

Updated June 2025

# Harlow Fields School & College

## Educational Visits Policy



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<b>Policy Title</b>	<b>EDUCATIONAL VISITS POLICY</b>
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<b>ADOPTED:</b>	June 2025
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<b>COMMITTEE:</b>	FGB
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<b>DATE FOR REVIEW:</b>	June 2026
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<b>AUTHOR:</b>	Kathleen Faherty
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# Educational Visits Policy

Establishment type	Special School
Name of establishment	Harlow Fields School & College
Who is employer	Essex County Council
Responsibility for offsite visits (possibly Head, EVC, or deputy head)	Kathleen Faherty (Head Teacher)
Date Trained	September 2013. Updated September 2016, October 2020
Policy agreed	May 2024
This Policy Issue was released in	May 2024
Signed off by	Paula Violet (Chair of Governors)
To be reviewed	May 2025
Other Policies Related	Behaviour Policy Safeguarding Policy Managing Incidents Policy

School staff were consulted on this document and it was accepted by the personnel committee on:	N/A
It was ratified by the FGB on:	9th July 2024
Signed by the Chair of Governors:	

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# 1 Introduction

1.1 The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Harlow Fields School and College reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. See website link: [www.oeapng.info/](http://www.oeapng.info/)

The DfE guidance: Health & Safety on Educational Visits (Nov 2018). The 8 key points addressed in this document have been embedded in this policy

- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

## 2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Harlow Fields School and College, we offer a range of educational visits and other activities that add to what they learn at school.

## 3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

**NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.**

## 4 Gaining approval for a trip

### 4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors may / must approve any visit involving an Overnight stay or Overseas Visit. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits including Local Area Visits

The Governors have adopted a charging and remissions policy:  
[www.oeapng.info/](http://www.oeapng.info/) 3.2c-Charges-for-off-site-activity-final

### 4.2 The Headteacher or EVC

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 8)

- 4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- 4.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- 4.2.4 should ensure the suitability of all staff appointed to the visit.
- 4.2.5 should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.6 should implement effective emergency contact arrangements.
- 4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.8 should have a system in place to record, audit and monitor school off-site visits.

## 5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. See Section [www.oeapng.info/](http://www.oeapng.info/) 4.4f 4.4g and 4.4h- Note the need to check on insurance / Ts & Cs / LOTCQB etc.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 3 )

## 6 Parental Consent

OEAP National Guidance Document  
[www.oeapng.info/](http://www.oeapng.info/) 4.3d-Parental-Consent

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 2 )

Parental consent to off-site activities: Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

## 7 Visits and staffing

### CHECKLIST FOR ALL OFF-SITE ACTIVITIES

Complete Visit leader checklist:

[www.oeapng.info/](http://www.oeapng.info/) 3.3e-Visit-Leader-Check-List and 3.4k Visit or Activity Leader

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.



It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit.

For Risk Assessment guidance see [www.oeapng.info](http://www.oeapng.info) 4.3g Risk Management

### **Key Requirements for Leaders**

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

### **Visit Leader Training**

Should be offered to all leader staff and can be delivered by the trained EVC or by the Educational Visits Adviser. A [Juniper Education online learning module](#) is available for schools allowing cost effective CPD opportunity for all their staff engaged in anyway on out of school activity. (See EVOLVE Homepage for more details) This is strongly recommended to ensure all staff are clear on their roles and responsibilities when engaged in off-site activity.

## **8 The visit**

### **8.1 On the day**

Leave in the school office:

- an amended list of children attending and going on visit
- full list of escorts and staff and groups of children for which they are responsible (see Appendix A)
- the itinerary for the entire day
- a copy of the written briefing notes for the escorts
- check children out of classroom to ensure bags, lunchboxes and medication are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders

### **8.2 During the visit**

Young Children must be kept in escort's group at all times. With older children close, or even remote supervision, is acceptable with suitable checks and contingencies in place. (e.g. Yr 11 working in groups of 4 minimum – responsibility to support each-other may be suitable and sufficient for a delimited area in a town centre.)

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### **8.3 On return**

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.



8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

## **9 Financing the visit**

When stating the cost for each individual:

explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. Some visits may incur vast amounts of money (example ski trip for 80 students £90,000). Payment will be through ParentPay

A formal approval from the SLT / School Finance Manager must be sought before deposits paid.

## **10 Insurance**

### **Introduction**

Insurance is an area where misconceptions abound. It is too important to be left to chance and those involved with schools [teachers, pupils and parents] need to be sure of the nature and level of cover which is provided, both according to statutory requirements and that which may be additionally obtained on a voluntary basis through premium payments.

