



VISION

MULTI ACADEMY TRUST

Educational Visits Policy and Procedures November 2025

Date of Review: October 2025
Approved by Trust Board
Next Review Date: October 2026

Overview

Intent

At Vision Multi Academy Trust we see the benefits to learning outside the classroom and educational visits to be crucial to the 'Catch Up' and recovery to learning post pandemic. We have seen real disruption to our routine, and the traumas faced by students, parents and staff has affected us all in very different ways. The opportunities to rebuild trust and relationships are much greater whilst out of the classroom. Being outside also encourages physical activity, at a time where some of our school community haven't been able to leave the house for a long period of time.

Implementation

Learning outside the classroom activities and educational visits are used as teaching and learning tools for the delivery of elements of Vision Multi Academy Trust statement of Intent, and the teaching of the curriculum of each school within the Multi Academy Trust.

Impact

Learning outside the classroom activities and educational visits have clear and measurable aims which directly link to the statement of intent/curriculum intent of each school's curriculum. The impact contributes to pupil's attainment and progress. Vision Multi Academy Trust's approach to the evaluation of activities and visits is set out in this policy.

Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes each school in the Multi Academy Trust a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Vision Multi Academy Trust:

1. Adopts the Local Authority's (LA) document: '**Policy for Educational Visits and Activities Linking to OEAP National Guidance**' (All staff have access to this via Evolve).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses www.buryvisits.org.uk (EVOLVE) for off-site activities (for activities/trips beyond the local learning area)

All staff are required to plan and execute visits in line with Trust Policy (i.e. this document), Local Authority policy, and National Guidelines. This is also a requirement of the LA's trips & visits insurance policy for schools. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**
These follow the 'School Learning Area' Operating Procedure and encompass a 1-mile radius surrounding the school (Appendix 1).
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**
As above, but the Head authorises and then submits to the LA for approval.

Timescales

Vision Multi Academy Trust uses the Evolve system to summarise planning, manage and record educational visits.

Visit Leaders should plan and prepare visits allowing time for internal and external vetting and approval as required. Normally this will mean that visit plans should be submitted to the EVC by the following deadlines:

- 3 to 6 months before departure for Overseas Visits
- 6 weeks before departure for Residentials
- 6 weeks before departure for Adventure Activities
- 4 weeks before departure for other types of visit (outside the 'School Learning Area')

If for any reason these deadlines cannot be met, clarification and approval should be sought from the EVC.

Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher of their school or EVC (of their school) prior to planning, and certainly before making any financial commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Miss E Johnson, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. 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. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

The Head Teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

The Board of Trustees's role is that of a 'critical friend' and it will:

1. Adopt and periodically review this policy, as required.
2. Ensure there is a competent Educational Visit Coordinator (EVC) in place who meets the requirements outlined in 'National Guidance' and has completed the Employer's EVC Training Programme and any updates as required.
3. Review the range of visits provided by the school via a report submitted twice a year by the EVC.

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. For the purpose of all educational visits mentioned in this policy, Vision Multi-Academy Trust has sought and continues to seek guidance and advice from the Local Authority for all educational visits.

Impact

All educational visits will be evaluated upon completion to determine the effectiveness of the visit. The Visit Leader will debrief the Education Visit Coordinator and the 'evaluation tool' on Evolve will be completed. The following points will form part of (but not limited to) the evaluation process.

1. *The impact on learning; in addition to usual assessment methods, we use*
 - *Photographs / Video*
 - *Of specific processes –measuring, data collection, data recording, use of creative language, sequencing etc*
 - *Pupil Voice*
 - *Develop questionnaires to capture physical activity levels & happiness*
 - *Look at other measures (eg attendance, behaviour)*
2. *The arrangements (eg risk assessments, value for money, lessons learned)*

Staff Competence

Vision Multi Academy Trust recognises that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher/EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. All staff are required to carry an EV7 form with them on the trip which will contain the details of Emergency Contacts. Each school will have a dedicated Emergency Contact who will be available via telephone during any Educational Visit. It is the responsibility of the Emergency Contact to support the Visit Leader in the case of an emergency.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority, and advice taken from the academy trust.

