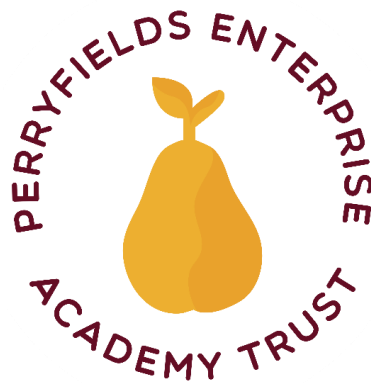


# Perryfields Enterprise Academy Trust

## Educational Visits Policy



Adapted From:	Juniper/Evolve model Policy
Reviewed:	November 2025
Approved By:	P.E.A.T Board
Approved Date:	5 <sup>th</sup> February 2026
Review:	Every 3 years, unless advised otherwise
Next Review Date:	February 2029
Communicated to Staff	By: Email Date:
Published on:	PJS Website

SUMMARY OF CHANGES – November 2025	
Section	Detail
Throughout	Whole policy updated – adopted Juniper/Evolve’s model policy

# **Educational Visits Policy**

## **1.0 Document Information**

### **1.1 Policy Owner and Responsible Person(s)**

The owner of this policy is the Headteacher and the designated Educational Visits Coordinator (EVC) who is responsible for overseeing the planning and implementation of all educational visits.

### **1.2 Distribution and Accessibility**

The Educational Visits Policy will be distributed to all staff via the school's internal communication systems and made available to parents and carers on the school website and in the school office. Pupils will be informed about the policy through assemblies, tutor time, and relevant curriculum sessions. Governors will receive copies as part of their oversight responsibilities. The policy will be provided in accessible formats upon request to ensure all stakeholders can engage with its content.

## **2.0 Policy Statement and Rationale**

### **2.1 Purpose of the Policy**

The purpose of this policy is to provide a clear and comprehensive framework for the planning, approval, delivery, and evaluation of educational visits at Perryfields Junior School. Educational visits are an integral part of the school's curriculum and are designed to support and enhance the aims of the 2014 National Curriculum.

Such visits provide valuable opportunities for active learning and real-world experiences, enabling pupils to develop knowledge, skills, and understanding across all subject areas. They contribute to a broad and balanced curriculum by allowing pupils to explore new environments, engage with experts, and apply classroom learning in meaningful, practical contexts.

Educational visits also play a vital role in promoting pupils' personal development, wellbeing, and inclusion. They support the development of independence, resilience, teamwork, and confidence, while offering opportunities to experience diversity, culture, and community. Perryfields Junior School is committed to ensuring that all pupils, regardless of background or ability, are able to participate fully in educational visits and benefit from the enrichment they provide.

### **2.2 Scope and Applicability**

This policy applies to all educational visits organised by Perryfields Junior School, including day trips, residential visits, overseas visits, and adventurous activities. It covers all staff, volunteers, pupils, and external providers involved in the organisation and delivery of visits. The policy is applicable to visits taking place during and outside of school hours, including those arranged as part of extra-curricular activities and enrichment programmes.

### **2.3 Alignment with Statutory and Regulatory Requirements**

Perryfields Junior School is committed to meeting all relevant legislative and statutory obligations in relation to educational visits. These include the Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999, Children Act 2004, Equality Act 2010, and the requirements set out in Department for Education (DfE) and Health and Safety Executive (HSE) guidance. Safeguarding arrangements will be in line with Keeping Children Safe in Education (KCSIE) and Ofsted inspection requirements. The school will also follow best practice as outlined by the Outdoor Education Advisers' Panel (OEAP) National Guidance.

## **3.0 Roles and Responsibilities**

### **3.1 Governing Body and Senior Leadership Team**

The Trust Board is responsible for ensuring that the Educational Visits Policy is robust, compliant with statutory requirements and reflective of best practice. They are responsible for approving the booking of any overseas visits, residential visits and/or visits including an adventurous activity. The Senior Leadership Team (SLT) will oversee the strategic direction of educational visits, ensuring they support curriculum aims and pupil development..

