



**YORKSHIRE  
CAUSEWAY  
SCHOOLS  
TRUST**

# **Policy for Educational Visits, Outdoor Learning and Adventurous Activities**

Version 4.0

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## Contents

1. Introduction.....	3
2. Scope .....	3
3. Legislation and guidance .....	3
4. Roles and responsibilities .....	4
4.1. Trust Board.....	4
4.2. Headteacher .....	4
4.3. The educational visits co-ordinator (EVC) .....	4
4.4. Trip lead .....	5
4.5. Staff.....	5
4.6. Parents and carers .....	5
4.7. Volunteers.....	6
4.8. Pupils .....	6
5. Visit Planning.....	6
6. Risk assessments .....	8
7. Staff ratios and first aid .....	8
8. Training.....	9
8.1. EVC Training .....	9
8.2. Visit Leader Training .....	9
8.3. Staff competence.....	9
9. Volunteers .....	9
10. Emergency procedures and incident reporting .....	10
11. Monitoring of visits and procedures.....	10
12. Consent .....	10
13. Inclusion and SEND .....	11
14. Safeguarding .....	12
15. Charging .....	12
16. Insurance.....	12
17. Transport.....	12
Associated documents .....	12
APPENDIX ONE: Local Learning Area .....	13
APPENDIX TWO: Proposed visit planning information checklist.....	16
APPENDIX THREE: Post-trip evaluation form .....	18
APPENDIX FOUR: Trips and visits compliance checklist .....	20

## 1. Introduction

Yorkshire Causeway Schools Trust believe every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability, or circumstances.

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting, and different experiences to help them learn.

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

This policy sets out the procedures within which all employees must operate.

## 2. Scope

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people taking place within and outside of normal school hours, including weekends and holiday periods. It does not apply to work-experience placements, work related learning or alternative provision. This includes (but is not limited to):

- Visits to places of interest in the local area
- Day visits to places such as museums and other cultural and educational institutions
- Sporting activities
- Adventurous and recreational activities
- Residential trips organised by the school
- Trips abroad organised by the school

In Trust schools the Headteacher has either appointed, or retains the role of, Educational Visits Coordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in this policy.

The Educational Visits Coordinator is **Mrs Deborah Robbins**

Administrative tasks will be carried out by **Mrs Lydia Scales**

- *To maintain effective internal control, the roles of administrator and coordinator will be held by different individuals.*

The Trust has contracted with North Yorkshire Council Educational Visits Advisory Service for use of its [Evolve Management Information System](#) and related support and advice and, as a consequence, fully adopts the policies and procedures provided by the Service.

## 3. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping children safe in education 2024](#)

Sections of this policy are also based on the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

#### **4. Roles and responsibilities**

**The North Yorkshire Council Policy for Educational Visits, Outdoor Learning and Adventurous Activities (November 2022) has been adopted in full by Yorkshire Causeway Schools Trust.**

Individual specific school procedures will be in line with but not duplicate this policy.

Where there is conflict with non-statutory guidance or advice from other sources this policy will take precedence with clarification sought from the Headteacher, and if required from North Yorkshire Educational Visits Advisory Service.

##### **4.1. Trust Board**

The Trust Board recognises that it is the employer and retains responsibilities for health and safety. It will discharge its duties through the adoption of this policy and retain competent advice, approval and monitoring through North Yorkshire Educational Visits Advisory Service.

##### **4.2. Headteacher**

The headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational day visits
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the North Yorkshire Educational Visits Advisory Service to approve residential, overseas or adventurous trips

##### **4.3. The educational visits co-ordinator (EVC)**

The role of the EVC is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- Assess outside activity providers
- Advise the headteacher when they're approving trips
- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

#### **4.4. Trip lead**

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Complete the relevant National College trip leader training to ensure compliance
- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others
- Complete a post visit evaluation to consider the overall effectiveness of the trip

#### **4.5. Staff**

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

- Seek and obtain approval for all educational visits from the headteacher
- Carry out any required risk assessments and work with the trip lead
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate

#### **4.6. Parents and carers**

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

#### **4.7. Volunteers**

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

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip lead or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

#### **4.8. Pupils**

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit and will be expected to uphold the school's behaviour policy at all times.

### **5. Visit Planning**

The decision on whether or not a visit will take place will be made by the Headteacher/EVC, and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio
- Inclusion and accessibility

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteers, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

To ensure the effective planning and management of trips the information gathered from proposal, through planning to completion must be recorded on the school's trip management system:

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

Visits will be recorded as detailed in the summary table below.

