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## RPT Educational Visits Policy

February 2026

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**With Reference to Keeping Children Safe in Education – September 2025**

**“There and Back Again” The Outdoor Education Handbook rev 2023**

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## **Rationale**

Educational visits (including residential programmes) provide opportunities for our children to share unique experiences, often in different, varied and unfamiliar settings. The environments experienced can be challenging environments that will provide them with opportunities to participate in a wide range of activities and learning. Educational visits encourage pupils to develop relationships, widen their experiences, plan and make choices. They promote the development of self-help skills and all aspects of personal and social development. At Manor School, Wembley Manor and The Avenue School we encourage staff to support and extend the curriculum by taking pupils on educational visits.

## **Aims of policy**

- To provide pupils with the opportunity to participate in planned educational visits.
- To give pupils the opportunity to experience a wide variety of different environments.
- To build confidence and independence.
- To encourage aspects of safety and responsibility.
- To develop aspects of self-help and personal, social skills in settings outside of school and home.
- To prepare children and young people for life beyond school as part of our 'Preparation for Adulthood' (PfA) offer

## **Equal Opportunities**

All pupils will have equal opportunities to participate in appropriate educational visits.

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

## **Responsibilities**

### **Brent Local Authority**

All visits must comply with regulations and guidelines provided by the LA in "There and Back Again" The Outdoor Education Handbook rev 2023.

### **The Board of Trustees**

- The Board of Trustees periodically approve, review and record the school's arrangements for organising educational visits.
- Governors monitor off-site visits by receiving the termly head teacher's report.

## **The Headteacher**

The Headteacher ensures that off-site activities comply with the procedures in the “There and back again” Outdoor Education handbook.

### **Key Tasks of Headteacher:**

- Appoint an Educational Visits Coordinator (EVC) and inform Brent Local Authority;
- Ensure the EVC has attended a Brent approved training course;
- Support staff development to ensure competence to participate in educational visits through continuous professional development;
- With advice from the EVC, ensure that staff are sufficiently experienced and competent to assess and manage the risks with regard to the group and planned activity;
- Ensure that risks have been assessed, significant risks recorded and appropriate safety measures are in place;
- Ensure that all parties are aware of the assessments and that all staff understand and comply with the control measures.
- Ensure that all supporting documents are completed before the journey takes place;
- Approve the arrangements for each visit and ensure the EVC signs the risk assessment form.
- Complies with LA monitoring arrangements and agrees with the EVC a programme for monitoring off-site visits.
- Organises the emergency arrangements and ensures there is an emergency contact for each visit.
- Take the decision to suspend educational visits in the case of extreme weather conditions to protect children against sunburn, sunstroke or dehydration.
- Take the decision to suspend educational visits in response to national/local advice regarding public safety.

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

Manor School’s Educational Visits Coordinator (EVC) is the Deputy Headteacher, Angela Boast.

The Avenue School’s Educational Visits Coordinator (EVC) is the Deputy Headteacher, Esen Fikret.

Wembley Manor’s Educational Visits Coordinator (EVC) is the Assistant Headteacher, Dorota Wlosek.

### **Key Tasks of EVC:**

- Support the class teacher with advice and guidance on risk assessments;
- Keep incident sheets of accidents and ‘near-accidents’ (sometimes known as ‘near misses’) following procedures as outlined in the H & S Manual.
- Review systems periodically and monitors practice;
- Keep a record of induction of staff.

## **The Class Teacher/ Group Leader**

The Class teacher has overall responsibility for the supervision and conduct of the visit or activity.