Educational Visits Checklist

Vision Multi Academy Trust's Educational Visits Checklist forms part of the risk management process for visits and off-site activities. A visit can only go ahead if the answer to all relevant questions is 'YES'. Vision Multi Academy Trust's Educational Visits Checklist may be downloaded from EVOLVE Resources. This must be completed by the Visit Leader and uploaded onto Evolve as part of the risk management process (see Appendix 5).

Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

Each school in the Multi Academy Trust obtains blanket consent at the start of each year for certain other routine activities, e.g. after school fixtures, walks in the local area, etc.

Specific, (i.e.. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Inclusion

Vision Multi Academy Trust is committed to inclusion and will include all students in our offsite activities wherever this is reasonably practicable.

Charging / funding for visits

Vision Multi Academy Trust will ask for voluntary contributions towards the cost of an educational visit. Where applicable, each school within Vision Multi Academy Trust, will contribute towards an educational visit if sufficient contributions are made.

Transport

When 'Risk Assessing' an Educational Visit, the Visit Leader and relevant adults should consider the most appropriate method of travel for the visit. Where a coach is needed, arrangements should be made with a school's admin team where a coach from a reputable company should be booked (coaches should be booked ASAP to the trip being planned). Where a coach is the method of transport for a trip all staff will follow Vision Multi Academy Trust's 'Coach Travel Operating Procedure'. Furthermore, when public transport is the method of transport used, all staff will follow Vision Multi Academy Trust's 'Travelling on Public Transport (Tram) Operating Procedure'

Where other methods of transport are used, rules/routines should be discussed and be evidenced in the 'Risk Assessment' process.

Insurance

All school trips are covered under the Government Risk Protection Arrangement (RPA) (membership number: t10782002).

Other topics

Dismissal of pupils

At the end of each educational visit, ALL children and adults must return to their school via the main office. Children should then return to their classroom where a final register and headcount should be undertaken. Once complete, the class teacher (visit leader) accompanied by the supporting adults, should dismiss children according to the school's dismissal routine. When this routine cannot be observed, alternative arrangements of pupil dismissal can be arranged and must be confirmed with the EVC and Headteacher during the Risk Assessment stage of the Visit booking procedure.

Use of volunteers

(Refer to www.oeapng.info document [3.4o](#))

The use of volunteers is permitted for educational visits. When using volunteers, it is essential that they meet the requirements for the role that they have been assigned (Visit Leader, Activity Leader, Assistant Leader, Helper). The engagement of any volunteer must involve an appropriate level of vetting and induction (safeguarding induction etc). They must be sufficiently competent and confident to carry out their responsibilities. The level of competence and the thoroughness of the engagement process depend upon the role that the volunteer is to take, and the degree to which they will be working independently or under supervisions. Where they are working independently it should be to the same standard as would be expected of an employee or contractor taking on the role.

Appendix 1 – School Learning Area

General

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

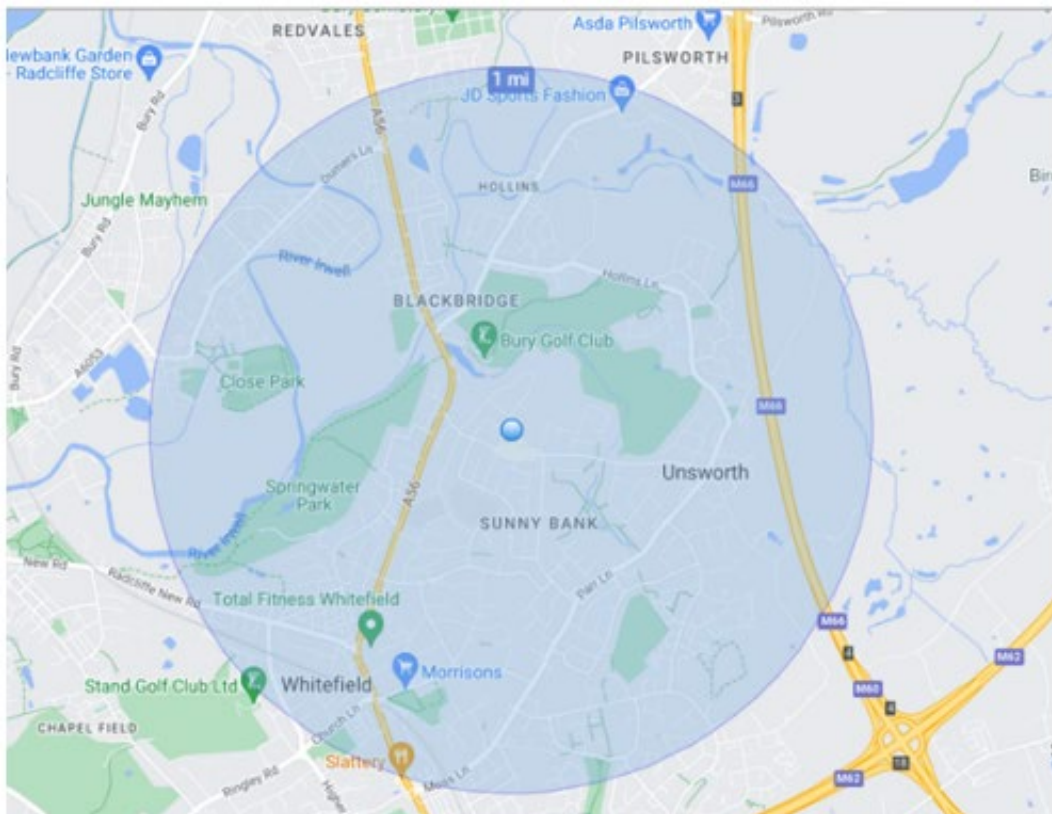
These visits/activities:

- do not require parental consent unless the children are participating in an adventurous activity (in which case a full risk assessment would need to be uploaded onto Evolve)
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE unless they involve an adventurous activity
- require the Visit Leader to brief the EVC about the visit and complete a ‘signing out’ sheet which will be stored by the EVC.

Boundaries

The boundaries of the School Learning Area are shown on the attached map. This area covers a 1-mile (1.61km) radius with school central to this Learning Area. This area includes, but is not limited to, the following frequently used venues: e.g.

- Unsworth Academy
- Elms Bank School
- Whitefield Tram Stop
- Morrisons Supermarket
- Goshen Sports Centre



(Note: Sunny Bank Primary School is indicated by the blue dot in the centre of the learning area.)

Operating Procedure for School Learning Area

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

- 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).

These are managed by a combination of the following:

- The Head/Deputy and the EVC 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 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- There will normally be a minimum of three adults
- 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.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant 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)

Appendix 2- Operating procedure for walking through urban and built-up areas.

When taking children out on an Educational Visit, this operating procedure will be adhered to by ALL staff. It is the responsibility of the Visit Leader to ensure that the measures detailed below are followed during the visit.

Pre-Visit

- Visit leader to brief all staff members (including the EVC) of the destination and route to be taken during the visit including 'safer' road crossing areas (traffic lights, zebra crossing, bridges, tunnels...) Visit Leader to prioritise routes where road crossing is reduced. Where applicable, staff to seek bridges and tunnels first.
- Visit leader to give all staff members a map of route to be taken.
- Visit leader to brief all students of the destination and the route to be taken during the visit.
- Visit leader to brief all students on rules for crossing the road and road safety and will have practiced in the playground prior to leaving the school site. (see below for details).

During visit

- All staff and children to be wearing a hi-vis jacket
- Children to be in pairs as they walk
- Staff to be situated at the front, middle and rear of the group.
- Staff to walk safely closest to the road with the children walking on the inside of the pavement.

When a road is needed to be crossed, the Visit Leader should assess the area for suitability and should have planned for this whilst route planning before the Visit.

Staff to prioritise bridges and tunnels first, to avoid the need for crossing roads.

If a road needs to be crossed, staff should decide on the most suitable/safest area to cross.

Where applicable, Visit Leader to use,

- Lollipop man/lady
- Traffic lights (with crossing feature ('green man'))

If none of these options are available, staff to look for a suitable area to cross (clear visible line of sight for oncoming traffic, island in the middle of the road, 'zebra crossing', traffic lights (without crossing feature ('green man'))

Staff should **NOT** block oncoming traffic.