**Visit planning approval summary table for Yorkshire Causeway Schools Trust:**

**IMPORTANT**– Trips/visits **must** have full, final approval **one week** before they are due to take place otherwise, they may be stood down and not permitted to proceed.

	Planning/recording process	Risk management	Submit to EVC	Final approval
On-site/Local Learning Area/Local Area Visits	Record on Evolve	LLA risk management supplemented by specific documentation where necessary	At least <b>two weeks</b> before trip	EVC/Head
Day Visit outside Local Learning Area	Record on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	At least <b>two weeks</b> before trip	EVC/Head
Overseas	Record on Evolve	LLA risk management supplemented by specific documentation where necessary	At least <b>six weeks</b> before trip	Adviser
Residential	Record on Evolve	LLA risk management supplemented by specific documentation where necessary	At least <b>six weeks</b> before trip	Adviser
Outdoor, Adventurous Activity (OAA) provider led	Record on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	At least <b>six weeks</b> before trip	Adviser
Outdoor Adventurous Activity (OAA) , self-led	Record on Evolve	Local Learning Policy/Specific Risk Management	At least <b>six weeks</b> before trip	Adviser

## 6. Risk assessments

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

A full risk assessment must be carried out at least **2 weeks** before the start of all day trips and at least **6 weeks** before residential, overseas or OAA trips, and this must be recorded on Evolve. The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

To demonstrate best practice, where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third-party vendors.

**Local learning area:** At our school we have identified a Local Learning Area which includes all the places that we visit and the activities that we undertake routinely. Details of our Local Learning Area are contained within Appendix One which includes generic risk assessment. Wherever the need arises additional risks and significant findings will be recorded using event specific risk assessment.

**External providers:** Wherever possible visit leaders will gain credible assurances of health and safety management systems and quality provision through a Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not hold an LOtC badge, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use. There will be a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

## 7. Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- Where it is possible, at least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- At least 1 supervising adult able to administer first aid is present on all trips
- For EYFS settings: At least 1 qualified paediatric first aider is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls
- For residential, overseas and adventurous it is expected that a suitably senior member of staff is present at all times

## 8. Training

### 8.1. EVC Training

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required. New appointees must complete an OEAP accredited EVC training course, preferably delivered by the NYCC Educational Visits Team and attend an accredited revalidation session every three years.

### 8.2. Visit Leader Training

Visit leaders will be approved by the Headteacher and will have attended appropriate training, which has been conducted by someone with relevant educational visits experience. The Headteacher/EVC lead will be responsible for determining the needs and appropriate training provision within their school but as a minimum all leaders must have completed the [Certificate in Organising and Managing School Trips](#) module on National College.

### 8.3. Staff competence

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve, as well as being recorded on the Trust's training platform – National College.

To ensure sustainability of important visits deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.

## 9. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be asked to confirm their attendance in writing and also to confirm they agree with the expected behaviour.

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

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

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

## 10. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

## 11. Monitoring of visits and procedures

Governors, by way of the Health and Safety link governor, will monitor the implementation of this policy by acting as a critical friend in observing the implementation and effectiveness of the policy.

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

Post-trip evaluations assessing the effectiveness of the planning, that value for money was obtained, and any lessons learned will be completed and recorded on Evolve within one month of the trip concluding, in order to ensure that any issues or improvements can be actioned prior to the next trip taking place. (See Appendix Three: Post-trip evaluation form)

## 12. Consent

**Routine acknowledgement:** Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits

and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visits will be included in our prospectus/website/at time of visit. We will always aim to fully inform parents of the nature of each visit, activity, or series of a similar nature, remind parents that they have acknowledged this, and give opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice, and we will always aim to notify parents that their child will be offsite, but this may not be possible.

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

**Specific consent:** Written consent will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents of the nature of each visit, activity or series of a similar nature.

**Medical information:** We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

### **13. Inclusion and SEND**

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits. We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

#### **SEND**

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. Reference should also be made to individual schools' SEND Policy.

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

#### **Challenging behaviour**

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip to protect their safety and the safety of the other pupils attending.

We will consider all reasonable options to help the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

## 14. Safeguarding

Safeguarding procedures must be considered as part of the planning process with additional consideration for residential visits.

Visit leadership teams should:

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

## 15. Charging

We will follow our school's charging and remissions policy at all times.

In line with DfE guidance and where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

## 16. Insurance

Young people participating in visits and activities will have appropriate insurance arranged independently by the school. Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

External providers are required to hold a minimum of £5million public liability insurance and this must be evidenced on Evolve.

