviour expectations, and adherence to safeguarding procedures

Visit Leaders must ensure parents/carers are appropriately informed, consent is obtained where required, and expectations around behaviour, supervision and arrangements are clearly communicated in advance of the visit.

Visit Leaders must define and communicate clear roles and responsibilities, ensuring that there is always a single designated leader, with clear handovers where leadership or group responsibility changes, and that participants know which adult is responsible for them.

Visit Leaders must ensure appropriate first aid provision and medication arrangements are in place, that relevant information is accessible, and that leaders know how to summon emergency assistance if required.

Visit Leaders must always ensure effective supervision, including during travel, transitions, unstructured periods and overnight on residentials, using direct, indirect or remote supervision appropriately and conducting regular headcounts and roll calls. Visit leaders and accompanying staff are in loco parentis and have a duty under common law to take care of students in the same way a prudent parent would.

Visit leaders must hold a briefing meeting for parents for all residential or adventurous activities. This briefing should take place at least 4 weeks before departure and the briefing uploaded to Evolve as part of trip management processes.

Visit leaders must evaluate all Enhanced and High-Risk Trips on the Evolve system within 7 working days of return. Any accidents, incidents or near misses must be reported in line with trust procedures.

Visit leaders should use the Educational Visits checklist (Appendix x) for all Enhanced and High-Risk trips. This must be uploaded to Evolve as part of the trip approval process. Visits should only proceed if the answer to all relevant checklist items is 'YES'.

Visit Leaders must ensure emergency procedures are agreed in advance, understood by all accompanying staff, readily accessible during the visit, and that leaders are able to take immediate and decisive action in the event of an incident or emergency. Visit leaders must always carry with them the Emergency Action Card or have access to the Evolve app.

Visit Leaders must retain overall responsibility when using external providers, ensuring providers are suitable, roles and responsibilities are clear, and that concerns are addressed promptly and appropriately.

Visit leaders should be familiar and adhere to the National guidance:

[3.4k - Visit or Activity Leader](#)

[4.2a - Group Management and Supervision](#)

#### **d) The Educational Visits Coordinator (EVC)**

Each establishment is required to have an Educational Visits Co-ordinator in place who should be appropriately competent to fulfil the role in their academy, ideally with experience in leading a range of educational visits as a Group Leader.

The EVC must attend training certified EVC training as soon as possible after appointment. Subsequent update training should be attended every 3 years. All certificates should be uploaded to the Evolve system

The EVC should have sufficient status within the academy to guide working practices of colleagues and those leading visits.

The EVC should be a member of the Senior Leadership Team.

EVC's will receive on going professional development via the CET EVC Teams group and half termly meetings to review practice and guidance.

## Key responsibilities of the EVC

- Ensure that the planning and organisation of visits are carried out in line with this policy and only to approve visits when everything is fully in place
- Support the Headteacher/ Principals ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.
- Ensure that the arrangements and planning for visits are evaluated against agreed timescales
- Ensure that activities are evaluated against the aims and learning outcomes and that any issues or incidents are followed up
- To ensure that the schools Standard Operating Procedures – Local Area Learning Policy are uploaded to their school section on the Evolve portal and that
- To maintain their knowledge by accessing EVC updates in the Evolve resources area, checking for OEAP guidance updates and applying accordingly and attending CET EVC meetings as required.

### [OEAPNG EVC](#)

#### **e) The Headteacher or Principal**

The Headteacher or Principal is ultimately responsible for ensuring that all off site educational visits are planned and managed safely; with clear outcomes and are logged on Evolve and the chain of approval has been completed prior to the visit taking place.

The Headteacher/ Principal must ensure that all visits are compliant with the trusts safeguarding and charging policies.

In approving visits, the Headteacher / Principal should ensure that the Visit Leader has been appropriately inducted and trained and is competent to lead the visit and that all accompanying staff the visit is appropriate to the group with clear educational outcomes and that the best value for money has been considered.

They review and approve standard visits directly and submit enhanced-risk and high-risk visits for further Trust-level review. For overseas, residential, or adventurous visits, the Headteacher must consult with the academy's Education Director before advancing to final approval. The Headteacher or Principal will ensure that trip leaders and the EVC have undertaken appropriate training.

### [OEAPNG HEADTEACHER](#)

#### **f) Education Directors**

Education Directors play a key role in the scrutiny and approval of higher-risk visits. They are responsible for reviewing the educational value, risk management, and planning quality of enhanced and high-risk visits submitted by the academies they line-manage. No enhanced-risk or high-risk visit can proceed without their approval.

An overview of trips and visits will occur once a half term through line management.

#### **g) The Estates and Facilities Directorate (Health and Safety)**

The Estates and Facilities Team provides expert advice and guidance on all aspects of health and safety relating to educational visits. This includes specialist counsel on legal compliance, insurance, first aid provision, and broader risk management matters. The team supports Directors, Principals, Headteachers, and Educational Visits Coordinators (EVCs) in understanding and meeting legislative requirements.

They also advise on specific elements of trip planning that may present additional health and safety risks, ensuring that all visits are compliant with current statutory duties and trust-wide policy. Their input

is particularly valuable for overseas, residential, and adventurous visits, where detailed scrutiny of risk and provision is essential.

## 4. Preparing for the Visit

The preparation phase is a critical component of any educational visit. It ensures all aspects of planning, risk management, parental engagement, and health and safety are considered thoroughly before the trip takes place. All planning must align with the trust's policy and the guidance available via EVOLVE, which serves as the central platform for managing off-site visits.

### a) Educational outcomes

Clarity regarding the intended outcome of the trip or visit will help to ensure that the potential benefit should be achieved.

Up to four clear intended learning, social, emotional, experiential or cross curricular outcomes. These outcomes will be evaluated at the end of the trip or visit.

### b) Trip Planning

Visit Leaders must use the Educational Visits Checklist, downloadable from EVOLVE, as part of the planning and risk assessment process. Visits should only proceed if the answer to all relevant checklist items is 'YES'. The checklist ensures that Trip Leaders consider all relevant planning factors including safeguarding, supervision, transport, and emergency procedures.

All staff are to use EVOLVE to manage both routine and one-off educational visits, including after-academy activities and sports fixtures that take place off-site. Each visit must have a nominated Trip Leader who is accountable for ensuring that the visit complies with this policy and relevant guidance. A designated safeguarding lead and a senior member of staff must be on-call for every trip, alongside 24-hour communication with the EVC.

When visits are taking place overseas the Foreign, Commonwealth and Development Office <sup>4</sup>website should be consulted to check any entry or exit requirements of the country in question.

Trips planned through external travel companies must use recognised and reputable providers. These companies should be accredited by relevant bodies such as ABTA, ATOL, or the Council for Learning Outside the Classroom<sup>5</sup>. When trips are organised in-house, all planning (especially around transport and accommodation) must be scrutinised carefully and communicated with the EVC at each stage.<sup>6</sup>

### c) Using an External Provider or Tour Operator

When a school or academy is using an external organisation to deliver activities or services during an educational visit the school / academy must ensure that due diligence takes place to ensure all operating processes and procedures for example:

- qualifications and competence of instructors
- insurance cover
- risk management systems
- safeguarding procedures
- equipment maintenance
- operating procedures and emergency plans

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<sup>4</sup> <https://www.gov.uk/foreign-travel-advice>

<sup>5</sup> The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations who meet nationally recognised standards."

Providers holding the [LOtC Quality Badge](#) have been assessed and accredited by independent inspectors.

<sup>6</sup> The DfE states "Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance.

These checks are not usually required for:

- Museums
- Galleries
- Zoos
- Historic sites
- Theatres
- Transport companies (Coach Provider form is used)
- Hotels/accommodation (except if abroad)

Schools should check that activity providers have accreditation from the Learning Outside the classroom Quality Badge (LOtC). If they do not hold the LOtC badge then if the provider is delivering an activity with instruction, equipment, or supervision then they must complete the CET Provider Form.

Visit Leaders must verify that all external providers (including LOtC) hold appropriate public liability insurance and obtain written assurance of safeguarding arrangements, including safer recruitment and DBS checks where relevant via a letter of assurance. Evidence of insurance and safeguarding assurance must be retained and uploaded to the EVOLVE visit record as part of the visit approval process.

**The use of an external provider does not remove the school's responsibility to ensure that appropriate safeguarding and safety standards are in place.**

The key reference is OEAP **National Guidance 4.4g – *Selecting External Providers and Facilities***.

#### **d) Advertising the visit**

Educational visits must not be promoted or advertised to students or parents until outline approval process have been fully completed and confirmed as approved on Evolve.

The outline approval stage will include the named visit leader, outcomes of the visits, dates of visits, costs of visit for students, proposed staffing Cover requirements.

#### **e) Inclusion**

Inclusive practice in educational visits is not only a legal obligation under the Equality Act 2010 but also a fundamental part of equitable and enriching academy experiences for all students.

Visit leaders must approach planning with a clear commitment to including all eligible students. This involves early and proactive collaboration with the SENCO (Special Educational Needs Coordinator), Inclusion Lead, and Designated Safeguarding Lead (DSL). Consideration should be given to a range of needs, including but not limited to disabilities, mobility, medical conditions, dietary requirements, and behavioural considerations. These factors are essential to ensure every student's safe and meaningful participation, even when not explicitly covered by legislation.

Each school's policy and planning processes should reflect the following key principles of inclusion:

- **Entitlement** – All students have the right to participate.
- **Accessibility** – Adjustments or modifications should be made to ensure realistic and safe access for all.
- **Integration** – Students should be supported to engage fully and meaningfully alongside their peers.

Principals/Headteachers must be satisfied that these principles are embedded in the planning and implementation of all visits. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, The Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Information of all medical, SEND and dietary needs of the group should be gathered and communicated to the visit team, providers, venues, other parents and pupils as required. Individual risk assessments and SEND plans for students should be uploaded to Evolve.

For further guidance see OEAP National Guidance document 3.2e Inclusion

#### **f) Risk Management**

Leaders will take a common sense and proportionate approach remembering that risk assessment and risk management are tools to enable children to undertake activities safely and not prevent activities taking place.

Through risk assessments risks are expected to be reduced to an acceptable or tolerable level.