The following advice will help clarify some of the many queries which are raised, though it does not replace the need for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

### **Personal**

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

### **Indemnity**

Please see reference to parental Consent: -  
OEAP National Guidance Document  
[www.oeapng.info](http://www.oeapng.info) 4.3d-Parental-Consent

## **Insurance Provision**

Teachers should be aware of the school provision for insurance.

## **11 Transport**

11.1 Harlow Fields School & College has two minibuses which it uses for the majority of off site visits. The school has vigorous procedures concerning the maintenance of the minibuses, staff training etc.

11.2 there will be some trips that require additional transport (e.g. whole department or school visits) and staff will hire buses from known reputable providers such as the school's home/school transport providers.

Also see guidance from OEAP National Guidance -

4.5a-Transport-A-general-considerations 4.5c-Transport-in-private-cars

## **12 Emergency / Critical Incident Procedures**

See OEAP National Guidance document:

<http://oeapng.info> 1a-Critical-Incident-Management-Employer

All leaders must carry the school's 'Critical Incident form' (z Cards) With Emergency Telephone contacts and action plan should an incident happen.

On return, the visit leader must comply with the school's normal accident reporting procedures.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 6)

## **13 Monitoring and Evaluation**

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations.

Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head and the employer's advisory team.

DfE guidance : [Health & Safety on Educational Visits](#) (Nov 2018 Section 7)

All links to guidance documents noted should be accessed via the [www.oeapng.info](http://www.oeapng.info) site  
To access the most current advice/guidance. Use the keyword search to locate any document.



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

### **General**

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- must be recorded on 'Signing-out' sheet to be left with the office)
- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

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

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

- Road traffic
- Losing a pupil
- Uneven surfaces and slips, trips, and falls

- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc)
- Weather conditions
- Other people
  - social distancing
  - members of the public
  - animals

The Head or Deputy must give verbal approval before a group leaves. If not available this duty is delegated to other SLT members.

Only staff judged to be competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office

- There will normally be a minimum of two adults to each group. This will vary from group to group depending on need. There will be some exceptions such as taking 6<sup>th</sup> form students to work experience
- 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.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group
- 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.
- 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, facemasks bag for waste, tissues etc.)

**Signing-out sheet for ad-hoc activities in the school locality, where the school policy addresses the generic risk management issues.**

Leave this completed form in the office or other agreed place when you go out.

Date	
Visit Leader	
Accompanying Staff	
Volunteers	
Group/Class/Form	
Activity	
Destination/Venue details	



First Aid kit / Emergency Card taken?	
Time out	
Time back	
Contact number	
Any other relevant details/issues (eg pupil medical/behavioural needs)	

### **Generic and Site/Person specific risk assessment**

#### Generic Risk Assessment for Off-site Visit

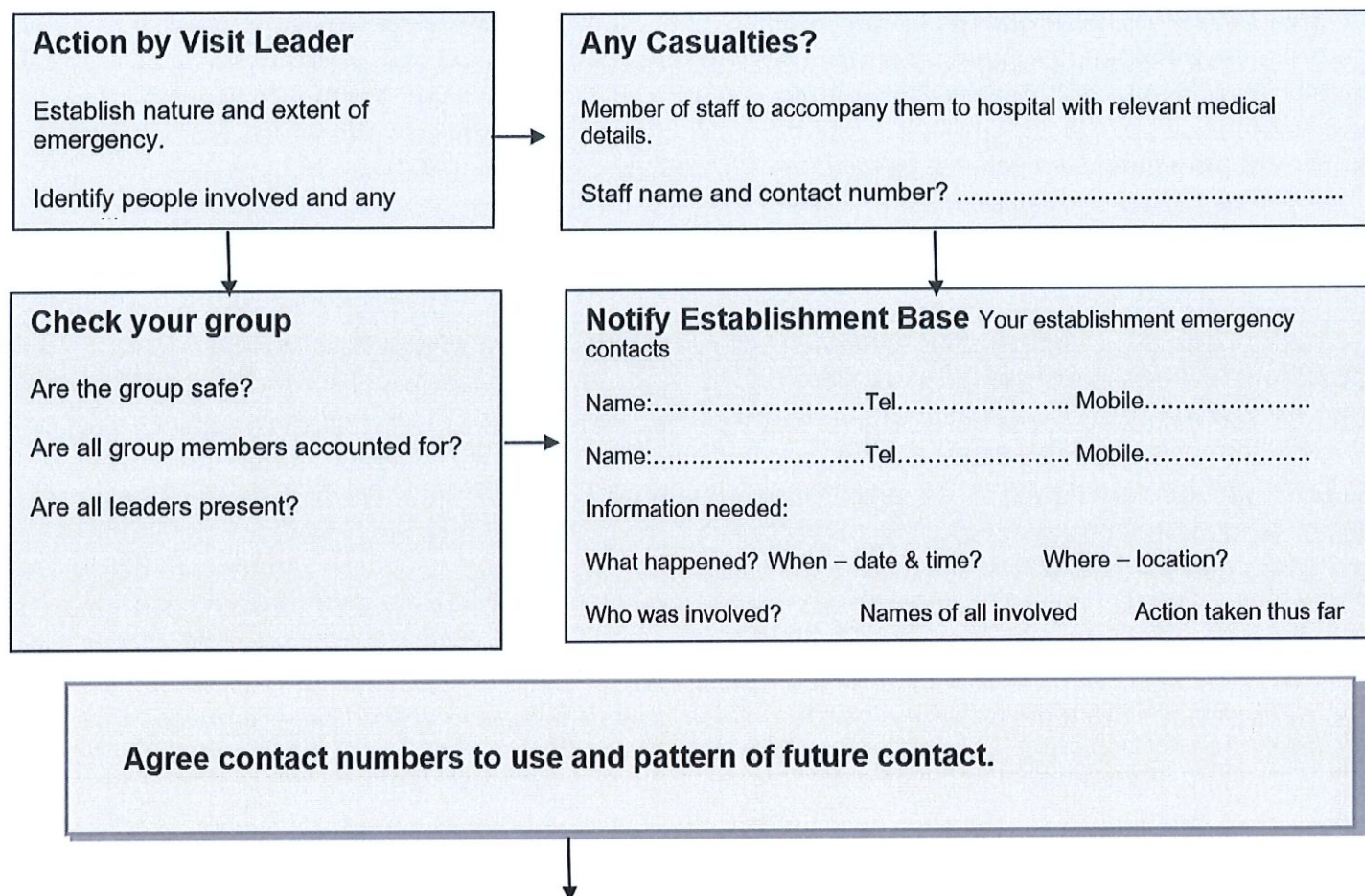
This generic risk assessment is designed to prompt the Specific Risk Assessment carried out by the school/establishment.