## 17. Transport

Transportation for trips will be organised by the school, in line with our safety procedures. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Assurances that appropriate checks, in particular safeguarding and insurance documentation, have taken place should be obtained before engaging with any third-party transportation companies.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

## Associated documents

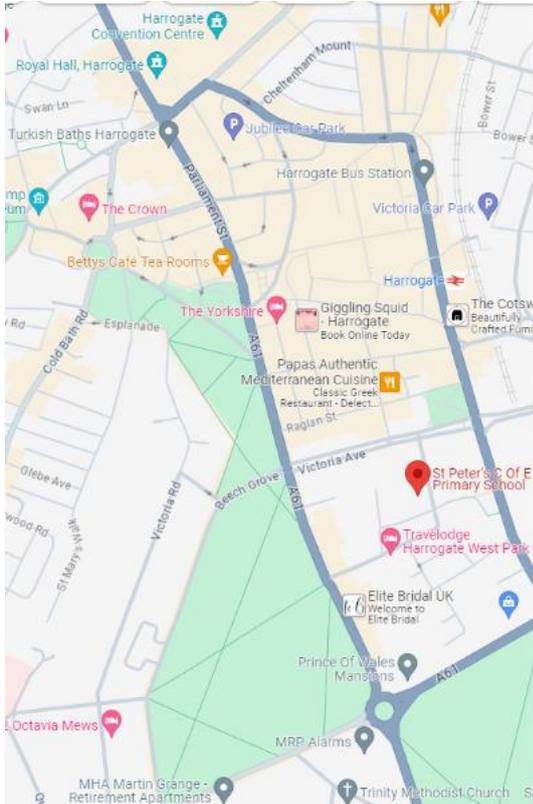
This policy, should be considered in conjunction with:

- Health and Safety policy
- Inclusion Policy
- Finance Policy
- Charging and Remissions Policy
- School Medical Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Critical Incident and Business Continuity Management Plan
- SEND Policy
- Child Protection Policy
- NYC Policy for Educational Visits, Outdoor Learning and Adventurous Activities

## APPENDIX ONE: Local Learning Area

### Boundaries

The boundaries of the locality are shown on the attached map [



]. This area includes the following frequently used venues:

- The Stray
- Harrogate Library
- Hydro Pool and Leisure Centre
- St Peter's Church
- St Paul's Church

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure.

*[Info for schools: For schools who still wish to record visits on Evolve but also want to designate their own LLA we have created the On-site enrichment/Local Learning Area option on Evolve which requires the completion of a greatly reduced question set but allows for all visits to be recorded in a single place which can be very useful when running reports on Evolve.]*

## Operating Procedure for visits to the Local Learning Area

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people/members of the public/animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- Proximity to Magistrates court and town centre.

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves. *Not strictly necessary if you have clearly identified competent staff, and are confident in your operating procedure, and the fact that staff will follow it.*
- 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.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults. *This statement is probably appropriate for all primary schools, although in benign locations it may be appropriate to relax it for year 6s. Decisions should be based on the area and the age / maturity of the pupils - the key determinant will always be 'what would the pupils do if the only adult collapsed?'*
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group. *For primary schools this is easy to do with some simple road markings in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.*
- 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).*
- All remotely supervised work in the extended learning locality 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 pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return. *Consider adopting (or adapting) the 'Signing-out sheet' in EVOLVE Resources/Forms.*
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles) *If you have a local issue, e.g. with drug needles, etc, in any area, then you can mark that bit as no-go, or add*

*here how you will educate the pupils to deal with it – it is their home after all, so they need to be able to cope with it!*

- When using the Stray for PE sessions or whole school events such as Sports Day. All children to walk long Victoria Avenue and cross Parliament Street at the traffic lights. Two members of staff will stand in both lanes of traffic to ensure that all children have crossed safely, in the case of the traffic lights changing colour.
- Walking to St Peter’s church. The whole school will walk together as one class. Allocated adults will stop traffic and ensure safe crossing over Victoria Avenue, Raglan Street and Albert Street. Teachers will follow the instructions of these adults to ensure that the flow of traffic is not impacted for unnecessary lengths of time.

## APPENDIX TWO: Proposed visit planning information checklist

To be completed by the staff member proposing the educational visit and submitted to the Headteacher/EVC **as far in advance as possible** and then uploaded to Evolve as 'planned' once conditional approval is given.

**Note:** Trips must be submitted to the EVC for approval at least **2 weeks** before the start of all day trips and at least **6 weeks** before residential, overseas or OAA trips, this must include the submission of all supporting documentation and risk assessments and must be recorded on Evolve.