### **3.2 Headteacher**

The Headteacher holds overall accountability for the implementation and effectiveness of the Educational Visits Policy. The Headteacher will ensure that all visits are properly planned, risk assessed, and that staff are competent and appropriately trained. The Headteacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA for final approval, via EVOLVE. The Headteacher will also ensure that safeguarding arrangements are in place and that the policy is regularly reviewed and updated.

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

The EVC is appointed by the Headteacher and is responsible for the day-to-day management of educational visits. The EVC will support staff in planning visits, ensure that risk assessments are completed and reviewed, maintain records of all visits (on Evolve), and coordinate staff training. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head.

### **3.4 Visit Leaders and Accompanying Staff**

Visit Leaders are responsible for the detailed planning and safe conduct of educational visits (see Visit Leader Checklist – appendix 6). This includes preparing risk assessments, organising supervision arrangements, ensuring safeguarding protocols are followed, and communicating with parents and pupils. Accompanying staff and volunteers must support the Visit Leader in supervising pupils, managing behaviour, and responding to incidents. All staff involved in visits must be familiar with the policy and attend relevant training. Training will be delivered by the staff member appointed as EVC or from the Educational Visits Adviser appointed by the local authority.

### **3.5 Pupils and Parents/Carers**

Pupils are expected to follow the code of conduct, listen to instructions, and behave responsibly during visits. Parents and carers must provide informed consent for their child's participation, supply up-to-date medical and emergency information, and engage with pre-visit briefings (if applicable). The school values parental feedback and encourages parents to contribute to the planning and evaluation of visits.

### **3.6 The Local Authority**

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

### **3.7 External Providers**

Before confirming a visit, the Visit Leader must ensure that any external provider or facility meets appropriate safety and quality standards. Guidance can be found in the OEAP National Guidance documents: [www.oeapng.info](http://www.oeapng.info), specifically sections 4.4f, 4.4g, and 4.4h.

#### **Definitions:**

**Provider:** Any person or organisation external to the school contracted to organise and/or lead all or part of a visit or activity. Examples include:

- Museums or venues where staff lead educational activities
- Activity instructors or guides
- Tour operators
- Activity, field studies, or outdoor education centres
- Ski schools
- Duke of Edinburgh's Award centres or activity providers
- Expedition companies

**Facility:** A venue or resource external to the school that is used for a visit but does not organise or lead any part of the visit. Examples include:

- Museums, galleries, theme parks, theatres, climbing walls, skate parks, bike tracks, ski slopes, swimming pools (when teaching or instruction is not provided)
- Hired or borrowed equipment

## 4.0 Planning and Approval of Educational Visits

### 4.1 Visit Proposal and Initial Planning

Staff wishing to organise an educational visit must submit a proposal to the Headteacher, outlining the purpose of the visit, curriculum links, intended learning outcomes, and proposed activities. The proposal should demonstrate how the visit will enrich the curriculum and support pupil development. Initial planning must consider the needs of all pupils, including those with SEND, and identify any potential risks or barriers to participation.

### 4.2 Approval Process

All educational visits must be approved according to the school's hierarchy of responsibility. Routine day visits must be approved by the Headteacher, while residential, overseas, or high-risk activities require initial approval from the Trust. Approval must be obtained before any bookings are made or information is sent to parents.

The school will use the LA's online system (Evolve) for notification and final approval of visits, ensuring compliance with OEAP National Guidance.

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

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking in advance, and then forwarded to the Head for final approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity are then submitted by the Head to the LA for final approval.

### 4.3 Pre-Visit Checks and Provider Assurances (including transport)

Visit Leaders must conduct pre-visit checks of venues, providers and transport suppliers, either in person or by reviewing provider documentation. Checks should confirm that any external provider or facility meets appropriate safety and quality standards. Where possible, the school will use providers accredited by recognised bodies (e.g., LOtC Quality Badge). However, if a provider does not hold a recognised quality assurance award covering all aspects of its provision, the Visit Leader must obtain information and assurances using the OEAP National Guidance document 8.1q "Provider Statement".

