POLICY –

Education Universal – Educational Visits

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Tonia Lewis
Divisional Education Lead

Karen Carrington
Interim Executive Head

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local Site Profile

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences.
In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

2. Policy Statement

Educational visits at our sites are a powerful part of how learners experience and make sense of the world. Whether engaging with local community resources or taking part in residential and overseas experiences, visits deepen curriculum intent, strengthen personal development, and contribute to learner confidence, independence and cultural capital.

This universal policy sets out a clear, proportionate framework for planning, approving, delivering and reviewing visits. It applies to all sites and all types of visits, so that every experience is safe, inclusive, legally compliant and educationally purposeful.

3. Purpose

This policy applies to Dunbroch School and sets out our organisational approach to educational visits for learners of all ages.

It establishes expectations for:

- teachers/tutors and the staff team involved in off-site provision
- senior leaders and governor proprietor
- learners
- visitors, volunteers and contractors, where relevant

It enables Dunbroch School to:

- meet national statutory duties
- uphold safeguarding responsibilities
- comply with data protection requirements
- maintain well-governed, high-quality provision that strengthens curriculum intent, personal development and learner experience

4. Scope

This policy applies across all sites, services and functions and covers:

- Applies to the whole School/College, including clubs, holiday activities and off-site learning.
- Applies to learners under and over 18 years.
- Applies to all activities beyond the normal operational base, during and outside normal hours.

Each site must implement these universal standards consistent with the statutory and regulatory requirements of the nation in which it operates, as outlined in **Appendices A**.

5. Legal and Regulatory Context

Dunbroch School operates within the statutory duties, safeguarding requirements and inspection arrangements of its nation. Universal standards in this policy are enacted with the correct national framework (see **Appendices A**).

6. Policy Principles

- Visits must have clear aims and objectives linked to curriculum and wellbeing.
- Provision must promote inclusion and equal opportunities.
- Visits must be planned, risk assessed, approved, delivered and monitored proportionately.

7. Responsibilities — Sites must:

- conduct risk assessments, including medical and needs-based considerations
- ensure supervision ratios and appropriate vetting checks
- prepare emergency procedures, first aid and communications
- plan transport and insurance arrangements
- communicate with parents/carers and obtain written consent for higher-risk, residential, out-of-hours and overseas activities
- appoint a competent Educational Visits Coordinator (EVC)
- follow safeguarding protocols for learners under and over 18

7.1 Safeguarding & Behaviour

- Set clear expectations for learner conduct and safety.
- Ensure arrangements for emergency medical treatment if parents/carers cannot be contacted.

7.2 Equal Opportunities & Inclusion

- Activities must be accessible to all learners, with reasonable adjustments for SEND/SEMH.
- Risk assessments must align with Equality, Diversity and Inclusion policies.

8. Inclusion, Accessibility and Learning Outside the Classroom

We plan for participation by default. No learner is excluded on the basis of need; we make reasonable adjustments to prevent discrimination under equality legislation.

- Staffing ratios are never lower than in-site ratios and may be increased to meet needs or the complexity of an activity (e.g., 2:1 for specific risks).
- Adults assigned to individual care do not count towards overall group ratios.
- Decisions about ratios and adjustments are collaborative (learners, parents/carers, group leaders, the education team and multi-agency partners).
- Risk assessments cover both the whole visit and individual inclusion needs, including aids/equipment and arrangements agreed with parents/carers, staff, venue managers and operators.
- Staff receive training to manage risks and communicate plans clearly to learners and parents/carers.
- Risk management is enabling: we address real risks, not trivial ones; paperwork is proportionate and practical.

9. Risk Management

Legal requirement: Risk assessment is required under health and safety legislation. **Purpose:** To enable safe participation by identifying hazards, planning sensible controls and clarifying responsibilities.

Types of assessment:

- **Generic** (common, repeated activities)
- **Visit/Site-specific** (the particular location, group and activity)
- **Ongoing/Dynamic** (real-time professional judgement)

Consider: type of visit; location; season and weather; transport; staff competence and ratios; first aid capacity; learner age/maturity; medical, sensory and behavioural needs; emergency procedures; insurance; external provider competence and assurance; data protection; safeguarding; current national threat level and local context.

9.1 Pre-visit checks:

Thorough research of venues and providers; pre-visits are strongly recommended for complex or higher-risk activities (e.g., residential, overseas, adventure led by site staff). Recognised assurance routes include LOtC Quality Badge, AALA licence, Adventuremark, School Travel Forum, and relevant National Governing Body approvals)

9.2 Written assessments:

Written risk assessments are required for significant risks (e.g., climbing, caving, water-based activities, remote terrain), not routine low-risk local visits where generic controls are in place.