<b>Name of staff member proposing the visit:</b>	
<b>Date of request:</b>	
<b>Response required by (date):</b>	

Proposed trip information		
	Trip information	Additional comments
Destination		
Trip date		
Travel distance		
Length of stay		
Purpose of visit/ educational benefits		
Number and age of pupils		
Transportation options		
Cost breakdown, including multiple options where available		
Resources required, including: <ul style="list-style-type: none"> <li>○ Staffing</li> <li>○ Volunteers</li> <li>○ Physical supplies</li> <li>○ Transportation</li> </ul>		

Accommodation options, where needed		
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
[Insert additional information as required]		
<b>Post-trip evaluation</b> to be complete by (leader/date)		

### APPENDIX THREE: Post-trip evaluation form

To be completed by the trip leader and returned to the Headteacher/EVC within one month of the trip concluding.

<b>Trip name/destination:</b>			
<b>Date(s) of trip:</b>		<b>Trip leader:</b>	
<b>Number of students:</b>		<b>Number of staff:</b>	
		<b>Number of Volunteers:</b>	

<b>Purpose of the trip:</b>	
<i>(Provide a brief summary of educational or enrichment objectives)</i>	
<b>Were these objectives met?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Evaluation Criteria		
Area	RAG Rating (✓)	Comments (including N/A if relevant)
Educational value	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Student engagement	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Behaviour and conduct	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Organisation and logistics	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Transport and travel	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Accommodation <i>(if applicable)</i>	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Catering/food	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Health and safety	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Staffing levels	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	
Value for money	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	

Costings	
Total cost of trip	£
Cost per student	£
Was the trip within budget?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Were there any unexpected costs?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain:

Impact on disadvantaged students	
Number of disadvantaged students who attended the trip:	
Support provided (e.g. funding, equipment, extra staffing etc)	
Any barriers faced or lessons learned:	

Incidents or issues	
Were there any incidents?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe briefly (include follow-up actions, for example, safeguarding or medical incidents)

Lessons learned/recommendations	
What went well?	
What could be improved for future trips?	
Would you recommend this trip again?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> With changes

## APPENDIX FOUR: Trips and visits compliance checklist



### Educational Visits and Trips Compliance Checklist

This checklist is based on the Educational Visits and Trips Policy (June 2025) and incorporates statutory requirements from:

- DfE Health and Safety on Educational Visits
- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education (KCSIE) 2024

#### 1. Planning and Approval

- Trip proposal submitted via Evolve with all required documentation.
- Trip approved by Headteacher and/or EVC as per policy timelines.
- Educational purpose and value clearly stated.
- Preliminary visit conducted (if practical).

#### 2. Risk Assessment and Safety

- Risk assessment completed and uploaded to Evolve (*2 weeks for day trips, 6 weeks for residential/overseas*).
- Medical needs and allergies of pupils and staff considered.
- Dynamic risk assessment procedures in place.
- LOtC Quality Badge or equivalent checks for external providers.
- Emergency procedures documented and communicated.
- Ensure safeguarding and insurance checks are completed before engaging third-party transport providers

#### 3. Inclusion and Accessibility

- All pupils considered regardless of background or ability.
- Reasonable adjustments made for pupils with SEND or disabilities.
- Individual risk assessments/support plans for pupils with EHCPs or complex needs.
- Parents/carers and SENCO are involved in planning for SEND pupils.
- Trip information available in accessible formats if needed.

#### **4. Safeguarding (KCSIE 2024)**

- DSL consulted during planning.
- Safeguarding risks assessed, including peer-on-peer abuse and online safety.
- Volunteers DBS-checked if left alone with pupils.
- Staff aware of safeguarding procedures and emergency contacts.

#### **5. Staffing and Supervision**

- Staff-to-pupil ratios are appropriate and risk-assessed.
- At least one first-aid trained adult present.
- Staff competence and training recorded on Evolve and National College.
- Deputy leaders appointed for contingency.
- Volunteers briefed and supervised appropriately.

#### **6. Consent and Communication**

- Routine, non-routine, and specific consent obtained as required.
- Parents/carers informed of trip details, costs, and expectations.
- Medical and emergency contact information updated.
- Behaviour expectations communicated to pupils.

#### **7. Monitoring and Evaluation**

- Post-trip evaluation completed and uploaded to Evolve within one month.
- Lessons learned documented and shared.
- Annual audit of trip procedures conducted.
- Governor oversight in place (Health and Safety link governor).