Visit Leaders are responsible for completing and uploading risk assessments for each trip/visit to EVOLVE and ensuring they are relevant to the trip.

For each trip and/or visit a detailed itinerary is required to be uploaded to Evolve.

A **STAGED** risk assessment should be completed for each trip or visit looking at the specific risks of the trips/ visit that is influenced by Staffing, Travel, Activity, Group participants, Environment and Distance from home.

Completed risk assessments must be submitted to the EVC to verify that all foreseeable risks have been identified and appropriately mitigated.

#### **Sharing the findings of the risk assessment**

Once approved, the risk assessments must be discussed with all accompanying staff and volunteers.

#### **Risk assessments when using accredited providers.**

For providers who hold the LOTC Quality Badge, activity risk assessments do not need to be completed by the School/Academy. The risk assessments pertaining to the activities organised and led by the provider have been externally assessed and have been awarded the LOTC Quality Badge. These must be uploaded to the Evolve platform.

#### **Dynamic risk assessments**

A dynamic risk assessment is the continuous process of identifying hazards, assessing and taking action to reduce the risk of an ever-changing situation. The Visit leader should where necessary carry out a dynamic risk assessment while the visit is taking place. They should consider modifying or stopping the visit if the risk to the children is unacceptable. Visit leaders should put in place contingency procedures for such an eventuality.

The EVC will support Visit Leaders in completing specific or complex risk assessments, where required.

#### **g) Parent/Carer Consent**

No pupil may participate in an off-site visit without the necessary parent or carer consent.

Annual or one-off consent is appropriate for regular routine activities taking place under local area visits policy and the schools standard operating procedures during school hours as part of the normal curriculum.

For enhanced and high-risk trips, a trip-specific consent form must be completed, including emergency contact details and updated information about the student's physical or mental health.

Trip Leaders are responsible for checking each pupil's health and medical information via the academy MIS. This includes identifying students who may require individual risk assessments, produced by the Visit leaders, EVC or another suitably qualified person.

For all residential and overseas visits, the Trip Leader must arrange a parent meeting to communicate key details of the visit and respond to questions. All accompanying staff are expected to attend these sessions.

For further guidance see OEAP National Guidance 4.3d Parental Consent

#### **h) Insurance**

All educational visits must be appropriately insured, with coverage tailored to the nature of the trip and the activities involved. Where adventurous or high-risk activities such as water sports or winter sports are planned, additional insurance is required. It is essential that any pre-existing medical conditions—whether physical (e.g., asthma, epilepsy) or mental health-related (e.g., anxiety, depression, eating disorders, phobias)—are fully disclosed to ensure insurance coverage.

In some cases, a GP or consultant letter may be required to confirm that a student is medically fit to participate in all or specific elements of the trip. Alternatively, parents may be asked to secure separate insurance. Students may be restricted from taking part in certain activities based on advice from their healthcare providers or from individual risk assessments. It is the Trip Leader's responsibility to ensure that these restrictions are followed in full.

#### **i) Transport**

Transport arrangements must be planned, risk assessed and appropriate to the needs of the group, recognising that travel can present a higher level of risk than the activity itself. Visit Leaders must select transport that is suitable for the journey, group size, age, needs and level of supervision required, taking account of journey length, timing, cost, environmental impact and accessibility.

Where transport is provided by an external company (e.g. coach or bus), Visit Leaders must ensure the provider is reputable and meets required safety and legal standards. Where a provider is not approved or previously used, the **CET Coach/Minibus Provider Statement** must be obtained and reviewed to confirm licensing, insurance, vehicle maintenance, driver competence, safeguarding arrangements and emergency procedures. This must be uploaded to Evolve as part of the approval process.

Visit Leaders must consider key safety factors including the suitability of the driver, vehicle and provider, the planned route and journey conditions, and the behaviour and supervision of the group. Planning must include clear arrangements for supervision, seating, pick-up and drop-off, rest stops and contingencies for delays or emergencies. Leaders must ensure appropriate briefing of staff and pupils, maintain headcounts during transitions, and ensure that transport arrangements are clearly recorded within Evolve and proportionate to the level of risk.

Where private cars or parent-provided transport are used as part of the visit, the academy must ensure appropriate checks are undertaken to confirm that drivers are suitable, vehicles are roadworthy and insured for the intended use, and that clear arrangements are in place for supervision and the safe handover of responsibility.

## **j) Gift visits**

Staff must refer to the Creative Education Trust Gifts and Hospitality Policy when considering any offer of a complimentary visit or stay provided by a supplier or venue with the intention of encouraging a future educational visit. Such offers must be carefully considered to ensure transparency, integrity, and compliance with trust policy.

## **k) Charging for the visit**

As a multi-academy trust, we are committed to ensuring all pupils have access to high-quality educational experiences, both within and beyond the classroom. This includes academy visits that enhance the curriculum and support students' broader personal development.

In accordance with the Education Act 1996 (Sections 449–462), our academies do not charge for any element of an academy visit that is considered part of the national curriculum, takes place during academy hours, or is a statutory requirement. This includes educational visits that support classroom learning and form part of the school's planned curriculum offer.

However, our schools may make charges for optional extras that fall outside of these parameters. This includes visits that take place outside of normal academy hours and are not part of the national curriculum, as well as costs related to board and lodging on residential visits. In such cases, parents and carers will be informed of the charges in advance.

Schools within the trust are permitted to request voluntary contributions to support the cost of academy visits. It must be clearly communicated that these contributions are not compulsory and that no pupil will be excluded from a visit if their parent or carer is unable or unwilling to contribute. Every effort will be made to ensure visits remain inclusive and accessible to all students, regardless of financial circumstances.

For all trips which include a payment contribution from parents/carers:

- a 50% subsidy should be available for pupil premium (PP) children
- the proportion of PP children budgeted for should be in line with the PP percentage for the school
- this applies to all trips, both domestic and overseas
- The trip should only go ahead if the school has budget available for the PP subsidy, pre-agreed with the PP budget holder in the school

The trip costing form should be included in the submission for Outline approval and the maximum amount that would be required from the Pupil Premium budget clearly stated. The CET procurement policy should be adhered to. The Central Finance Team will give outline approval to the trip once the document has been reviewed. If further information is required, then a note will be sent via Evolve to the Visit leader.

All parts of the form need to be completed. If you have any queries when completing the form, please contact the finance service help desk in the first instance and they will be able to support.

By completing the form, it is assumed that you have approval from the Pupil premium budget holder, Budget holders for school contributions and budget holder for shortfall charges to confirm that any balance not covered by parent/carers contributions will be charged to their budget.

Once outline approval is agreed by all partners the Central Finance Team will then create the Trip account on PSF so that all income and costs can be allocated against it and inform the Regional Business Partner.

Please see CET Procurement policy for detailed guidance regarding charging for educational visits and school trip set up.

## **l) Contingency Funds**

Trip leaders may add a reasonable contingency surplus to cover unforeseen costs. Any unused surplus must be returned to families after the trip. Leaders should plan and document this transparently.

## **m) Overseas Travel Documentation and Medical Cover**

Visit Leaders must ensure that all participants and staff have valid and appropriate travel documentation in place prior to departure. This includes passports, visas (where required), and appropriate medical cover. For travel to Europe, passports must meet current entry requirements, including being issued within the last 10 years and having sufficient validity remaining for the duration of the visit. Visit Leaders must check requirements in advance and confirm compliance for all participants.

For visits within the Schengen Area, Visit Leaders must ensure that travel arrangements comply with entry and border requirements, including passport validity, duration of stay limits and any additional requirements for non-UK nationals. Where required, ETIAS or other entry permissions must be secured prior to travel.

All participants must hold a valid UK Global Health Insurance Card (GHIC) (or EHIC where still valid), which provides access to state healthcare during temporary stays in participating countries. Visit Leaders must ensure that appropriate travel insurance is also in place, as GHIC/EHIC does not replace comprehensive travel insurance or cover all medical or repatriation costs.

Visit Leaders must ensure that copies of all travel documentation are retained securely and accessible during the visit, and that procedures are in place to respond to lost or stolen passports or medical emergencies. These arrangements must be clearly recorded within Evolve and communicated to staff and parents as part of the visit planning process.

## **5. During the visit**

### **a) Supervision**

Visit Leaders must ensure that supervision is effective, appropriate and proportionate at all times, in line with and OEAP National Guidance (4.3b – Ratios and Effective Supervision). On all visits there should be an 'effective level of supervision' that has been approved by the EVC and Headteacher/Principal.

The level and type of supervision must be determined through risk assessment, taking account of:

- the age, maturity, behaviour and needs of the group
- the type of activity, duration and distance from school
- experience and competence of the adults
- the environment and time of year
- plan b or contingency options

Supervision may be direct or indirect but must always ensure that staff can maintain clear oversight of participants and respond promptly to changing circumstances. Leaders must ensure that supervision is not compromised at any point, including during transport, transitions, free time and higher-risk activities, and that all staff understand their roles and responsibilities in maintaining safe and effective supervision.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staff ratio.

Where remote supervision is used, this must be explicitly planned and justified in line with [OEAP National Guidance 4.3b - Ratios and Effective Supervision](#). It must only be used where participants have

demonstrated the competence, experience and judgement to operate independently within agreed boundaries.

Visit Leaders must ensure that clear systems are in place for communication, monitoring, defined check points and emergency response, and that staff retain the ability to intervene promptly where required. Remote supervision must not reduce the effectiveness of safeguarding or risk management and must be clearly recorded within Evolve.

**For Early Years Foundation Stage (EYFS):** pupils' supervision must be direct continuous, and maintained by appropriately qualified staff at all times. Statutory EYFS staff-to-child ratios must be met as a minimum and increased where required by risk assessment. Children must remain within sight and/or hearing of staff, with clear allocation of responsibility for individual pupils, and supervision arrangements must ensure their safety, welfare, and safeguarding needs are fully met throughout the visit.

## **b) First Aid and Medical Needs**

First aid kits appropriate to the trip must be carried on all visits.

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

For standard visits where possible, at least one staff member should be a qualified first aider.

The requirement of first aid cover is subject to the findings of the risk assessment. Where there are students or staff present with a pre-existing medical condition, or where there may be a need for emergency medication to be administered, a first aider should be in attendance.