Refer to the 'Risk Assessment and Risk Management Care' Policy and 'Health and Safety' Policy for the full risk assessment and management framework within the site.

Dunbroch School uses templates as provided by Cambian-Caretech, the school's EVC updates accordingly.
Dunbroch flow teachers write trip risk assessment → EVC checks → SLT

10. Roles and Responsibilities

Headteacher

- Holds overall accountability for visit safety and quality.
- Ensures policy compliance, staff competence, supervision sufficiency and safeguarding.
- Approves visits in line with the local scheme of delegation and ensures the site remains operational during staff absence.

Educational Visits Coordinator (EVC)

- Maintains the annual visits plan; monitors compliance.
- Supports group leaders with planning, training and evaluation.
- Confirms behaviour policies apply off-site.
- Verifies risk assessments, consent, insurance, travel arrangements and emergency contacts.

Group Leader (Visit Leader)

- Overall responsibility for planning, supervision, conduct and dynamic risk management.
- Allocates roles and briefings; confirms emergency procedures and contingencies.
- Carries essential documentation (participant lists, contacts, medical needs, plans).
- For overseas visits: holds passport/ID copies (where lawful) and shares key details with the EVC before departure.

Staff Team / Education Team / Multi-Agency Team

- Follow training and instructions; exercise ongoing professional judgement.
- Stop or adapt activities where risks become unacceptable.
- Manage conflicts of interest (e.g., where a staff member's dependant is in the group).

Office/Administrative Functions

- Check staff/volunteer qualifications and vetting.
- Track completion of risk assessments and consents.
- Coordinate information for parents/carers.

Volunteers & Responsible Adults

- Support delivery under staff direction; do not operate in sole charge.
- For residentials, complete appropriate vetting in line with safeguarding policy.

Parents/Carers/Homes

- Receive clear information in advance, including costs, itinerary, supervision and expectations.
- Provide accurate health/medical information and contact details; consent for emergency treatment where lawful.
- Understand arrangements for early return and associated costs where applicable.

Learners

- Participate in planning where appropriate; follow safety briefings and agreed boundaries.
- Adhere to the code of conduct (behaviour, communication, dress, downtime).
- Report hazards or concerns promptly.

11. Staffing, Supervision and Ratios

- Ratios reflect activity, environment and learner needs, and are always equal to or more generous than in-site ratios.
- Minimum expectation: two adults per off-site group; mixed-gender supervision for residentials.
- Non-direct supervision is only permitted in clearly defined areas with agreed rules, check-in points and emergency contacts; learners remain in groups of at least three.
- As directed by our Residential homes and their ratios for visits off site.

12. Consent and Communication

- Routine, low-risk activities during normal hours: no individual written consent required where covered by the site's risk assessments.
- Written consent is required for higher-risk activities, out-of-hours, residential and overseas visits.
- One-off annual consent may cover multiple activities; parents/carers are notified before each visit and may withdraw consent.
- For learners over 18, consent is obtained in line with capacity and legal requirements.

13. Transport

- Where possible site transport to be used, these include cars (electric and petrol), small 7 seater people carrier
- Use approved taxis, minibuses and coaches with appropriate driver checks and seatbelts/booster seats where required.
- Provide safety briefings before travel; seatbelts are worn at all times; typical allocation is two learners per double seat.
- Site minibus drivers complete approved training; journeys include rest breaks; first-aid kits are carried.

- Vehicles for 9+ passengers comply with licensing requirements.

14. Providers, Tour Operators and Assurance

- For packaged or adventurous provision, the EVC obtains and reviews the provider's Safety Management System and independent assurance where applicable.
- Providers must supply insurance documents and instructor qualifications on request.
- We use only providers with externally verified safety systems; accommodation is recognised and appropriate; no host families without full safeguarding checks.

15. Adventurous Activities

- Led by qualified, competent instructors and usually delivered at licensed/approved centres.
- Parents/carers are informed in writing of adventurous activities and associated controls.
- Where delivered by site staff, technical competence is verified and recorded; controls are proportionate and dynamic.
- Risk assessments have been undertaken and approved in line with the '*Risk Assessment and Risk Management Care' Policy and 'Health and Safety' Policy.*

16. First Aid and Medical

- At least one staff member holds an appropriate emergency first aid qualification; for younger learners, paediatric-trained staff attend.
- The Group Leader ensures a complete first-aid kit is available and accessible.
- Overseas visits plan for access to medical care and carry relevant health documentation (e.g., GHIC/EHIC, insurance details).

Refer to the Administration of Medication Policy for full details on the storage/administration of medication, emergency health plans, and access to clinical advice.