## **4.4 Use of Private cars**

Where private cars are used for transport, the Headteacher/EVC is responsible for checking that the driver has a valid driving license and insurance. Further guidance is available from OEAP National Guidance ([www.oeapng.info.pdf](http://www.oeapng.info.pdf) 4.5cTransport in private cars)

## **4.5 Inclusion and Reasonable Adjustments**

The school is committed to ensuring that all pupils can participate in educational visits, regardless of disability, medical needs, or other barriers. Planning must include consultation with parents, carers, and relevant staff to identify reasonable adjustments, additional support, or alternative arrangements. The Equality Act 2010 requires schools to make reasonable adjustments to ensure inclusion, and these will be documented in visit planning and risk assessments.

# **5.0 Risk Management and Safeguarding**

## **5.1 Risk Assessment Procedures**

A written risk assessment must be completed for every educational visit (appendix 2 and 3). The assessment should identify significant risks, control measures, and contingency plans, focusing on practical management rather than excessive paperwork. The school will use sector-standard templates (e.g. EVOLVE templates) and review risk assessments prior to each visit, updating them as necessary. Risk assessments must be proportionate to the nature of the activity and the needs of the group.

## **5.2 Safeguarding Arrangements**

Safeguarding is paramount on all educational visits. All staff and regular volunteers must have up-to-date DBS checks and be familiar with the school's child protection procedures. Supervision ratios must be appropriate to the age, needs, and activities of the pupils, with higher ratios for younger children or higher-risk activities. The Visit Leader is responsible for ensuring safeguarding protocols are followed, including procedures for managing disclosures or concerns during visits. The school's safeguarding lead must be informed of all visits and involved in planning where necessary.

## **5.3 Medical and Emergency Information**

The school will collect and securely store medical information, emergency contact details, and individual care plans for all participants prior to each visit. Visit Leaders must ensure that medication, first aid kits, and emergency contact lists are available and accessible during the visit. Staff will be briefed on pupils' medical needs and trained in relevant procedures (e.g., administration of medication, use of EpiPens).

## **5.4 First Aid**

The provision of first aid during off-site visits and activities should be considered by the visit leader as part of the risk-benefit assessment and planning process of any visit.

A qualified first aider may not be necessary for all off-site visits or activities. However, a basic level of first aid support must be available at all time. This mean that one or more member of staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid kit carried with the group
- Knows how to access, and is able to access, qualified first aid support.

Visit leaders must consider the needs of children with medical conditions and ensure that where a child at known risk accompanies an off-site visit that their appropriate emergency medication is available, i.e. salbutamol inhaler, auto injector.

## **5.5 Supervision and Staffing Ratios**

Supervision ratios will be determined according to the age and needs of the pupils, the nature of the activity, and statutory guidance. As a minimum, the school will follow OEAP and DfE recommendations, with higher ratios for residential, adventurous activities, or groups with additional needs.

PEAT advises that leaders utilise a ratio of between 1:8 and 1:10, and any trip will require a minimum of two adults. However, these are minimum requirements, and may not provide adequate supervision in all cases. This will be assessed on a case by case basis.

All staff and volunteers must be competent and briefed on their responsibilities. Contingency plans will be in place for staff absence or emergencies.

## **5.6 Online Safety (Residential/Overseas Visits)**

For residential and overseas visits, the school will implement procedures to safeguard pupils' online activity. This includes guidance on appropriate use of devices, supervision of internet access, and protocols for reporting online concerns. Staff will be briefed on online safety risks and procedures, and pupils will receive age-appropriate guidance prior to the visit.

# **6.0 Parental Consent, Communication and Charging**

## **6.1 Parental Consent Procedures**

Although the school recognises that parental consent is NOT required for the majority of off-site activities, parents will be provided with all appropriate information about the intended visit and provided with the opportunity to withdraw their consent for the trip. Information will be communicated via letters, emails and parent meetings as appropriate.

For routine, low-risk visits, annual consent may be obtained at the start of the academic year. For residential, overseas, or high-risk activities, specific consent must be obtained for each visit. The school will maintain records of all consent forms in a secure, GDPR-compliant system.

## **6.2 Financing the Visit**

There are some circumstances when the school needs to make a charge for certain activities. Parents will be made aware of school outings and school journeys, together with the implications these have for developing the curriculum. In the light of this information, parents will then be invited to consider making voluntary contributions to cover appropriate costs. If a sufficient number of parents do not pay for a trip, regrettably, it may have to be cancelled. However, no child is ever excluded from an activity because of the parent's inability to contribute.