First aiders should be in attendance on residential study trips, adventurous activities, overseas trips and trips where large numbers are travelling.

The Trip Leader must have access to emergency contact details back at academy (usually the EVC) and, for overseas or complex trips, contact details for the Trust.

Staff must have access to mobile phones for business use only; students should never have staff personal contact numbers, and parents must be advised to use the designated emergency contact provided pre-trip.

Where remote supervision is used (for example during a Duke of Edinburgh's Award expedition), the supervisor should ensure that the group has:

- The ability to contact qualified first aid support;
- An appropriate level of competence and first aid materials to look after themselves until help arrives.

Refer to the OEAP National Guidance Document 4.4b First Aid for further guidance

## **c) Student Identification**

Students should be easily identifiable on trips, using bibs, lanyards, wristbands or badges where appropriate.

On residential trips, especially abroad, students must carry ID cards including their name, accommodation and contact details, trip and EVC phone numbers with international dialling codes, and essential medical or assistance information in the local language where applicable.

#### **d) Pastoral Responsibilities**

All accompanying staff share collective responsibility for pupil wellbeing and conduct throughout the trip. This includes travel times. Students should be briefed regularly, and staff should be familiar with their assigned pupil groups. The Visit Leader may delegate groups to staff to support coordination of passports, headcounts, and general supervision. Flexibility to support other groups is expected.

#### **e) Staff Conduct**

Staff must maintain the same professional standards expected in academy settings. This includes punctuality, clarity of roles (agreed in a pre-departure meeting), and active involvement in risk assessment. Staff are strictly prohibited from consuming alcohol or using substances<sup>7</sup> during the trip, as they are considered on duty throughout. This policy also applies to students. Breaches may lead to disciplinary action. Staff meals and non-alcoholic drinks should be covered either within the student trip fee or from the trip's contingency fund.

#### **f) Relatives of staff members**

Children of staff members are not permitted to attend educational visits unless they are enrolled at the academy. Similarly, pupils from other academies are not allowed to join visits organised by an academy in which they are not on roll.

When allocating staff to support an educational visit, leaders should also consider the personal circumstances of those being asked to attend, including childcare responsibilities, health needs, and other relevant factors.

Partners, family members or friends of visit leaders or accompanying staff are not permitted to attend or accompany trips or visits unless they are enrolled at the academy.

#### **g) Driving Requirements**

Only staff who hold a valid driving licence and have passed the MiDAS (Minibus Driver Awareness Scheme) test are permitted to drive an academy minibus or hired vehicle in the UK.

For overseas trips, no staff may drive hired vehicles without explicit approval from the Headteacher or Principal and EVC. Transporting pupils in such vehicles also requires written parental consent.

Depending on the length of the journey, Trip leaders will consider if any service station stops are required, where they will be, they will ensure that procedures and risk assessment in place to monitor students whilst there

#### **h) Emergency Procedures**

Educational visits must have clear and robust emergency procedures in place to respond to unexpected incidents or critical situations. These should be agreed with the EVC and Principal as part of the trip planning. These should include how to access the 24-hour Emergency Contact.

The Emergency procedure must be uploaded to Evolve as part of the trip submission – Annex x

This must include:

- A clear **emergency plan** that outlines what to do if things go wrong.
- Roles and responsibilities of staff in an emergency.

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<sup>7</sup> "Substances" refers to any illegal drugs, non-prescribed medications, or other materials that could impair an adult's judgment or abilities. This includes all controlled substances and any items used for recreational purposes or performance enhancement.

- Contact procedures with the establishment and emergency services.
- Arrangements for supporting the group and dealing with casualties, missing persons, etc.

If travelling a major city, high profile venue or international destination you should consider terrorist threats as part of the emergency plan and risk assessments. Students should be aware of the Run, Hide, Tell guidance.

All staff involved in off-site activities must be familiar with these procedures and know how to activate them in a timely and coordinated manner.

If the visit requires remote supervision participants should have an appropriate version of the Emergency Procedures and be trained in how to apply them.

In the event of a critical incident, defined as an event beyond the normal coping ability of the trip leadership team—the school's emergency plan must be followed. All visit staff are expected to be familiar with this plan, which is tested bi-annually or following major staffing changes.

If an incident goes beyond the school's immediate response capacity, such as serious injury, fatality, or an incident likely to attract media attention, the visit leader must escalate the Emergency Incident Plan, and base contact **must** escalate the issue to the Principal and Designated Trust contact without delay. This includes contacting the Head of Safeguarding or a designated member of the Safeguarding team.

To aid with response all visit leaders must carry one of the following at all times during a trip:

- An EVOLVE Emergency Card, or
- CET Emergency Plan – Appendix

For further details refer to OEAP National Guidance

4.1b Emergencies and Critical Incidents – Overview

4.1c Emergencies and Critical Incidents - Guidance for Leaders

[4.1c - Emergency Procedures for visit leaders](#)

4.1d Emergencies and Critical Incidents - Guidance for Establishments

### **i) Nominated Emergency Base Contact**

The Academy will appoint a Base Contact for all off-site visits. The Base Contact must be a member of the Senior Leadership Team (SLT) or another appropriately senior and authorised leader. (As of September 2026 – must have Trust DSL training). During academy hours, this will usually be the main academy office who will direct the communication to the base contact or Principal.

The Base Contact acts on behalf of the Academy during off-site visits, providing senior oversight, decision-making authority and emergency coordination if an incident or critical incident occurs.

The Base Contact must be familiar with:

- the Trust's Trips and Visits Policy;
- emergency and critical incident procedures;
- the specific visit details, itinerary and emergency information provided prior to departure.

They must be authorised to make immediate decisions, including:

- activating emergency or critical incident procedures;
- liaising with emergency services;
- escalating to Academy Principal / Headteacher and Designated Trust leadership;

- managing communications and media responses in line with Trust procedures and direction if instructed.

The Base Contact must be available at all times for the duration of the visit, including outside normal working hours, overnight and during weekends, and must be contactable by telephone at all times.

Where availability cannot be guaranteed, a clearly identified and equally authorised deputy must be formally designated in advance.

The Base Contact must be fit to carry out the role at all times. This includes being:

- mentally alert;
- capable of calm, rational and timely decision-making;
- not under the influence of alcohol, drugs, medication or any other substance that could impair judgement or responsiveness.

The responsibility to remain fit to act rests with the individual, and any circumstance that compromises this must be declared immediately so that responsibility can be handed over to an authorised deputy.

When receiving an emergency call, the Base Contact (or nominated First Contact):

- remains calm and as a first priority ensure the safety and wellbeing of pupils, staff and other stakeholders.
- gathers and records essential information accurately using the ETHANE method.
  - **E**xact location
  - **T**ype of incident
  - **H**azards present or suspected
  - **A**ccess routes
  - **N**umber of casualties or persons involved
  - **E**mergency services present and required
- ensures emergency services are contacted where required;
- maintains communication with the Visit Leader until responsibility is formally transferred;
- immediately informs the Academy Principal / Headteacher and relevant Trust leaders in line with emergency procedures and delivers the ETHANE briefing

The Base Contact controls all onward communications, ensuring that:

- parents/carers are informed appropriately through agreed Trust channels;
- Visit Leaders are not placed under pressure to manage media or parental contact directly;
- all actions and decisions are logged accurately.

Further information is available at the National Guidance

[OEAP 4.1f - Guidance for First Contact](#)

#### **j) Access to Medical and Emergency Information**

During academy hours: The visit leadership team will have access to all relevant medical details for participants, including staff.

Outside of academy hours: Both the visit leadership team and the emergency base contact must have access to all emergency contact details and key medical information.

## **k) Safeguarding and Child Protection Concerns**

All staff participating in an educational visit have a duty to report any safeguarding concerns immediately. Safeguarding always remains a priority, including during off-site activities, and must be treated with the same level of seriousness as within the academy setting.

If a concern arises, staff must record it as soon as it is safe and appropriate to do so, using CPOMS. This written record should provide a clear and factual account of the concern, including any observations or disclosures. It must also detail the actions taken, any decisions made, and the rationale behind those decisions. Accuracy, objectivity, and clarity are essential in these records.

All safeguarding matters must be handled with urgency, discretion, and in full compliance with the trust's safeguarding policy and academy child protection policy.

## **6. After the Visit**

### **a) Monitoring, Evaluation and Review**

The Trust will monitor, evaluate and review all off-site visits and learning outside the classroom in accordance with Outdoor Education Advisers' Panel (OEAP) National Guidance. Evaluation will be integral to the Trust's commitment to continual improvement and will directly inform future planning, leadership practice and risk management.

Monitoring and evaluation will consider both immediate outcomes and longer-term impact, including:

- Safeguarding effectiveness
- Inclusion and accessibility
- Supervision arrangements and leadership
- Incidents, near misses and risk control measures
- Achievement of intended learning objectives
- Pupil engagement, attendance and participation

#### **i. Operational Oversight**

- Educational Visits Coordinators (EVCs) and Headteachers/Principals will review forthcoming visits and associated submissions at least fortnightly to ensure compliance with Trust policy, statutory guidance and OEAP expectations.
- Education Directors will review trips and visits data termly, evaluating patterns, trends and compliance to ensure robust processes and continuous improvement across the Trust.
- The Trust Health and Safety Committee will review trips and visits data as a standing agenda item once per term, providing strategic oversight and assurance.

#### **ii. Post-Visit Evaluation**

- Visit Leaders must complete a written evaluation for all residential, adventurous and overseas visits within seven school days of return. Using professional judgement, leaders will reflect on strengths, areas for development and the effectiveness of risk management arrangements. Evidence may include:
  - Staff reflections
  - Pupil voice
  - Incident or near-miss records
  - Safeguarding information
  - Engagement and attendance data

Findings will be used formatively to strengthen future planning, decision-making and leadership practice.

- EVCs will review all Visit Leader evaluations for residential, adventurous and overseas visits. They will identify lessons learned and share relevant findings with the Headteacher/Principal through line-management processes to support assurance, compliance and forward planning.