- When crossing children to be lined up in silence away from the road.
- One member of staff to cross the road first and wait for children to cross the road in groups.
- One member of staff to lead (4 children – KS1/LKS2 or 6 children – UKS2) over the road when traffic is clear with one member of staff remaining with the children waiting to cross. (staff member to use island if available to risk assess safety of crossing the second part of the road).
- Staff to repeat this process until all children have safely crossed the road.

Visit Leader to conduct a headcount. Once checked, journey to continue.

Appendix 3- Coach Travel Operating Procedure

When taking children out on an Educational Visit, this operating procedure will be adhered to by ALL staff. It is the responsibility of the Visit Leader to ensure that the measures detailed below are followed during the visit.

Pre-Visit

- Visit Leader to liaise with admin staff to book coach. Details of; number of children and adults, times, destination, pick up/drop off points, need to be given and a price obtained for the coach travel.

Getting on the coach

- Visit Leader to check with the coach driver on arrival to ensure details of destination/pick ups are correct. Visit Leader to check if the driver is aware of any potential traffic or possible delays to destination.
- Children to be in pairs and lined up in school. Children to then be escorted to the coach. Before getting on the coach, children to line up against the fence.
- Driver to be sat in his driving seat before children get on the coach.

- One member of staff to get onto the coach first, one member of staff to assist children getting on the coach, other members of staff to monitor behaviour.
- Children to get on the coach 1 at a time.
- Children to be seated at the back of the coach and fill up towards the front.
- Staff member on the coach to leave a spare seat for staff members (1 at the back, 1 in the middle, 1 at the front).
- Once all children are on the coach, staff to ensure that the children have their seatbelts on.
- Two staff members to conduct head counts and to confirm numbers with Visit Leader.
- Visit Leader to address children on expectations of behaviour.
- Visit Leader to confirm with the driver that the journey can commence.

During the journey

- Children to remain seated during the duration of the journey.
- On longer journeys (2+hours) a member of staff seated at the front will keep an eye on the driver to make sure they are still focused on driving and not getting tired. If signs of tiredness are seen then the school member of staff will insist the driver takes a break at the next safe and available location. Visit leader to inform base contact of unscheduled stop.

At the end of the journey

- Children to remain seated until the coach has safely parked and the driver has signaled to the Visit Leader that the coach has come to a complete stop.
- Visit Leader to exit the coach to assess suitability of the drop off point (are there any unexpected hazards? – if so, Visit Leader to discuss with driver for a more suitable drop off point).
- Visit Leader to ask a member of staff to stand off the coach, Visit Leader to stand at a suitable 'line-up' area. Other staff members to dismiss children from the coach starting with the children seated at the front.
- Visit Leader to take a register
- Once all children are off the coach, a staff member to conduct a head count. Visit Leader to conduct a head count and to confirm numbers.

Appendix 4- Travelling on Public Transport (Tram) Operating Procedure

When taking children out on an Educational Visit, this operating procedure will be adhered to by ALL staff. It is the responsibility of the Visit Leader to ensure that the measures detailed below are followed during the visit.

Pre-Visit

- Visit Leader to ensure that there is appropriate supervision for the trip (0-10 children = 2 adults, 10-20 children = 3 adults, 20-30 children = 4 adults).
- Visit Leader to brief all staff members (including the EVC) of the destination and route to be taken during the visit.
- Visit Leader to give all staff members a map of route to be taken.
- Visit Leader to brief all students of the destination and the route to be taken during the visit.
- Visit Leader to brief all students on rules for entering the tram, being on the tram during journey, how to leave the tram (see below)

- Visit Leader to make all students/staff aware that under no circumstances should they re-enter the tram if any belongings have been left (Visit Leader will communicate with the tram company if any belongings are left behind)
- Visit leader to ensure that tickets for the tram are purchased prior to journey
- When there are more than 10 children using the tram, the Visit Leader will organize the children into smaller groups with each group having a staff member. The Visit Leader will act as a 'spare' adult to oversee the entry and exit of the tram.
- Visit Leader to identify a visible signal with all adults that will be used during the journey to communicate (e.g. thumbs up- everything is ok. Thumbs down- support is needed)
- Visit Leader to communicate to all students that in case of an emergency where a student finds themselves on the tram by themselves that they must remain on the tram at all times. They must remain seated. They must not leave the tram until they are directed to by a responsible adult (police or a staff member from the tram company). Students to be briefed prior to visit on who responsible adults are and how to identify a member of staff from the tram company.