PEAT have adopted a charging and remissions policy which is available to view on the Trust Website; <https://perryfieldsenterprisecademytrust.co.uk/our-board-and-documents/>

Use of the pupil premium is employed to assist low income families and to make up shortfalls in payment to allow trips to continue even if there is a loss. The school funds also subsidises many activities and trips via the pupil premium to enable equal access and optimum opportunity for all.

# **7.0 Conduct of Educational Visits**

## **7.1 Code of Conduct for Pupils and Staff**

All participants in educational visits are expected to adhere to the school's code of conduct, which sets out expectations for behaviour, respect, and responsibility. Pupils must follow instructions, remain with their group, and treat others with kindness and respect. Staff and volunteers must model positive behaviour, supervise pupils effectively, and intervene promptly if issues arise. Breaches of the code of conduct will be managed in line with the school's behaviour policy.

## **7.2 On-the-Day Procedures**

On the day of the visit, staff will conduct registration, ensure all participants are present and briefed, and confirm that all necessary documentation, medication, and equipment are available. Supervision arrangements will be clearly communicated, and staff will maintain regular headcounts and checks throughout the visit. Any incidents or concerns will be reported promptly to the Visit Leader and, where necessary, to the school's safeguarding lead.

## **7.3 Emergency Planning and Critical Incident Response**

The school has established procedures for responding to emergencies during educational visits (appendix 4). Visit Leaders will carry emergency contact details, critical incident cards, first aid kits, and copies of risk assessments. In the event of an emergency, staff will follow the school's critical incident response plan (appendix 5), including contacting emergency services, informing the school, and communicating with parents. All staff will be briefed on emergency procedures prior to the visit.

## **7.4 Accident and Incident Reporting**

All accidents, incidents, and near misses must be recorded and reported in line with school and statutory procedures. The Visit Leader is responsible for completing incident forms and informing the Headteacher and EVC. Serious incidents will be reported to the Trust and, where appropriate, to the HSE. Records will be reviewed as part of the school's monitoring and evaluation processes.

# **8.0 Monitoring, Evaluation, and Continuous Improvement**

## **8.1 Record-Keeping and Documentation**

The school will maintain secure, GDPR-compliant records of all educational visits, including risk assessments, consent forms, medical information, and incident reports. The EVC is responsible for ensuring that documentation is complete, up-to-date, and stored securely. Records will be retained for the period specified in the school's data retention policy.

## **8.2 Monitoring and Quality Assurance**

Compliance with the Educational Visits Policy will be monitored through regular audits, spot checks, and review of visit documentation. The EVC and SLT will conduct periodic evaluations of visit planning, risk management, and safeguarding arrangements. Findings will be used to inform staff training and policy updates as well as informing future planning and continuous improvement.

## **8.3 Policy Review and Update**

The Educational Visits Policy will be reviewed at least annually, or sooner in response to changes in statutory guidance, best practice, or school context. Amendments will be approved by the Governing Body and communicated to all stakeholders.

# **9.0 Appendices and Supporting Materials**

Appendix 1: Extended Learning Locality (Local Area Activity)

Appendix 2: Generic Risk Assessment Template

Appendix 3: Event Specific Risk Assessment Template (STAGED GRID)

Appendix 4: Emergency Procedures

Appendix 5: Critical Incident Action Plan

Appendix 6: OEPAG National Guidance Visit Leader Checklist

## 10.0 References

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Children Act 2004
- Equality Act 2010
- Department for Education (DfE), “Health and safety on educational visits” (2018)
- Health and Safety Executive (HSE), “School trips and outdoor learning activities: Tackling the health and safety myths”
- Keeping Children Safe in Education (latest version)
- Outdoor Education Advisers’ Panel (OEAP) National Guidance ([www.oeapng.info](http://www.oeapng.info))
- Ofsted Inspection Framework (latest version)
- Local Authority guidance and systems (e.g., Evolve)
- General Data Protection Regulation (GDPR) and Data Protection Act 2018

## **Appendix 1 - Extended Learning Locality (Local Area Visit)**

**Basic visit details should be added to EVOLVE as a 'Local Area Visit' type.**

**The visit will NOT require any approval as trip information will be audited on EVOLVE and activity and approval management covered by the details below.**