### iii. Field Monitoring

Each EVC is expected to undertake at least one field monitoring visit per term. The approved Field Monitoring Form must be completed and shared with the Visit Leader, Headteacher/Principal and Head of Personal Development to provide triangulated assurance and support quality improvement.

## 7. Types of Visits – Further information

### a) Overseas visits

The visit leader should consider the relevant country information from the Foreign, Commonwealth and Development Office (FCDO) website: <https://www.gov.uk/foreign-travel-advice> and circulate all relevant FCOD advice amongst the staff team.

For all visits it is essential that consideration is given to:

- Culture: Food and drink, local customs; religion, expected behaviour/dress, gender issues, sanitary arrangements
- Accommodation: Checked for suitability, security, safety precautions and emergency evacuation
- Transport systems: Assessed for safe use

### b) Overseas expeditions

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

When planning an expedition and selecting a provider schools should particularly consider the educational aims of the venture and that requirements relating to 'best value' are met.

Overseas expeditions will only be approved if the Provider either:

- Holds an LOtC Quality Badge; or
- Provides a statement of compliance with Guidance for Overseas Expeditions (Edition 4)

For providers that do not hold an LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edition 4' should be referred to when the proposal is initiated. This contains information for both schools and providers, and includes a checklist of vital aspects that must be considered prior to the school making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

### c) Duke of Edinburgh Award (DofE)

To organise DofE expedition, you must be a DofE Licensed organisation or operate under a DofE Licensed organisation.

Only students on the roll of a CET Academy and who have signed up to DofE and logged into their DofE account will be allowed to attend a DofE expedition. All Duke of Edinburgh's Award activities must be planned, approved and delivered in accordance with DofE requirements and OEAP National Guidance.

Expedition Leaders must ensure that all staff involved are competent, appropriately trained and, where required, hold relevant qualifications or have their competence formally verified. Before undertaking the

expedition, the Expedition Supervisor, DofE Manager, EVC and Principal must be satisfied that all participants are capable of undertaking the planned expedition, trained to a level considered to be safe to operate under remote supervision as covered in the DofE Expedition Supervisors Training Course (ESTC) and the necessary risk assessments in place.

Remote supervision must be carefully planned, risk assessed and appropriate to the competence, experience and needs of the group. Expedition Leaders must ensure that participants have demonstrated the necessary skills and judgement to operate with a degree of independence, and that clear supervision arrangements are in place, including defined check points, communication systems and emergency procedures. Staff must be able to intervene promptly where required and must maintain an appropriate level of oversight throughout the expedition. Remote supervision must not reduce the effectiveness of safeguarding or risk management and must be clearly recorded within Evolve, with all staff and participants fully briefed on expectations and procedures.

DofE expeditions must have at least one member of staff first-aid qualified, and all staff should have a basic understanding of first aid and emergency procedures.



## 8. Appendix

### i) Provider statement

*To be completed before final submission of all trips*

- You should only complete this form if the provider does not hold a valid Learning Outside the Classroom Quality Badge, unless you require confirmation of the questions in Section A. Details of badge holders can be found at [LOtC Quality Badge](#)
- If no LOtC then you should complete Part 1 and then send the form to the provider for completion
- If you need advice on the interpretation of information given by the provider on this form, you should discuss with your school's EVC.

#### Part 1: To be completed by the Visit Leader

<b>Name &amp; address of establishment</b>	
<b>Email</b>	
<b>Name of Visit Leader</b>	
<b>Name of provider</b>	
<b>Proposed date of visits (specific date. or a date range)</b>	

#### Part 2: To be completed by the Provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add \* to your response, and give the information in the space provided at the foot of the form.

If you hold a valid Learning Outside the Classroom (LOtC) Quality Badge, you need complete only Section A and the Confirmation.

<b>Section A</b>		
<b>To be completed for all types of visits</b>		
<b>1. Learning Outside the Classroom Quality Badge?</b>		
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?	
<b>2. Data Protection</b>		
2.1	Do you comply with the Data Protection Act 2018 and GDPR?	
2.2	Do you have a privacy policy that explains how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?	
2.3	Do you undertake to ensure that no images of participants taken or used for marketing purposes, or published in any way, without the specific consent of the establishment and of the participants (or their parents if the participants are under 18)?	
<b>3. Waivers / Disclaimers</b>		
3.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury resulting from your negligence?	

<b>SECTION B</b>		
<b>To be completed for all types of visits</b>		
<b>4. Insurance</b>		
4.1	Do you hold public liability insurance which will be current during the proposed visit which covers all directly provided and sub-contracted activity?	
4.2	What is the indemnity limit?	
<b>5. Health, Safety and Emergency Policies</b>		
5.1	Do you comply with relevant health and safety regulations, including Health and Safety at Work etc Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?	
5.2	Do you have procedures for accidents & emergencies, and for reporting incidents and accidents?	
<b>6. Vehicles</b>		
6.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country I which they will be used and regulations on passenger seats and seat restraints?	
<b>7. Staffing</b>		
7.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	
7.2	Are there regular opportunities for liaison between your staff and establishment staff?	
7.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reason for any such changes be made known to establishment staff?	
<b>8. Accommodation (including camping)</b>		
8.1	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005)?	
8.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
8.3	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
8.4	Are separate male and female sleeping accommodation and washing facilities provided?	
8.5	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
<b>9. Sub-contracting</b>		
9.1	Will you sub-contract any services (e.g. activity instruction, transport, accommodation)?	
9.2	Where any element of provision is subcontracted, do you ensure that each sub-contractor meets the relevant specifications, outlined in the other sections of this form, and are records of checks of sub-contractors available for inspection?	

<b>SECTION C</b>		
<b>To be completed if the visit includes activities or field studies</b>		
<b>10. Activity Management</b>		
To be completed about ALL activities (not just adventure activities)		
10.1	Do you have a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
10.2	Do you maintain a written code of practice (or similar document) for activities, which is consistent with any relevant National Governing Body (NGB) (or equivalent organisation) guidelines and, if overseas, the relevant regulations of the country concerned?	
10.3	Do you confirm staff competence by appropriate qualification for any adventure activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
10.4	When there is no NGB or equivalent organisation for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice or similar document?	
10.5	Will participants at all times have access to a person with a current first aid qualification and are staff practiced & competent in accident & emergency procedures?	
10.6	Do you make clear your expectations of how supervision of participants is shared between your staff and visiting staff?	
10.7		
<b>11. Adventure Activities Licensing Authority (AALA) Licence</b>		
<b>To be completed if any activities are within the scope of the licensing regulations</b>		
11.1	AALA Reference Number	
	Date of expiry	
11.2	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	

<b>SECTION D</b>		
<b>To be completed if your provision is within the legal definition of package travel – see</b>		
<a href="#">Gov UK - Package holidays</a>		
<b>12. Tour Operators and Package Providers</b>		
12.1	Do you comply with Package Holidays and Package Tours Regulations 1992, the Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001 and the Package Travel and linked Travel Arrangements Regulations 2018 including bonding to safeguard customers monies?	
12.1	Details of bonding (ATOL, ABTA, etc.)	

<b>SECTION E</b>		
<b>To be completed if the visit includes an overseas expedition as defined at:</b>		
<a href="#">OEAP National Guidance - Overseas Expeditions</a>		
<b>13. Overseas Expeditions</b>		
13.1	Do you comply with the British Standard BS8848:2014?	

**SECTION F - ACCREDITATION****14. Details of any accreditations held by the Provider**

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**PROVIDER CONFIRMATION**

I confirm that the details given above are correct, and that our organisation will give prior notification of any changes in them, or any other changes that might affect the safety and wellbeing of user groups

<b>Name:</b>		<b>Position:</b>	
<b>Name of Provider:</b>			
<b>Address of Provider:</b>			
<b>Email:</b>		<b>Telephone:</b>	
<b>Website:</b>			
<b>Additional Information</b>			
<b>Signed</b>		<b>Date:</b>	



## ii) Swimming pool provider statement

*To be completed before final submission of all trips involving swimming and uploaded to the Evolve platform*

### Notes for the establishment planning a visit to the swimming pool

- For advice on using a swimming pool, see OEAP National Guidance document.
- You should complete Part 1 and then send the form to the swimming pool provider
- If you need advice on the interpretation of information given by the provider on this form, please contact the Evolve Advice adviser.
- You may need to ask additional questions depending upon your requirements. For example, about the provision for any participants with specific special needs or disabilities or whether you can have exclusive use of the pool or changing facilities.

### Part 1: To be completed by the Visiting establishment

<b>Name &amp; address of establishment (School / College etc)</b>	
<b>Name of establishment contact</b>	
<b>Establishment contact email</b>	
<b>Establishment Phone number</b>	
<b>Name of Swimming Pool</b>	
<b>Address of Swimming pool</b>	

### Part 2: To be completed by the Provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add \* to your response, and give the information in the space provided at the foot of the form.

<b>Section A</b>		
<b>To be completed by all providers</b>		
<b>15. Data Protection</b>		
1.1	Do you comply with the Data Protection Act 2018 and GDPR?	
1.2	Do you have a privacy policy that explains how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?	
1.3	Do you undertake to ensure that no images of participants taken or used for marketing purposes, or published in any way, without the specific consent of the establishment and of the participants (or their parents if the participants are under 18)?	
<b>16. Waivers / Disclaimers</b>		

3.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury resulting from your negligence?	
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<b>17. Insurance</b>
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3.1	Do you hold public liability insurance which will be current during the proposed visit which covers all directly provided and sub-contracted activity? This is uploaded to the Evolve visit form.	
3.2	What is the indemnity limit?	

<b>18. Health, Safety and Emergency Policies</b>
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5.1	Do you comply with relevant health and safety regulations, including Health and Safety at Work etc Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?	
5.2	Do you have procedures for accidents & emergencies, and for reporting incidents and accidents?	

<b>19. Safeguarding</b>
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5.1	Are your staff who have access to changing rooms appropriately vetted with DBS checks?	
5.2	Do changing rooms allow for privacy for mixed sex groups?	

<b>20. Visiting Groups</b>
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6.1	Are establishment staff provided in advance with relevant information from your operating and emergency procedures, made aware of their roles in them, and provided with any necessary training?	
6.2	What is the maximum number of participants the establishment can bring (including learners and establishment staff who will enter the water), so that the maximum pool load is not exceeded? If this varies from visit to visit, please explain in Section D below how the number will be agreed on each occasion.	