<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>

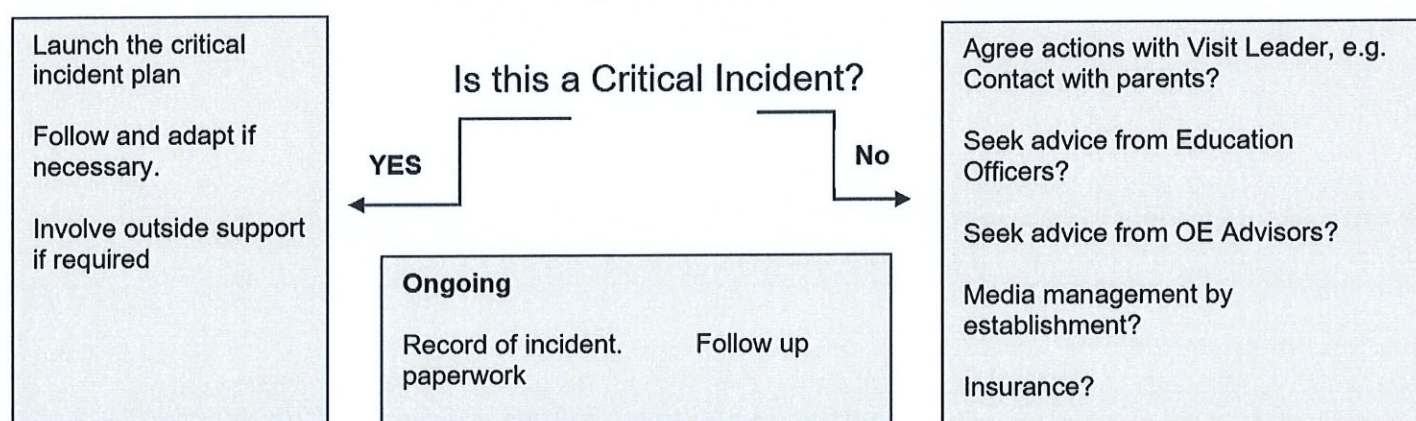


## Critical Incident Procedure ACTION PLAN

Please follow the steps below to help manage emergencies effectively



### Action by Establishment





# **Harlow Fields School & College** Working Together To Succeed Risk Reduction Plan

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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	<b>Potential Triggers and Reduction Measures</b>	
	<u><b>Triggers</b></u>	<u><b>Reduction Measures</b></u>
		1.

<b>What we want to see</b>	<b>Strategies to maintain</b> <b>Clear expectations</b> <b>Positive phrasing</b> •
<b>First signs that things are not going well</b> •	<b>Strategies to support</b> •
<b>Where this behaviour leads next</b> •	<b>Strategies needed</b> •
<b>What we are trying to avoid</b>	<b>Interventions necessary</b> •

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....