Entering tram

- All students to be lined up at the back of the tram platform. Students to remain here until the tram arrives, doors open and the customers wishing to leave the tram do so.
- Each group leader will lead their group onto the tram. Where available, students will sit in pairs with the partner they walked to the tram stop with, where unavailable, students will stand in the designated areas holding onto the standing aids.
- Each group leader will conduct a headcount of their group once on the tram.
- Visit Leader to ensure all children have safely entered the tram before entering the tram themselves.

During journey

- Students to remain seated/standing
- Students to be made aware when the next stop is their destination.
- Students who are seated to stand up as soon as the tram stops.

Leaving the tram

- Group leader to lead their group off the tram when the tram is stationary.
- Group leader to lead their group immediately off the tram to the back of the platform to conduct a headcount.
- Group leader to feedback headcount information (visible signal to be agreed before journey) to the Visit Leader.
- Visit Leader to conduct a full group headcount.

Appendix 5- Pre-Visit Staff Checklist

This checklist is an essential part of the risk management process and is applicable for **all** visits.

The visit should only go ahead if the answer to all applicable questions is 'YES'

--

In advance of the visit:

Have the educational aims of the visit been clearly identified?

 yes

Is the visit appropriate to the age, ability and aptitude of the group?

 yes

Has there been suitable progression/preparation for pupils prior to the visit?

 yes

Does the visit comply with any guidelines specific to your school?

 yes

Does the visit comply with any specific Bury Council guidelines?

 yes

Are transport arrangements suitable and satisfactory?

 yes n/a

Have you conducted a pre-visit? (normal procedure for most visits within the UK).
If not, have appropriate additional checks been made?

 yes

Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).

 yes

Have any adult helpers (non-teachers) been approved by the Headteacher as to their suitability, and been DBS cleared where necessary (e.g. for residential visits)?

 yes n/a

Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?

 yes

Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with his/her role?

 yes

Are all support staff aware of and comfortable with their roles?

 yes

Are all helpers aware of and comfortable with their roles?

 yes

Has Event Specific Risk Assessment (ESRA) been carried out and will this be shared with all relevant parties?

 yes

Does at least one member of staff know the pupils that are being taken away, including any behavioural traits?

 yes

Have pupils been advised in advance about expectations for their behaviour? If appropriate, are pupils aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with pupils and staff?

 yes

Are pupils aware of the nature and purpose of the visit? yes

Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? yes

Have all relevant details been issued? (e.g. itinerary, kit lists, etc?) yes n/a

Are staff aware of any medical needs and/or other relevant details of pupils? yes

Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? yes n/a

Are staff aware of any relevant medical conditions of other staff/helpers within the group? yes n/a

Does at least one responsible adult have a 'good working knowledge' of First Aid, and is first aid provision appropriate to the activity? yes

Is a first aid kit (appropriate to the visit) available? yes

Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and has parental consent been obtained? yes

For journeys taking place outside school hours, do staff members have emergency contact phone number(s) for designated senior staff? yes n/a

Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? And will Form EV7 be with the Visit Leader at all times? yes

Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? yes n/a

A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? yes n/a

Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? yes n/a

Does any specialist equipment conform to the standards recommended by responsible agencies? yes n/a

Have all financial matters been dealt with appropriately? yes

Has the visit been approved by the Headteacher and Educational Visits Coordinator, and in line with Governing Body policy? yes

During the visit

Do all staff have a list of pupils/groups? + emergency contact details and Form EV7 if out of school hours? yes

Does the school office have a list of the names of all participants, including adults (+ contact details if out of school hours)? yes

Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a

Do staff have other items, e.g. first aid kit, + sick bags, litter sack, etc., if needed? yes

Are pupil numbers being checked at appropriate times?

 yes

Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?

 yes n/a

Are pupils aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may pupils run? - are pupils aware of the procedure at road crossings? etc.)

 yes n/a

Has a clear recall system been arranged if the group is working away from you? Do pupils understand this and will they be able to respond effectively?

 yes n/a

If a rendezvous for the group has been arranged after a period of time, does each pupil and member of staff know exactly where and when to meet?

 yes n/a

Do pupils know what action they should take if they become separated from the group?

 yes

Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances?

 yes