<b>SECTION B</b>
<b>To be completed if you provide lifeguards</b>

1.	Do all lifeguards hold current appropriate nationally-recognised lifeguard qualification, such as those recommended in <a href="#">OEAP National Guidance Document 7.1 Swimming Pools</a> <i>If any lifeguards do not hold such a qualification, please explain, in section D below, how you assess their competence.</i>	
2.	Are all lifeguards tested to the maximum depth of the pool?	
3.	Do all lifeguards participate in regular ongoing training, as recommended in <a href="#">HSG179?</a>	
4.	Is the number of lifeguards on duty always appropriate for the number of people in the pool, their abilities and planned activities, and based on your risk assessments and the guidance in <a href="#">HSG179?</a>	
5.	Are any of the lifeguards not directly employed by you? If so, please explain in Section D.	

<b>SECTION C</b>
<b>To be completed if you provide swimming instruction</b>

1.	Do the lead swimming teachers/instructors hold a minimum of the SEQ level 2 Teaching Swimming Level 2 award or equivalent, and do any assistants hold a minimum of the SEQ Level 1 Swimming Assistant award or equivalent. If not please explain in section D below how you assess their competence to instruct swimming.
2.	Are establishment staff expected to assist with swimming instruction?
3.	Is the maximum number of learners per swimming teacher/instructor appropriate for their ability and the nature of the pool, and in keeping with risk assessments?
4.	Are there any swimming teachers/instructors not directly employed by you? If so, please explain in section D below.
5.	For a school group in Key Stage 1 or 2 will swimming instruction and assessment meet National Curriculum requirements (including water safety)
6.	Will the effectiveness of swimming instruction be monitored by pool managers?

<b>SECTION D</b>
<b>Please provide any further information necessary to clarify your responses</b>

<b>PROVIDER CONFIRMATION</b>			
I confirm that the details given above are correct, and that our organisation will give prior notification of any changes in them, or any other changes that might affect the safety and wellbeing of user groups			
<b>Name:</b>		<b>Position:</b>	
<b>Name of Provider:</b>			
<b>Address of Provider:</b>			
<b>Email:</b>		<b>Telephone:</b>	
<b>Website:</b>			
<b>Additional Information</b>			
<b>Signed</b>		<b>Date:</b>	



### iii) Coach/Minibus Provider Statement

*Notes for the establishment / school service*



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- You should complete Part 1 and then send the form to the provider for completion.
- If you need advice on the interpretation of information given by the provider on this form, you should contact your establishment's Educational Visits Coordinator (EVC).

#### Notes for the coach/minibus transport provider

- Thank you for completing this form. It is designed to help the establishment confirm that you meet required standards.

Please complete Part 2 and return it to the contact at the establishment named below.

#### **PART 1: To be completed by the establishment (school/service)**

Name & address of establishment (school/service)	
Email	
Name of contact	
Name of transport provider	
Age range of the group(s) travelling	
Details of any relevant characteristics or special needs of the group(s) (e.g. wheelchair users, disabilities, behaviour)	

## PART 2: To be completed by the transport provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add an asterisk (\*) to your response, and give the information in the space provided at the foot of the form.

<b>DVLA Earned Recognition</b> (See <a href="http://www.gov.uk/government/collections/dvsa-earned-recognition-guidance-and-forms">www.gov.uk/government/collections/dvsa-earned-recognition-guidance-and-forms</a> )	
1.	Do you hold DVLA Earned Recognition?

Section A must be completed if you do not hold DVLA Earned Recognition.

Section B must be completed by all providers.

Section C must be completed if any of your transport provision will be outside the UK.

<b>Section A: To be completed if you <u>DO NOT</u> hold DVLA Earned Recognition</b>	
1.	Do you hold a valid Public Service Vehicle licence?
2.	What is your current Operator Compliance Risk Score (red, amber or green)?
3.	Are you currently accredited by the DVSA earned recognition scheme? See <a href="http://www.gov.uk/government/publications/dvsa-earned-recognition-for-vehicle-operators-list-of-accredited-operators">www.gov.uk/government/publications/dvsa-earned-recognition-for-vehicle-operators-list-of-accredited-operators</a>
4.	Will any coach or minibus used, and its driver, comply with all legal requirements?
5.	Will any coach or minibus used have undergone recent thorough safety checks in line with government guidance? Checks should be every 4 to 13 weeks depending upon the age of the vehicle and its operating conditions.
6.	Does a competent person do a walkaround check on vehicles daily before use?
7.	Will any coach or minibus used be equipped with all necessary safety equipment including a first aid kit, fire extinguishers and functioning torches?
8.	Will drivers carry a valid Driver Certificate of Professional Competence (CPC) card which will be available for inspection?
9.	Will drivers conform fully with all driving hours regulations?

<b>Section B: To be completed by all providers</b>	
10.	Will any coach used comply with UN ECE regulation 66 regarding the strength of the roof? (Applies only to single-deck coaches designed for more than 22 passengers)
11.	What is the indemnity limit of your public liability insurance? £      M
12.	Do you hold employer's liability insurance?
13.	Will any coach or minibus used have seat belts and/or child restraints for every seat, which are appropriate to the group?
14.	Will any coach or minibus used have access and secure positioning for a wheelchair if required?
15.	Will any coach or minibus used carry spare drinking water for all passengers in the case of a long delay?
16.	Do you have recruitment procedures which ensure that drivers are suitable for working with children?
17.	Will any drivers have undertaken an enhanced DBS check?

18.	Have you carried out a specific health and safety risk assessment for travel with groups similar to the group(s) expected from this establishment?	
19.	Have all drivers received training to operate with groups similar to the group(s) expected from this establishment?	
20.	Will drivers have an emergency procedure to follow in the event of an incident (for example, a breakdown on a motorway)?	
21.	Will you have a 24/7 helpline for the duration of any journey?	
22.	Will you have adequate backup available (for example, if a coach or minibus becomes unserviceable, a driver is sick or there is an incident)?	
23.	Do you agree not to sub-contract coach or minibus provision to another provider without the establishment's agreement?	

**Section C: Please complete this section if any transport provision will be outside the UK**

2.	Does all your insurance cover operating outside the UK?	
3.	Is your Public Service Vehicle licence valid in the countries to be visited?	
4.	Are drivers experienced in driving in the countries to be visited?	
5.	Are drivers aware of all relevant regulations in the countries to be visited, including driving hours regulations, speed limits, traffic signs, etc.?	
6.	Are drivers experienced in the conditions to be expected (e.g. mountain roads, winter conditions, using snow chains)?	
7.	Do drivers speak the local languages?	

**COACH/MINIBUS TRANSPORT PROVIDER CONFIRMATION**

I confirm that the details given above are correct, and that we will notify the establishment of any changes.

Signed		Date	
Name		Position	
Name of Provider			
Address of Provider			
Telephone		Website	
Email			
<b>Additional information</b>			

## iv) Visit Leader Checklist

To be completed before final submission of all trips and uploaded to the Evolve platform



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<b>General</b>	
Outline approval for the trip is uploaded to Evolve with the required details	
The intent of the visit is clear, integral to the academy's curriculum/programme, and focuses on the learning and development of the participants (4.3a).	
The risks of all aspects of the visit have been considered, and it is clear what leaders need to do to manage the risks (4.3c).	
There is access to first aid appropriate to the group and environment (4.4b).	
Suitable insurance is in place (4.4c).	
There are alternative options (a 'Plan B') as necessary (4.1a)	
There are emergency procedures for which leaders and emergency contacts have been prepared and are appropriate to the planned activities, the group, the environment and the remoteness of the visit/activity locations (4.1c, 4.1g).	
I have access to sufficient funds costed into the trip and an effective means of communication in case of emergency.	
The school visit is compliant with the CET Charging policy for Trips and Visits	
External providers and facilities meet expected standards (4.4g) and are either LOTC registered or a Provider Statement has been uploaded	
All insurance certificates and Letter of assurance have been uploaded to Evolve	
Any contract with a provider is satisfactory and has been agreed by an authorised person in my academy (3.2i).	
The visit meets the requirements of CET Trips and Visits policy and OEAP guidance	
Evaluation and review arrangements have been agreed (4.2c, 5.1d).	
<b>Staffing</b>	
I am clearly identified and approved as the Visit Leader and am aware of my responsibilities (3.4k).	
All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved (3.2d, 4.2a).	
There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies (4.3b).	
If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff, and these are recorded on the risk assessments (4.4h)	

Leaders and helpers have received all relevant information about the visit and the group and are clear about any risks and their role in managing them.	
I have kept my Educational Visits Coordinator (EVC) informed during the planning process.	
<b>Timing</b>	
The timing of the visit is appropriate for the activities being undertaken, the group composition	
<b>Activities</b>	
The programme of activities is designed to achieve the visit's intent and is appropriate to the nature of the participants.	
The risks involved in specific activities have been considered (7a to 7z).	
The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.	
There is sufficient suitable equipment available which has been checked for suitability and safety	
Travel/transport arrangements are appropriate (4.5a).	
<b>Group</b>	
Parents have been fully informed about the visit and have given their consent gained through the Evolve system if this is required. The parents' briefings are uploaded to Evolve. (4.3d).	
Any contracts with participants/parents, including any charges, meet my academy's requirements (3.2c, 3.2i).	
Up to date contact details, medical and allergy information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider and uploaded to the Evolve system (4.4j, 6o).	
If food is provided, it meets the requirements of 'Natasha's Law' (6o)	
Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.	
Plans for the visit comply with current guidance about epidemics (such as coronavirus 4.4k) if applicable	
Participants have been well informed about what is expected of them, and – if it is appropriate – have agreed to a code of conduct which is uploaded to Evolve (8i).	
Participants are physically fit for the planned activities and have received the necessary training.	
Participants are briefed on how to look after their own property and adequate arrangements in place for the security of the property during the visit	
Pre-visit safeguarding checks completed in line with OEAP 4.3e (vulnerable pupils identified, staff aware of procedures, DSL arrangements confirmed)	
Pre-visit inclusion checks completed in line with OEAP 3.2e / 4.4i (reasonable adjustments planned, SEND needs considered, participation or suitable alternative secured). Relevant plans and documents uploaded to Evolve.	
Pre-visit medication arrangements confirmed in line with OEAP 4.4d (medical needs identified, consent in place, trained staff, medication available and recorded).	
Dietary issues are addressed	
<b>Environment</b>	
Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered (7i, 7j).	
Accessibility issues are addressed (4.4i)	
I have undertaken a preliminary visit, or I am already familiar with the venue and any provider or have sufficient information from other sources (4.4g).	
Supervision arrangements confirmed in line with OEAP 4.2a (roles clear, supervision levels	

appropriate at all times, headcounts and handovers planned). Supervision risk assessments uploaded to Evolve	
Any accommodation is safe and suitable (4.2b).	
If the visit involves travel overseas, I have consulted the checklist and guidance for overseas visits (3.3g, 7r)	
Security is addressed, especially for residential and overseas visits (4.2b, 7r)	
The risk of terrorism has been considered (4.4e).	
<b>Finally,</b>	
My decision is that this visit is well prepared and should take place.	
The trip arrangements comply with CET Trips and Visits Policy and associated guidance	
Name:	<b>Date:</b>
Signature:	

## v) Field Monitoring Form



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For general guidance on monitoring, see OEAP National Guidance document [3.2b “Monitoring”](#). This model form is intended for use when observing activities ‘in the field’ during an offsite visit.