### **Boundaries**

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues:

- *All Saints Church*
- *Springfield Library*
- *Boswells Secondary School*
- *Local shops*
- *Arun Park (including River Chelmer walk)*

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

### **Operating Procedure for Extended Learning Locality**

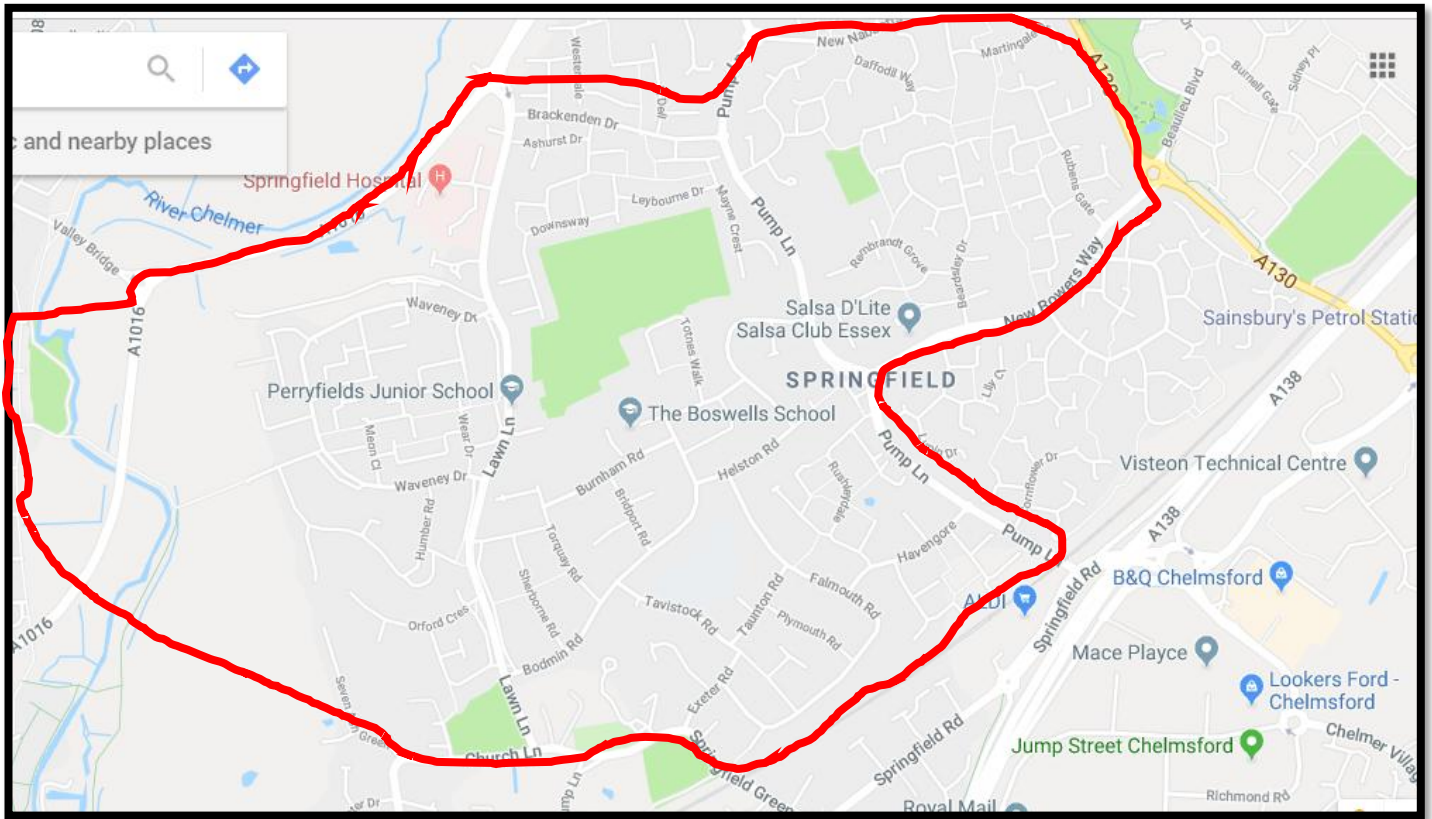
**The following are potentially significant issues/hazards within our extended locality:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).
- Water safety around rivers.