17. Safe guarding and Conduct

- The site safeguarding policy applies at all times.
- A Designated Safeguarding Lead/Person is identified for the visit, with clear escalation routes.
- Any concern, allegation or suspicion of abuse is reported to the DSL immediately, following the policy for learners under and over 18.
- Behaviour expectations mirror in-site standards; persistent or serious breaches may result in a learner being excluded from a visit following a risk-based decision and communication with parents/carers.
- Mobile phones and cameras provided by School/College are used for educational purposes only.

Refer to 'Safeguarding and Child Protection' Policy and 'Preventing Extremism and Radicalisation' Policy for the full pathway.

Out of hours contacts:
DSL – Karen Carrington – contact number - 07501400422
DDSL – Simon Page – contact email – simon.page@cambiangroup.com
DDSL – Rosie Miller – contact email – rosie.miller@cambiangroup.com

18. Emergency Procedures and Communications (Universal)

- All staff understand emergency procedures and act with a **common-law duty of care** (the prudent leader test).
- The Group Leader maintains communication with the site and **designated point(s) of contact** (two contacts for overnight stays).
- Emergency protocols cover serious incident response, missing learner, medical evacuation, media handling, and liaison with authorities.
- Plans consider the **current national threat level** and local intelligence; staff apply sensible precautions and contingency arrangements.
- All staff carry a work phone with contact numbers already saved
- 24/7 practice trip leader will contact Headteacher.

19. Collection, Dismissal and Early Return (Universal)

- The Group Leader ensures safe dismissal and departure.
- If return arrangements break down, the site contacts residential home immediately; the learner remains on site care until resolved; SLT involvement where unresolved.
- Early return protocols are communicated in advance, including cost implications where applicable.

20. Information for Parents/Carers

Parents/carers receive timely written details regarding:

- dates, times, travel, destination
- Group Leader name and level of supervision provided
- purpose, activities, costs,
- consent requirements
- alternative plans for adverse conditions
- clothing/footwear guidance
- behaviour expectations and possible exclusion for misconduct.

Briefing sessions are arranged for longer trips.

21. Oversubscription and Selection

- Where places are limited, selection is by random draw and a waiting list is maintained.
- Residential priority may be given to learners who have not previously attended.
- SLT appoints staff based on experience and operational need.

22. Insurance

- The employer provides Public Liability insurance and cover suitable for off-site activities, extending to employees and volunteers acting under site direction.
- For residential/overseas visits, travel insurance arrangements are confirmed and communicated.

Insurer details: Liberty Specialist Markets
Policy numbers: 1000683157-01
Claim reporting routes: Sarah Howell (0783073309 – sarah.howell@libertyglobalgroup.com

23. Records, Documentation and Data Protection (Universal)

- Required documents (risk assessments, registers, consents, medical plans, insurance, emergency plans) are retained in line with data protection and retention schedules.
- A full evaluation (see Section 23) and file archive are completed within one week of return; records typically retained for three years or longer where required.

Refer to the Records Management Policy for further details.

24. Learners Related to Staff

- Staff bringing their own dependants must avoid conflicts of interest.
- They are not counted in ratios unless supervising a group that does not include their own dependant.

25. Evaluation, Learning and Quality Assurance

- Each visit includes a reflective review of educational impact, inclusion, logistics and risk management.
- Findings inform future planning and contribute to organisational learning.
- EVC/SLT sampling and periodic audits test compliance and impact.

26. Complaints and Concerns (Universal)

- Concerns are addressed promptly with the provider and managed under the site's complaints procedure.

- Serious incidents are escalated through safeguarding, health and safety and governance routes.

Full pathways are outlined in our:

- *Complaints Policy*
- *Safeguarding and Child Protection Policy*
- *Health and Safety Policy*

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendices

Appendix A – Legal and Regulatory Framework in England

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Legislation, guidance and regulatory framework requirements underpinning Educational Visits in England.

Health and Safety at Work etc. Act 1974

- **Means:** The core UK health and safety law placing general duties on employers to protect employees and others affected by work—including off-site activities.
- **Requires:** Sites to manage real risks "so far as is reasonably practicable," with governance, arrangements, and oversight proportionate to the activity and group profile.
- **Our stance:** We treat all visits as workplace activities under HSWA and build visit planning around the employer duty of care.
- **Implementation example:** Site visit files show employer H&S policy, visit risk controls and monitoring notes signed by the Headteacher/Principal.
- **Links:** https://www.legislation.gov.uk/ukpga/1974/37/contents

Management of Health and Safety at Work Regulations 1999

- **Means:** Secondary legislation setting the framework for **suitable and sufficient risk assessment**, planning, competence, emergency procedures and young persons.
- **Requires:** A recorded visit risk assessment (generic + site-/activity-specific + dynamic), staff competence, emergency plans, and coordination with providers.
- **Our stance:** Every visit pack evidences the three-layer risk approach and named competent Visit Leader(s).
- **Implementation example:** Risk register shows pre-visit checks, ratios rationale, first-aid cover and escalation routes aligned to Regs 3–10.
- **Links:** https://www.legislation.gov.uk/uksi/1999/3242/contents