It is designed to be used alongside the document [CET Visit leader form](#), and it is suggested that the checklist is completed as part of the monitoring process, and that it is used as a prompt during the observation.

### **CET Monitoring policy**

EVC’s should complete one field monitoring visit each term as per the CET Trips and Visits policy. This monitoring form should be sent to the Head of Personal Development and the Headteacher / Principal.

### **Examples of what to consider during the observation**

#### **Planning and Preparation**

e.g., matters arising from completion of the Visit Leader checklist; suitability of risk assessments; other educational outcomes; compliance with notification and approval requirements; whether what actually happened matched what was planned and approved.

#### **Group Management and Supervision**

e.g., group size; number of staff; organisation; effectiveness of supervision (direct/indirect/remote) and behaviour management; support of participants’ welfare; child protection; appropriate staff/participant relationships.

#### **Health and Safety**

e.g., suitability of activity, location and equipment; technical competence of staff; situational awareness and management of risks; first aid provision; travel and transport (e.g., suitability of vehicles, safe driving; crossing roads).

#### **Educational Quality**

e.g., clear aims and whether they appear to be being achieved; other educational/developmental outcomes; suitability of activity and location; quality of teaching/instruction/facilitation; motivation, engagement, pace and enjoyment; progression and differentiation; appropriate level of challenge for each individual; use of opportunities for experiential/real-world learning; assessment/evaluation.

#### **Other Observations**

e.g., environmental impact; inclusion, equality & diversity; special needs & disabilities; catering; accommodation.

## Field Monitoring Form

Name of establishment	
Name and role of observer	

### Details of Activities Observed

Date, time and duration of observation	
Participants involved	
Name(s) of leaders	
Name of any external provider	
Location	
Nature of activity/visit	
Weather and other external factors	

## **Observations and Comments**

A large, empty rectangular box with a thin black border, intended for handwritten or typed observations and comments.

See page 1 for examples of what to consider

## **Summary and Recommendations**

A large, empty rectangular box with a thin black border, intended for handwritten or typed summary and recommendations.



## vi) School Critical Incident Response on Trip / Visit

### CRITICAL INCIDENT

Defined as when a group is involved in an off-site activity and any member of the group has been involved in an incident where a group member: has either suffered a life-threatening injury or fatality; is at serious risk; has gone missing for a significant and unacceptable period, likely to attract media attention.

#### IMMEDIATE ACTION

- ✓ Trip leader to ensure own safety
- ✓ Remain calm and assess situation
- ✓ Check safety of group
- ✓ Assign roles to staff

#### MISSING PERSON

- ✓ Check hazards especially water
- ✓ Search last location
- ✓ Attempt contact – phone, voice

#### INJURY / CASUALTY

- ✓ Protect party from further injury / danger
- ✓ Carry out first aid to the best of your ability

#### COMMUNICATIONS



1

##### Contact Emergency Services

Provide **ETHANE** Report

E – Exact location

T – Type of Hazard

A – Access Routes

N – Number of Casualties

E – Emergency Services present

2

##### Contact School Emergency Contact / Trust

Contact Base Emergency Contact

If no response contact Principal, Academy Line Manager, Head of Safeguarding and/or Director of Education

#### NEXT STEPS

- ✓ If casualties are going to hospital – ensure member of staff accompanies
- ✓ Calm and comfort students and staff – check welfare and for shock
- ✓ Return party to a secure location ASAP and ensure basic needs (food; clothing; hygiene)
- ✓ Reassess and review staff roles. Reassign staff roles if required
- ✓ **Control communications** – Prevent group members from using phones or social media until Emergency contact gives approval
- ✓ **Maintain log of actions and rationale**
- ✓ **DO NOT CONTACT PARENTS OR MEDIA – LEAVE TO EMERGENCY CONTACT / TRUST REPRESENTATIVE**
- ✓ Refer all media and parental enquiries to Emergency contact

## EMERGENCY CONTACT NUMBERS

ROLE / ORGANISATION	NAME	NUMBER
Visit Leader		
Assistant Leader		
Emergency Contact 1		
Emergency Contact 2		
Trips Mobile		
EVC Mobile		
School		
Principal		
Academy Line Manager		
Head of Safeguarding	Stacey Anderson	07842 425662
Director of Education	Jason Howard	07706 358993
Emergency Services UK		
Emergency Service – County of visit		
Police – Non-Emergency UK		
Accommodation		
Tour Operator		
Transport Provider		
Foreign Office - Consular		
Travel Insurance – Emergency Assistance		

## **vii) Base Contact Emergency Checklist**



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This 'card' or equivalent must remain with the academy "Emergency Home Contact" at all times, if access to EVOLVE is not possible.

The academy's Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

- Confirm you are the named Base Contact and authorised to act
- Ensure you have visit details, itinerary and Visit Leader contact numbers
- Confirm emergency and deputy arrangements
- Ensure you are available and fit to act for the full duration of the visit

### **On receiving an emergency call**

- Remain calm and reassure the caller
- Record key information accurately:
  - Who is calling and their role
  - Call-back number
  - Nature of the incident/emergency
  - Location of the group
  - Number and status of any casualties
  - Whether emergency services are involved
  - What support is required
- Keep the caller informed and advise they will be called back
- Maintain contact until responsibility is formally handed over

### **Immediate actions**

- Notify appropriate Trust leaders in line with emergency procedures
- Support the Visit Leader with decision-making
- Ensure emergency services are contacted if required
- Begin and maintain a clear written log of actions and decisions

### **Communication and control**

- Manage and control onward communications
- Ensure Visit Leaders are not dealing directly with media or parents
- Follow Trust protocols for parental and media communication

## After the incident

- Ensure incident reporting procedures are followed
- Support post-incident review and learning
- Confirm handover back to normal arrangements

## EMERGENCY CONTACT NUMBERS

ROLE / ORGANISATION	NAME	NUMBER
Visit Leader		
Assistant Leader		
Emergency Contact 1		
Emergency Contact 2		
Trips Mobile		
EVC Mobile		
School		
Principal		
Academy Line Manager		
Head of Safeguarding	Stacey Anderson	07842 425662
Director of Education	Jason Howard	07706 358993
Emergency Services UK		
Emergency Service – County of visit		
Police – Non-Emergency UK		
Accommodation		
Tour Operator		
Transport Provider		
Foreign Office - Consular		
Foreign Office - Consular		
Travel Insurance – Emergency Assistance		



# Local Area Learning Policy

## General

Visits/activities within the 'Local Learning Area' are:

- ⇒ Part of the normal curriculum
- ⇒ Take place during normal school hours
- ⇒ Follow the Standard Operating Procedure outlined below.

These visits/activities:

- Must be recorded on Evolve via the 'Local Area Visit' module.
- Do not require parental consent. Parents will be informed of the trip via the school's normal communication channels
- Are not adventurous (*state if there are any situations where you would like parents to be informed in advance, e.g. via a slip sent home*)
- Do not take place near or involve water
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- Are within walking distance

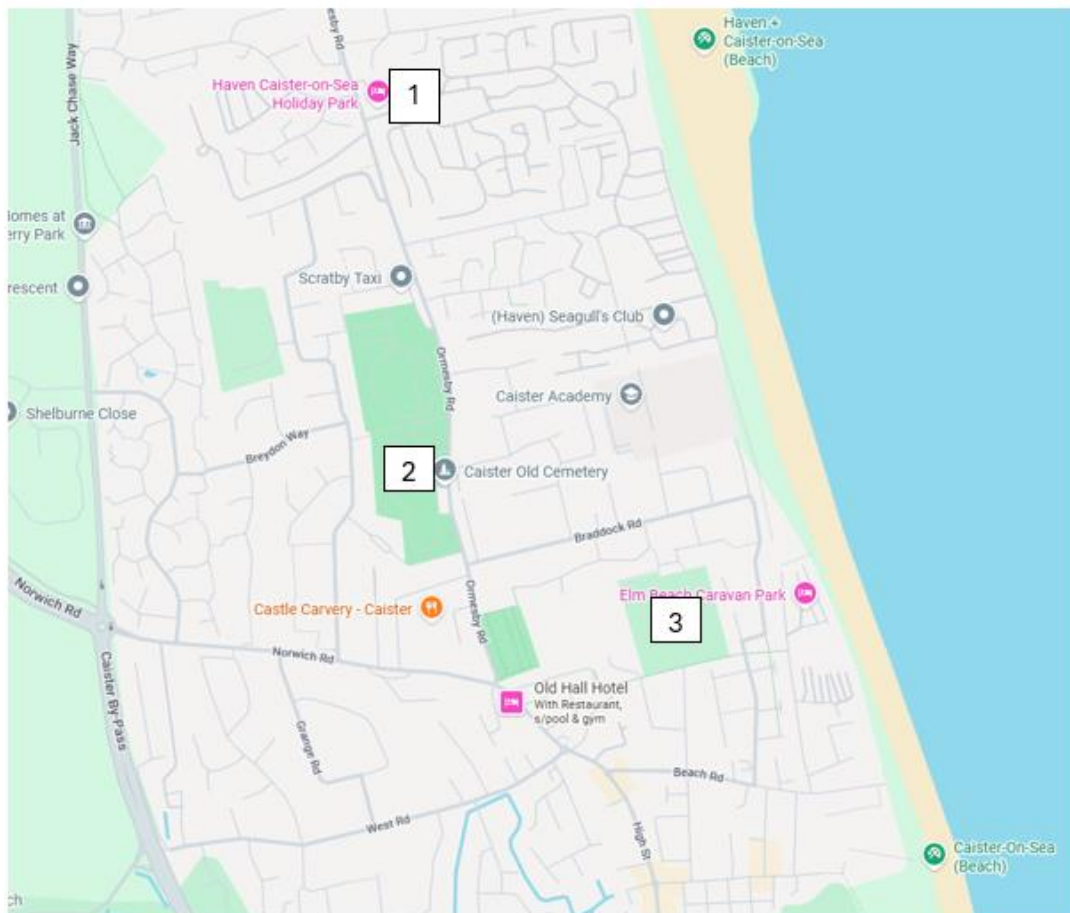
Examples are:

- ⇒ Visiting another school
- ⇒ Visiting a local park or field
- ⇒ Sports fixtures
- ⇒ Visiting the local community centre
- ⇒ Visiting the local caravan park. E.g. Haven

## Boundaries

The boundaries of the Local Learning Area are shown on the attached map of Caister Village. This area includes, but is not limited to, the following frequently used venues:  
*e.g.*

- *Area 1 – Haven Caravan Park*
- *Area 2 – Caister Cemetery*
- *Area 3 – Community Rabbit Hutch*



Area 1: Haven Caravan Park

Area 2: Caister Cemetery

Area 3: Community Rabbit Hutch

## **Caister Local Learning Area – Site Specific Information**

### **Anywhere Park (Caister recreation areas or village greens)**

- There are some isolated large trees within local parks and open green spaces. These must be avoided during high winds or if there is a risk of lightning.
- Staff should be mindful of uneven ground, football pitches, and temporary obstacles (e.g. goalposts, community event equipment).
- Orienteering activities in local park areas, including use of the school's orienteering maps, fall within Category 1 (low risk, local activity).
- Children should remain within clearly defined boundaries, with staff positioned to supervise entrances/exits where applicable.

### **Anywhere Wood / Dune Areas (e.g. Caister dunes, scrubland, or wooded strips near the coast)**

- These areas must not be used during high winds due to the risk of falling branches or unstable terrain.
- There may be patches of stinging nettles, brambles, and uneven sandy ground, which can present trip hazards.
- Extra care should be taken near sand dunes, as slopes can be unstable and may collapse underfoot.
- Pupils should be instructed to stay on agreed paths and not enter dense vegetation.

### **Local Area Specifics for Caister**

- When walking near roads, especially Yarmouth Road, Ormesby Road, and Beach Road, pupils must:
  - Walk in supervised groups
  - Use designated pedestrian crossings where available
  - Stop, look, and listen at all road crossings
- When crossing roads:
  - Use pelican or zebra crossings where possible (e.g. near local shops or school routes)
  - If no formal crossing is available, staff must choose a safe, visible crossing point and manage the group crossing
- Particular attention should be given when walking near:
  - Caister High Street/local shops (increased pedestrian and vehicle traffic)
  - Seafront and beach access points (risk of uneven steps, sand movement, and public traffic)
  - Car parks and holiday park areas (vehicles manoeuvring unpredictably)

### **'No-go' areas within the Boundaries**

- The beach
- The sea

## **Operating Procedure for Local Learning Area**

### **Scope**

These procedures apply to all Standard risk visits that take place at Caister Academy during the school day or standard sports fixtures.

They are a record of the measures resulting from risk assessments of the locations and activities concerned. They apply in addition to all normal school policies and procedures.

The reason for having these procedures is so that the relevant visits can take place safely under the schools operating procedures and that staff are competent in their application.

Standard Risk Visits at Caister Academy include all visits and activities with pupils that take place off the school site and meet all the following criteria:

- Take place within the Local Learning Area or at one of the specific locations listed;
- Do not involve adventure activities (as defined in the CET trips and visits policy)
- Are not taking place in or near water
- Take place wholly within the normal school day, (include details of normal school day) or are a regular school sports fixture in the locality as determined by Caister Academy's Sports Fixture Policy

All other visits fall into Enhanced Risk or High-Risk Visits under the CET Trips and Visits Policy and their details should be submitted using the Evolve System following outline approval by the EVC and full sign off as per the CET Trips and Visits policy.

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

- Water hazards beyond the beach (e.g. drainage ditches, ponds, flooded areas)
- Tides and changing sea conditions (fast incoming tide, rip currents)
- Strong coastal winds / blowing sand
- Road traffic
- Sun exposure (sunburn, dehydration in warmer months)
- Cold exposure (especially on the coast – wind chill)
- Cyclists (incl. shared pathways)
- Stranger interaction / safeguarding risks in public places
- Losing a pupil
- Litter and hazardous waste (e.g. broken glass, sharp objects on the beach)
- Dog fouling / animal waste
- Access points and crossings (busy roads, car parks, entrances/exits)
- Uneven surfaces (trips, falls)

They are a record of the measures resulting from risk assessments of the locations and activities concerned. These risk assessments are stored on the school's section of the CET Evolve System. They apply in addition to all normal school policies and procedures.

### **Parental Information and Consent**

Parental consent is gained for Standard Risk visits, including for sporting fixtures at the start of every school year. Parents are asked to give their blanket consent for their child participating in such visits and fixtures, subject to being informed in advance about each visit and fixture.

Parents have the right to withdraw their children from religious or sex education. Therefore, if a visit is planned to include these topics, parents must be informed about what is involved.

At the start of every school year, parents are informed: that the school curriculum includes routine offsite visits during the school day;

### **Planning Ahead**

Planned visits should be entered into the school diary. When planning a visit, leaders should check the diary to ensure that there are no clashes with other planned visits or events.

A local area visit form is to be completed on Evolve

Key information recorded is:

- Visit name
- Date
- Leaving time and return time
- Where you are going
- No of students
- Comments
- You then go through and add the students and additional staff

The EVC must give approval before a group leaves through the Evolve system.

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 within the Educational Visits policy on the school's website

### **Prior to Departure**

The visit leaders will complete the Local Area visit module on Evolve for approval by the EVC.

The visit leader should check the weather forecast and adjust plans accordingly. Visits should not normally go ahead if a Met Office amber or red weather warning is in place.

The visit leader should also check whether there are any other changes to the norm which might affect the visit – for example, road works or a local event.

Prior to departure, the visit leader must create a group list. This should include:

- The names of all pupils participating in the visit;
- The names of all staff on the visit;
- Relevant information about medical conditions, disabilities, needs, allergies, etc.
- Staff mobile numbers (check these!);
- The destination and planned activities;
- The date and planned return time;

For a class visit, a simple way to do this is to ask the school office to print a class list, including relevant information, from the School Information System. The visit leader can then cross out the names of any pupils not participating and add the other information. A copy should be given to each assistant.

The personal information is subject to data protection. The lists must be kept securely, and after the visit they must be shredded or stored securely.

The visit leader should have the school trip mobile phone with them. (fully charged) and a copy of the school's Emergency Procedures for Visit Leaders

The Visit leader will have emergency contacts and medical information with them and share with staff as appropriate.

### **Health & Safety / Managing Risk**

Staff are familiar with the area, including any "no go" areas, and have practised appropriate group management techniques.

Primary School pupils will wear high visibility jackets when on the trip

Where appropriate, pupils are fully briefed on what to do if they become separated from the group.

All pupils will carry an in case of emergency card

All remotely supervised work in the Local Learning Area is done in 'buddy' pairs as a minimum

Pupils' clothing and footwear is checked for appropriateness prior to leaving school.

Staff are aware of any relevant medical information and ensure that any required medication is available.

Staff will deposit in the office a list of all pupils and staff/adults, a proposed route, and an estimated time of return

A designated Emergency Contact 'back at base', who is aware of the proposed visit/activities, will have been identified beforehand and ensure that s/he remains contactable until notified of the group's safe return.

A school mobile is taken, and the office will have a note of the number(s)

Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

### **Clothing**

The visit leader must ensure that pupils have clothing and footwear suitable for the weather and the visit activities.

### **Travel and Transport**

It is normally possible to walk to any location in the Local Learning Area within 15 minutes from school. The recommended walking routes and road crossing points are marked on the map:

Pupils have been trained and have practised standard techniques for road crossings in a group

All road crossing should be directly supervised – before leaving school, groups should be familiar with the hand signals that staff will use;

Main Road must be crossed only at the official pedestrian crossings;

Any pupils with disabilities (including difficulties with mobility, hearing or sight) should be given appropriate supervision or support, especially when crossing roads).

The school minibus may be driven only by approved drivers, who must follow the school's minibus operating procedure. There should always be another staff member in the minibus, responsible for group supervision. The minibus should not normally be used for visits within the Local Learning Area, except when needed for pupils or staff with disabilities.

## **Staffing**

Staff competence<sup>8</sup> is the single most important factor in the safe management of outdoor learning and offsite visits and in ensuring the highest standards of learning, challenge and safety on school visits.

When staffing educational trips and visits the Headteacher/ Principal must consider the 3 C's;

Competence of the staff on the visit

Capacity of the staff team given the group participants

Contingency – plans in place to adapt if required

A Disclosure and Barring Service screening is required for volunteer adults assisting frequently or intensively. For this policy frequently is defined as 'once a week or more and intensively is defined as 'four or more days in a month or overnight'.

The school aims for as many teachers, other staff and volunteers as possible to be approved by the Headteacher to lead Standard Risk visits, or to assist with such visits.