### **Key Tasks of class teacher/ group leader:**

- Obtain agreement in principle for the visit from the appropriate teacher-in-charge;
- Complete a risk assessment;
- Ensure risk assessment is signed by the EVC
- Obtain consent from the Headteacher before any off-site visit or activity takes place.
- Supervise the safe conduct of each visit, paying particular attention to on-going risk assessments and changing circumstances;
- Assign tasks to other adults present on the visit who are competent to undertake them.
- As far as practicable, ensure throughout that all other members of staff and voluntary helpers are aware of their responsibilities and have appropriate knowledge and experience to undertake their assigned roles;
- Monitor the arrangements for the visit.
- Provide information to parents about the visit and gain their consent.
- Ensure that parents/carers have written information about the costs of the visit.
- Where there are costs, ensure parents are asked for a voluntary contribution towards the educational visit. (Children of parents who do not contribute will not be discriminated against. Where finances allow, the school will subsidise as required. Pupil Premium funds for those children in receipt may be used to cover costs for those children.)
- Ensure parents are fully informed and their permission obtained for off-site activities or visits to be undertaken, unless it is a routine, local visit i.e. shops, park etc. for which consent has already been obtained.
- Complete records detailing any medication administered whilst off site.

### **Additional members of staff/volunteers/students**

Volunteers/students act as employees of the Rise Partnership Trust whilst on approved off-site activities. Members of staff and volunteers make up the team for each visit and must be actively engaged by the class teacher in the process of managing the programme.

### **Key Tasks of additional staff/ volunteers/students:**

- Assist the class teacher to ensure the health, safety and welfare of all the pupils on the visit;
- Be clear about their role and responsibility whilst taking part in the visit or activity.
- Comply with the school's policy for educational visits.

### **Parents/Carers**

Parents have an important role in deciding whether any visit or off-site activity is suitable for their child. Parents will be asked to:

- Inform the class teacher about any medical, psychological or physical condition relevant to the visit;
- Provide emergency contact numbers (residential visits);
- Provide the class teacher with arrangements (residential visits) to resume care of their child should this be necessary;
- Sign and return the consent form.

## **Procedures**

### **Planning visits**

The diversity of the educational visit/ activity requires a flexible, almost tailor-made approach to each planner. The arrangements made for frequently occurring day visits to common places will be very different from those made for a week's residential to a new location or an extended day to the seaside/to a body of water. However, there are some common ingredients.

- A first aider must be present;
- All visits must have a risk assessment form.
- If parents are invited to accompany a trip they will have been well briefed by the class teacher and procedures identified (see appendix 1)

### **Special trips/extended days, e.g. seaside**

All journeys require very careful planning including extended days to the seaside. It has been documented that the greatest number of incidents occur by water. A lifeguard will be asked to accompany all trips to the seaside/body of water.

Trips must be booked at least two weeks prior to the departure. Trips must be well prepared and teachers must ensure children are wearing the right clothing.

In the case of a seaside visit, the teacher must identify a location on the risk assessment which is safe and which has a **sandy beach** (trips to Southend will not be allowed and preferred locations are Bournemouth, Margate and Broadstairs). Bournemouth has lifeguards and the beach is one of the cleanest in Europe. If classes go together they must remain together.

- One teacher must have overall responsibility and give clear instructions to ensure the safety of the whole group
- The teacher(s) must know when the tide is low so that paddling is safe
- No paddling should take place if the tide is high
- Additional staffing must be ensured to monitor small groups who undertake paddling
- Class teams must stay together
- The teacher must give instructions to all adults as to where they paddle and how far they go in
- To help with this, one adult must be in the water and act as a marker
- Ensure there are sufficient members of staff who can swim
- All staff must wear suitable clothing
- Children must wear sun-cream if the weather is hot
- Ensure children only paddle in the sea in a clearly identified area when the tide is low
- Ensure children wear suitable paddling shoes, i.e. wet shoes or jelly shoes so they do not cut their feet
- Children must wear suitable clothing

## Residentialials

Similar procedures will be adopted. Additional procedures will include:

- ensuring parents are sent details of where the residential centre is located
- parents will receive daily communication about how the children are managing. This could be in the form of a phone-call/ text message/ email communication.

### The residential plan identifies:

- The overall educational purpose of the visit.
- The activities planned for each day(s) including the location(s) to be visited.
- The names of accompanying adults including the name of the teacher who is responsible for the visit should be included.