DfE: Health and safety on educational visits

- **Means:** National guidance for schools/colleges on planning, approval, consent, using providers, adventurous activities and proportionate paperwork.
- **Requires:** Clear educational aims, proportionate plans, informed approval by Headteacher/Principal, due diligence on providers, and appropriate parental communication.
- **Our stance:** We adopt this guidance organisation-wide and embed it in our visit workflow and templates.
- **Implementation example:** Local scheme of delegation shows EVC → SLT → Head approval gates; packs reference LOtC badge where applicable. **Links:** https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits

Adventure Activities Licensing Regulations 2004

- **Means:** Statutory licensing for providers selling caving, climbing, trekking or water sports to under-18s across GB.
- **Requires:** Sites to verify licences (or scope/exemptions) when commissioning adventurous activities and retain assurance records.
- **Our stance:** We only use licensed/assured providers for in-scope activities or document where licensing is not required.

- **Implementation example:** Provider due-diligence checklist holds AALS licence ref/expiry and activity scope.
- **Links:** https://www.legislation.gov.uk/uksi/2004/1309/made

Keeping Children Safe in Education (KCSIE)

- **Means:** Statutory safeguarding guidance for schools and colleges; sets culture, roles (DSL), safer recruitment and off-site safeguarding expectations.
- **Requires:** DSL oversight of visits, robust information sharing, risk assessment for supervision/overnights, and reporting routes.
- **Our stance:** All visit packs show DSL sign-off for safeguarding risks (including homestays/overseas where applicable).
- **Implementation example:** Staff briefing includes code of conduct, allegations management route and emergency contacts.
- **Links:** https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Prevent duty guidance: England and Wales (2023)

- **Means:** Statutory duty to have due regard to preventing people being drawn into terrorism; applies to schools and FE.
- **Requires:** Risk-based training, safe IT/visiting speaker controls, referral routes, and consideration of local threat within visit planning.
- **Our stance:** Prevent risk is included in visit risk assessments and staff briefings, with escalation to DSL/DSP as needed.
- **Implementation example:** Briefing checklist evidences Prevent controls for venues/itineraries and safer-use rules for devices.
- **Links:** https://www.gov.uk/government/publications/prevent-duty-guidance

Equality Act 2010: advice for schools

- **Means:** DfE guidance on applying Equality Act duties in schools (reasonable adjustments, accessibility) relevant to visits/inclusion.
- **Requires:** Sites to plan reasonable adjustments so learners with SEND/ALN/ASN are not disadvantaged by off-site activities.
- **Our stance:** Inclusion by default—ratios and adjustments are recorded for each learner and activity.
- **Implementation example:** Individual inclusion plans attached to the visit RA, agreed with parents/carers and the education team.
- **Links:** https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Education (Independent School Standards) Regulations 2014

- **Means:** Regulatory standards for independent schools, including **welfare, health and safety (Part 3)**, premises (Part 5) and leadership (Part 8).
- **Requires:** Written policies and implementation ensuring learners' welfare and safety on/off site; compliance monitored via inspection.
- **Our stance:** Our universal policy evidences Part 3 compliance for visits; local inserts show how the site meets Parts 5 and 8.

- **Implementation example:** Compliance matrix maps visit procedures to ISS Parts 3/5/8 with evidence pointers.
- **Links:** https://www.legislation.gov.uk/uksi/2014/3283/contents

Ofsted: Education Inspection Framework (EIF)

- **Means:** National inspection framework covering safeguarding culture, behaviour/personal development, leadership and quality of education (incl. FE).
- **Requires:** Inspectable evidence that visits are purposeful, safe, inclusive and well-led; leaders evaluate impact and compliance.
- **Our stance:** Visit evaluation feeds SEF/SAR; EVC quality-assures sampling against EIF expectations.
- **Implementation example:** Termly EVC QA report includes sample visit audits and resulting actions.
- **Links:** https://www.gov.uk/government/publications/education-inspection-framework

First aid in schools, early years and further education (DfE)

- **Means:** Guidance on first-aid planning and provision **on premises and off-site** for schools and colleges.
- **Requires:** Adequate first-aid cover/equipment on visits, competency evidence and clear emergency protocols.
- **Our stance:** Every visit name trained first-aider(s), kit location and emergency hospital route.
- **Implementation example:** Visit pack has first-aid needs assessment and staff certificate records.
- **Links:** https://www.gov.uk/government/publications/first-aid-in-schools/first-aid-in-schools-early-years-and-further-education