The approval process includes vetting by the Headteacher/ Principal, induction and familiarisation by the EVC, and refresher training as necessary. Only staff judged competent to supervise groups in this environment are approved to lead or accompany trips. A list of approved staff who can lead and support on local area visits is available on the school's section of the CET Evolve platform and is held by the EVC.

All groups must be led by an approved leader, accompanied by at least one approved assistant.

The Statutory Framework for the Early Years Foundation Stage should be followed as the ratio or all outings and trips.

## **Supervision**

Supervision of students on local area visits is determined by the Headteachers/ EVC overall review of the trip including group size and composition, venue, and activity using the STAGED criteria in the CET trips & Visits policy.

If any pupils need individual support or are likely to exhibit challenging behaviour, the visit leader should arrange for additional appropriate staff or volunteers (e.g., parents or governors) to accompany the group. Such staff must be vetted and CET policies followed.

As above the Statutory Framework for the Early Years Foundation Stage should be followed as the ratio or all outings and trips.

## **During the Visit**

At frequent intervals during the visit, and when getting on and off transport or entering or leaving a venue, the visit leader must conduct a headcount or otherwise check that all members of the group are present.

---

<sup>8</sup> Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not related to age or position within the school.

Staff should remain alert and observant for hazards such as dog faeces, hazardous litter, and unexpected occurrences.

If the group is delayed and is likely to be late returning, the visit leader must inform the duty Emergency Contact.

### **First Aid**

The visit leader or an assistant should carry a first aid kit. Mobile first aid kits are available in the office.

The visit leader should check whether any pupils have conditions which might require medication during the visit and ensure that this is available (in accordance with the school's medication policy). For example, if any pupil carries an asthma inhaler or adrenaline auto-injector, the visit leader should check carefully that they do have it with them

The Headteacher/ EVC will decide if a first aider is required for the specific visit.

### **Emergency Contacts**

Senior staff normally act as Emergency Contacts: the Principal, Vice Principals and Assistant Principal (EVC). Their mobile numbers are on the school's Emergency Procedures for Visit Leaders.

It is the responsibility of the EVC to coordinate a rota so that one of them is on duty every day, on site, at all times during the school day to cover Standard Visits (including visits arranged at short notice). The other two must remain contactable, even if offsite, as a backup.

The name of the duty Emergency Contact is displayed in the school office.

At the end of the day, the duty Emergency Contact must check whether all groups have returned and remain on site until they have.

### **On Return**

On return, the visit leader must directly inform the duty Emergency Contact of their return. The Emergency Contact should remove the group list from the 'Today's Visits' folder and file it in the 'Past Visits' folder.

The visit leader should report any incidents, observations or concerns (including any information that should be added to these procedures) to the EVC, in addition to any reporting of them required by the school's normal policy



<p><b>General</b></p>	<p>Sports fixtures which take place at another school and are either in or out of school time follow the Standard Operating Procedure as part of the Trusts Local Area Visits Policy.</p> <p>These fixtures:</p> <ul style="list-style-type: none"> <li>• should be recorded on EVOLVE via the 'Local Area Visit' module or on EVOLVE Sports.</li> <li>• require informed parental consent.</li> <li>• do not normally need additional risk assessments/notes (other than following the Standard School Operating Procedures below).</li> <li>• are organised and run by a qualified teacher/competent employee listed appropriate to the activity.</li> </ul>
<p><b>Locations</b></p>	<p>Sports fixtures primarily take place at schools and locations listed below. These include, but are not limited to, the following frequently visited venues: <i>e.g. (please replace with your local schools)</i></p> <p>Please list school, address and contact number and normal method of travel.          Plot on the local area map.</p>
<p><b>Approved activities</b></p>	<p>Only the activities below are covered by this document:</p> <p>Athletics          Badminton          Netball          Basketball          Cross Country          Rugby          Table Tennis          Football</p>

<p><b>Approved staff</b></p>	<p>AMC ZJA AFR SAL</p>
<p><b>Exclusions</b></p>	<p>This policy <u>does not include sporting events</u> which fall under our main Educational Visits Policy, such as:</p> <ul style="list-style-type: none"> <li>• Sports Tours – if overnight</li> <li>• Tournaments – if overnight or adventurous</li> <li>• Any adventurous activities</li> </ul>
<p><b>Specific Procedures</b></p>	<p><b>The Fixture leader:</b></p> <ul style="list-style-type: none"> <li>• Gains permission from the Head of Department for PE to undertake the fixture.</li> <li>• Ensure consent for all participants and inform parents of all relevant information (venue; time; kit requirements)</li> <li>• Have contact numbers for Parents/carers and any relevant medical conditions</li> <li>• Safeguarding and SEND information are collected on any student on the fixture, and this is shared with relevant parties</li> <li>• A Teams message is sent to all staff stating the venue/date/time/activity of the visit along with the staff and students involved</li> <li>• Kit checks are completed prior to departure. This includes any medical requirements</li> <li>• A register is completed prior to departure, and a copy is handed to the Attendance Office. This is to be completed for visits taking place both within and outside of school hours</li> <li>• In the event of an emergency, the Visit Leader is to follow the Emergency Procedure</li> </ul> <p><b>Head of PE:</b></p> <ul style="list-style-type: none"> <li>• Arranges transport and staffing;</li> <li>• Liaising with the office to ensure that consent has been obtained for each pupil involved as per policy above, and that parents are informed in advance about fixtures affecting their child, including the location, transport arrangements, staffing, kit required and the expected time of return to school;</li> <li>• Producing and distributing a group list as described above;</li> <li>• Confirming with the EVC the Emergency Contact and notify the fixture leader</li> </ul>

## Operating Procedure for Sports Fixtures

**The following are potentially significant issues/hazards which can occur during a Local area sports fixture:**

- Road traffic.
- Other people
  - members of the public
  - animals
  - etc.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Issues related to the actual sporting activities being practiced
- Travel by minibus
- Car parks
- Travel arranged by parents (which is managed in-line with school/employer policy)

**The details below are in addition to the Standard Operating Procedures of the Local Area Visits Policy:**

- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office and uploaded to the school's section on the Trust's Evolve system.
- The concept and Operating Procedure for 'Sports Fixtures' is explained to all new parents when their child joins the school, consent is obtained.
- The minibus is well maintained and is driven by an approved, competent driver who holds the relevant licences, qualifications and experience (of this vehicle, route etc.)
- There will normally be a minimum of two adults (at least one employee).
- Staff are familiar with the locations and have practiced appropriate group management techniques.
- Staff take full responsibility for the running of the events following BAALPE guidelines
- Staff are fully aware of the procedure to follow in the event of an injury to a student, particularly if a hospital visit is necessary.
- 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.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff leave a completed 'Signing out' sheet with the office which includes names of all attendees or an accurate register is taken on Evolve prior to departure.
- A mobile is taken with each group, and the office/emergency contact has the number.
- If pupils will be travelling by car, [National Guidance 4.5c Transport in private cars](#) and CET trust policy will be adhered to.
- If parent arranged transport is being used, responsibilities between school, parents and drivers in relation to how this is organised should be clear and transparent.
- School staff should know when, where, and who will be collecting pupils, especially where this is not a known parent/guardian.
- The school will ensure no lone working or 1:1 situation arise with dismissal unless by prior arrangement
- Staff have parents' contact numbers available.

## Notes

- Visit Leader has the permission from the Head of Department for PE to execute the visit. The Head of Department for PE will then upload this visit onto the Academy Calendar
- Consent for any student is gained prior to departure. This consent includes contact numbers for Parents/carers and any relevant medical conditions
- Safeguarding and SEND information are collected on any student on the visit, and this is shared with relevant parties
- An email is sent to all staff stating the venue/date/time/activity of the visit along with the staff and students involved
- Kit checks are completed prior to departure. This includes any medical requirements
- A register is completed prior to departure, and a copy is handed to the Attendance Office. This is to be completed for visits taking place both within and outside of school hours
- Once a visit has been completed, the Visit Leader is to contact the Head of Department for PE to confirm.
- In the event of an emergency, the Visit Leader is to follow the Emergency Procedure as stated below

**CREATIVE EDUCATION TRUST**  
**Education Visits – Scheme of Approval**



**VISIT PROPOSAL BY VISIT LEADER**

**Identify type of visit**

**STANDARD VISIT**  
 Local area / Regular fixtures

Examples:

- Local museum/church/park
- Library Visits
- Local Sports Fixtures

**ENHANCED RISK**  
 Beyond Local area

Examples:

- Day visits outside Local Area policy
- Complex venues
- Visits beyond normal school day

**HIGH-RISK VISIT**  
 Residential / Adventurous/  
 Overseas/ Water based

Examples:

- Duke of Edinburgh expeditions
- Overnight visits
- Overseas visits
- Residential trips / Water

**Complete local area visit form on Evolve**

**Approval EVC**

**Visit leader**  
 Leaves sign in sheet with reception  
 Takes contact details and medical information  
 Informs in school contact on return

**Complete outline approval**  
 Key information required

- o Visit Leader;
- o Date;
- o Time;
- o Venue
- o Purpose / outcomes
- o Student numbers and year groups;
- o Staffing;
- o Cover;
- o Finance sheet

*Trips cannot be advertised until outline approval agreed*

Finance approval to check costings and PP funding

Finance approval to check costings and PP funding

EVC outline approval after discussion with Headteacher

EVC outline approval after discussion with Headteacher

Sign off for outline approval. Trip can be advertised. Cost centres established. Further documentation to completed before final submission.

**Full documentation submission on Evolve**  
 To include in addition to outline approval

- o Final student numbers
- o Consent
- o Itinerary
- o Risk assessments
- o Staged risk
- o Behaviour plans for students
- o SEND plans
- o Medical plans
- o (overseas)
- o Parents presentation (if residential/Supervision plans
- o Contingency plan
- o Emergency plan
- o Emergency contacts
- o Terrorist plan (if abroad)

Submission time  
 10 working days before trip

Submission time  
 4 working weeks  
 Residential / Adventurous  
 8 working weeks for overseas trips

**Stage 3 – Approval process**

EVC approval  
 Headteacher

EVC approval  
 Headteacher  
 Evolve Advice  
 Education Director

**Evaluation**  
 Completed within 10 working days of return on Evolve System

ix) Scheme of approval – Flow chart