**These are managed by a combination of the following:**

- The Head or AHTs must give verbal approval before a group leaves.
- 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 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Pupils are fully briefed on what to do if they become separated from the group.
- 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.
- A 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).

**This will only require the brief 'Local Area Visit' EVOLVE form (replacing the need for any paper based 'signing out sheet' and will audit all your LOtC activity)**









## **Appendix 2 - Generic and Site/Person specific risk assessment**

### Generic Risk Assessment for Off-site Visit

This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

<b>1. Significant Hazards and Identification of Risks:</b> <i>Those hazards and risks that may result in serious harm or affect several people</i>	<b>2. Control Measures:</b> <i>Controls, including relevant sources of guidance</i>

### Appendix 3 - STAGED GRID

	Who is at risk?	What is the issue?	How do we manage it?
 <b>S</b> taff			
 <b>T</b> ravel			
 <b>A</b> ctivity			
 <b>G</b> roup			
 <b>E</b> nvironmental Conditions			
 <b>D</b> istance			

## **Appendix 4 - Emergency Procedures**

A group leader should be nominated for each visit and they should take charge in the event of an emergency. They should arrange for back up cover and ensure that they know what to do in an emergency. It is the responsibility of the group leader to ensure that all those involved in the trip, including parents and pupils are informed of who will take charge during an emergency and who the backup cover is.

- Establish the nature and extent of the emergency as quickly as possible.
- Immediately inform all group staff and helpers of the problem and clarify actions to be taken.
- Account for all group members and ensure their wellbeing.
- Establish the names of people involved in the accident, if injured, the nature and extent of the injuries get immediate medical attention as appropriate.
- Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together.
- Notify the Police if necessary.
- Inform the school contact. The school contact number should be accessible at all times during the visit.
- Details of the incident to pass on to the school should include: nature, date and time of incident, location of incident, names of casualties and details of their injuries, names of others involved so that parents can be reassured, action taken so far, action yet to be taken (and by whom).
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- No-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area.
- No-one in the group should discuss legal liability with other parties.

Contact with parents will be through the school and will normally be done by the Headteacher.

## Appendix 5 - Critical Incident Action Plan

### Educational Visits Support Critical Incident Action Plan

Please follow the steps below to help manage critical incidents and emergencies effectively

#### Action By Visit Leader

##### Start Here

- Safeguard yourself
- Remain calm and assess the situation
- Establish nature and extent of emergency
- Identify people involved and any casualties
- Are emergency services required?

##### Check Your Group

- Are the group safe?
- Are all group members accounted for?
- Are all leaders present?
- Have you briefed the group to ensure they know what to do to remain safe?
- Delegate assistant leaders if possible

##### Any Casualties?

- Ensure injured group members are safe
- Call emergency services (999 or 112) as appropriate
- Carry out First Aid to the best of your abilities
- A - Preserve life
- B - Prevent condition worsening
- C - Promote recovery

- Member of staff to accompany casualty to hospital with relevant medical details
- Staff name and contact number:

- Who has gone and where:

##### Notify Establishment Base

Your essential emergency contacts: ESTABLISHMENT MAIN PHONE: \_\_\_\_\_

NAME: \_\_\_\_\_ CONTACT NO: 24/7 \_\_\_\_\_ MOBILE: \_\_\_\_\_

NAME: \_\_\_\_\_ CONTACT NO: 24/7 \_\_\_\_\_ MOBILE: \_\_\_\_\_

Information needed (Please use notes section overleaf):

What happened? When - date and time? Where - location?  
Who was involved / injured? Names of all involved Actions taken so far

##### Agree contact numbers to use and pattern of future contact

#### Action By Establishment

##### Is this a Critical Incident?

YES

NO

- Launch the Critical Incident Plan
- Follow & adapt if necessary
- Involve outside support if necessary

- Agree actions with Visit Leader
- Contact parents?
- Seek advice from Education Officers?
- Seek advice from Outdoor Education Advisors?
- Media management by establishment?
- Insurance?