### The risk assessment form:

- Will have to be agreed by the Headteacher. Guidance and support in the form of generic risk assessment forms are available from the educational visits coordinator.
- All visits must be put through a risk assessment procedure. This is to ensure that pupils are not placed in situations which expose them to an unacceptable level of risk.
- An exploratory visit must be undertaken when the place to be visited is an unknown location.
- Before any visit it is essential that staff refer to any individual behaviour plans in place for pupils.

## Planning Transport

The class teacher/ group leader must give careful thought to planning transport. The main factors to consider include:

- Passenger safety
- The competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
- Capacity and experience of the driver to maintain concentration – whether more than one driver is needed to avoid driver fatigue;
- With class groups 3 adults including the driver are required to be present in the minibus for all visits.
- In exceptional circumstances where only 1 child has to be transported staffing may consist of 1 driver and 1 escort.

## Code of Practice for Educational Visits

This code of practice must be given to all adults accompanying pupils on an Educational visit.

- Each adult is made aware of the curriculum plan and risk assessment for the educational visit.
- Each adult is assigned to a child/group of children by the class teacher.
- Each adult follows the directions of the class teacher in terms of supporting the implementation of the curriculum plan and the risk assessment.

- All adults will be made aware of any emergency arrangements, eg. If the group is split up, if there is an accident. These will be identified in the risk assessment.
- The driver must ensure that the minibus has been checked for visible defects, and that the items listed below have been monitored. The site manager requires 1 day of notice to complete checks.

### **Minibus checks (check OK or NOT OK)**

- Oil level.
- Coolant level.
- Fan belt.
- Windscreen washer fluid level.
- Brake fluid level.
- Windscreen & window clean and undamaged.
- Lights including brake lights and indicators are clean and working.
- Tyre pressures, including spares (and inner tyres and tyres on trailer if applicable).
- Tyre tread, including spares (and inner tyres as above). At least 2.5mm across centre is recommended. Any cuts and bulges?
- Doors open and close properly.
- Roof rack or trailer is properly fitted, and all luggage securely held.

### **Interior check (check OK or NOT OK)**

- Mirrors correctly adjusted, clean and unobstructed.
- Position & function of all dashboard controls.
- Position of driving seat so all pedals can be operated comfortably.
- Pressure on brake pedal.
- Lights & indicators are working.
- Wipers & washers working properly.
- Fuel level (and type of fuel)
- Seat belts are undamaged and working properly.
- Location of wheel brace and jack.
- Location and contents of first aid kit & fire extinguisher(s).
- Location of relevant paperwork.
- Change for parking or telephone (mobile).
- Luggage securely stowed: aisles & exits clear.

### **Brake Checks**

- Check brakes before loading passengers. With engine running, check handbrake is working properly & brake pedal is firm when pushed.
- Conduct a moving brake test, off the road, if possible. Reach a speed of not more than 15mph check mirrors and, if safe, apply brakes fairly firmly. Brakes should work efficiently; vehicle should not pull to one side; luggage should remain secure.

**If faults that might affect the vehicle's or passengers' safety are found, the vehicle must not be used until they are all remedied.**

**Last Reviewed January 2026**

Appendix 1

**Code of Conduct for parents attending educational visits**

Parents accompanying educational visits must be briefed and their role clarified.

**The main duties of parent/volunteer helpers on school trips and visits are;**

- To ensure the safety and security of the children
- To engage with the children in order to enhance their learning experience
- To help ensure that all children, including their own, participate fully and as independently as possible in all activities

**Further guidelines;**

- Parents/volunteers are asked to read any briefing information which relates to the trip.
- Parent/volunteers should ensure they follow instructions given to them by the teacher in order that risk assessments are adhered to.
- Parents/volunteers should not leave their group/class at any time without notifying the teacher.
- Parents/volunteers are asked to refrain from purchasing items, or food and drink, for their own child/group.
- Parents should not interfere with their own child's social interaction with their group and friends or their child's independence.
- Parents/volunteers who experience any difficulties with a child/children in their group should inform the class teacher as soon as possible.
- Parent/volunteers who are not DBS checked cannot take other children to the toilets or take charge of a group.
- Parent/volunteers should ensure they have a mobile phone and share their phone number to the teacher in case of emergency.