##### Ongoing

- Record of incident
- Follow-up paperwork
- Actions taken
- Review incident

UDC Hampshire Partnership Board  
UDC Hampshire Partnership Board  
Learning Outside the Classroom



EVOLVE

- Stay calm
- Delegate appropriate tasks to other leaders
- Watch your group and keep them safe
- Do not admit liability
- Witness information
- Photograph the scene
- Do not alter any equipment
- Do not allow anyone to see a group member without an adult being present
- Once group is safe arrange contact with home

## Incident Notes And Recording Sheet

WHEN	WHO	WHAT	WHERE
11.30pm	Joe Bloggs	Fell out of bunk bed, staff took him downstairs	Bedroom 12

**ECC Schools Comms Team**  
+44 (0)333 013 9880  
(Office hours 9am - 4pm)

**ECC Press Office**  
Urgent media enquiries only  
**+44 (0)7717 867525**  
(Out of hours)

**Educational Visits Team**  
+44 (0)345 646 0397  
[essexvisits.org.uk](http://essexvisits.org.uk)

**My Useful Numbers:**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

## **Appendix 6- OEPAG National Guidance Visit Leader Checklist**

This checklist is designed to be a prompt for visit planning and a final check. The relevance of each point, and the complexity of responses, depends on the nature of the visit. For overseas visits, this checklist should be used in conjunction with OEAP National Guidance document 3.3g.

**Name of establishment:**

**Brief description of visit:**

**Date(s) of visit:**

**Name of Visit Leader completing the checklist:**

**Date:**

### **General**

- ☐ The intent of the visit is clear and integral to the curriculum/programme.
- ☐ Risks of all aspects of the visit have been considered and can be managed.
- ☐ Access to appropriate first aid is in place.
- ☐ Suitable insurance is in place.
- ☐ Alternative options (Plan B) are in place.
- ☐ Emergency procedures are prepared and appropriate.
- ☐ The visit budget has been agreed.
- ☐ Charges meet legal requirements (if applicable).
- ☐ External providers meet expected standards.
- ☐ Contracts with providers are satisfactory and authorised.
- ☐ The visit meets employer and establishment requirements.
- ☐ Evaluation and review arrangements have been agreed.

### **Staffing**

- ☐ Visit Leader is identified, approved, and aware of responsibilities.
- ☐ All leaders/helpers are clear about and able to fulfil their roles.
- ☐ Sufficient staffing levels are in place.

- ☐ Roles between provider staff and school staff are clear.
- ☐ Leaders/helpers are informed of risks and management strategies.
- ☐ Arrangements are in place if family members attend.
- ☐ The EVC has been kept informed.

### Timing

- ☐ The timing of the visit is appropriate.

### Activities

- ☐ Activities meet the visit's aims and are appropriate.
- ☐ Risks of specific activities have been considered.
- ☐ Leaders are competent or suitable providers contracted.
- ☐ Equipment is sufficient, suitable, and safe.

### Group

- ☐ Parents have been informed and consent obtained if required.
- ☐ Agreements regarding charges are clear.
- ☐ Up-to-date medical, dietary, SEN and contact information is available.
- ☐ Food provision meets Natasha's Law where applicable.
- ☐ Participants have been involved in planning where appropriate.
- ☐ Plans comply with current epidemic guidance.
- ☐ Participants understand expectations and codes of conduct.
- ☐ Participants are physically fit and trained as required.
- ☐ Appropriate clothing and equipment are in place.
- ☐ Property security arrangements are in place.
- ☐ Supervision arrangements are appropriate.
- ☐ Safeguarding issues are addressed.
- ☐ Inclusion issues are addressed.
- ☐ Medication and dietary issues are addressed.

### Environment

- ☐ Environmental factors have been considered.
- ☐ Accessibility issues are addressed.
- ☐ Environmental impact has been minimised.
- ☐ Leader is familiar with venue or has adequate information.
- ☐ Remote supervision environments are suitable.
- ☐ Accommodation is safe and suitable.
- ☐ Security arrangements are in place.
- ☐ Risk of terrorism has been considered.

### Remoteness

- ☐ Travel and transport arrangements are appropriate.
- ☐ Communication arrangements are suitable.
- ☐ Overseas guidance has been consulted if applicable.

### Finally

- ☐ The visit is well prepared and should take place.
- ☐ The visit has been approved by the Head/Manager and employer if required.

### Notes