POLICY –

Education Universal – Educational Visits

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
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.

ASalisbury

Abigail Salisbury-Headteacher

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

Devon School is an independent specialist provision for students aged 10 to 16 with Social, Emotional and Mental Health (SEMH) needs. We provide a nurturing and supportive environment where students can access learning that is tailored to their individual needs. Our approach focuses not only on academic progress, but also on helping every student develop confidence, self-esteem, resilience and positive relationships. At Devon School, we believe that every young person deserves the opportunity to succeed and to discover their strengths in a safe and compassionate learning community.

At Devon School, our vision is to collaborate with students and families to create a respectful and compassionate school community. We aim to foster a lifelong love of learning, empowering everyone to become the best versions of themselves.

Our school community is guided by five core values that shape everything we do:

- Respect
- Honesty
- Responsibility
- Resilience
- Kindness

These values help us create a positive environment where students feel safe, valued and supported to grow.

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.

Sites complete only the sections marked **[Adapt Locally]** to reflect local procedures and national frameworks.

3. Purpose

This policy applies to **Devon 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 **Devon 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–C**.

5. Local Adaptation Requirement

Where sections are marked **[Adapt Locally]**, sites must insert local operational procedures or national equivalents (e.g., safeguarding framework; inspection remit; curriculum/quality framework; data protection contacts). All local additions must be:

- accurate
- up to date
- consistent with national legislation and regulator guidance
- fully aligned with the universal standards in this policy

Where no local adaptation is required, the universal content applies in full.

6. Legal and Regulatory Context

Each **School site** 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–C**).

7. 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.

8. 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): Scott Salisbury
- follow safeguarding protocols for learners under and over 18

8.1 Safeguarding & Behaviour

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

8.2 Equal Opportunities & Inclusion

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

9. 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.

Devon School is committed to ensuring that all educational visits are accessible, inclusive and safe, enabling every pupil to participate meaningfully regardless of individual need, disability or background.

Educational visits are structured to remove barriers to learning and participation, particularly for pupils with Social, Emotional and Mental Health (SEMH) needs and associated vulnerabilities. In line with the Cambian ethos for all learners, reasonable

adjustments are made so that pupils can fully access and benefit from visits. These may include:
• Individualised planning informed by EHCPs, risk assessments and behaviour support plans
• Flexible grouping, increased staffing ratios and support from familiar adults
• Adjusted visit length, pace and complexity to reflect pupils' readiness and resilience
• Liaison with venues to confirm physical accessibility, quiet areas and safe spaces

Decisions regarding participation are based on individual needs and risk assessments, not blanket assumptions, reflecting the EIF expectation that pupils are not disadvantaged due to SEND or additional needs.

English as an Additional Language (EAL)
Although EAL is not a primary presenting need for the majority of pupils at Devon School, where a pupil has English as an additional language, staff will ensure that:
• Visit information and expectations are explained clearly and reinforced visually or practically
• Additional adult support is provided where language may impact understanding, safety or engagement
• Pupils are supported to access learning opportunities during visits in line with their language needs

Transport and Travel Adjustments
Transport arrangements for educational visits are tailored to meet pupils' individual needs and will include use of school vehicles in addition to adaptions such as:
• Additional supervision or escort support
• Adjustments for sensory sensitivities, anxiety or behavioural needs
• Planned rest breaks and clearly structured travel routines

Travel risk assessments are completed for all visits, with specific consideration given to pupils who may be vulnerable during transitions or unfamiliar journeys.

10. 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.

10.1 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)

Pre-visit checks will include consideration of:
• Site layout, accessibility, quiet/safe spaces and sensory demands
• Behavioural expectations, supervision arrangements and staff competence
• Safeguarding procedures and emergency arrangements
• Suitability of activities for Devon pupils' emotional regulation, resilience and developmental stage

10.2 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.

At Devon School, a risk assessment is required for all educational visits, including local off-site visits, curriculum enrichment visits, and more complex visits such as residentials or adventure activities. Risk assessment is a core element of visit planning and supports the safety, wellbeing and inclusion of all pupils.

Risk assessments must be proportionate to the level of risk involved. For routine, low-risk local educational visits, this may involve the use of an existing generic visit risk assessment, adapted where necessary to reflect the specific context, group or destination.

For educational visits involving increased or significant risk—for example climbing, caving, water-based activities, adventure activities, residential visits, visits to remote or unfamiliar locations, or visits delivered by external providers—a bespoke written risk assessment must be completed.

All staff must refer to and operate in accordance with the school's:
• Risk Assessment and Risk Management in Care Policy, and
• Health and Safety Policy,
which together provide the overarching framework for hazard identification, risk control, approval and review in relation to educational visits.

For all educational visits at Devon School:
• The visit leader / class teacher is responsible for completing the risk assessment, ensuring that it accurately reflects the visit, the environment and the needs of the pupils attending.
• Risk assessments must take explicit account of pupils' Social, Emotional and Mental Health (SEMH) needs, individual vulnerabilities and any requirements

detailed in Education, Health and Care Plans (EHCPs).
• Pupils individual risk assessments can be used to support the visit and cover off the above criteria.
• All visit risk assessments must be submitted to, reviewed and formally signed off by the Head Teacher (Deputy Head in her absence) and EVC prior to the visit taking place.

No educational visit may proceed without an approved risk assessment and itinerary. This ensures clear leadership oversight, accountability and compliance with safeguarding and health and safety expectations, while supporting pupils to participate safely and successfully in learning beyond the classroom.

11. 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).
- Ensure they have read and signed necessary risk assessments before attending the trip/visit

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

- 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.

12. Staffing, Supervision and Ratios

Devon School ensures that staffing, supervision and adult-to-pupil ratios for all educational visits are carefully planned, risk assessed and appropriate to the needs of the pupils attending. Supervision arrangements prioritise safeguarding, emotional wellbeing and positive behaviour, recognising the complex Social, Emotional and Mental Health (SEMH) needs of the learner population.

- 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.

13. Consent and Communication

- Routine, low-risk activities during normal hours: no individual written consent required where covered by the site's general consent.
- 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.

Devon School works in partnership with parents and carers to ensure that consent for educational visits is clear, informed and appropriately recorded.

• For routine, low-risk educational visits taking place during the normal school day, individual written consent is not required where the visit is covered by the school's general parental consent obtained on admission.

• Written parental consent is required for educational visits that are deemed

higher risk, take place outside normal school hours, or involve residential or overseas travel.
• Where appropriate, the school may use a one-off or annual consent to cover multiple visits of a similar nature. Parents and carers are informed in advance of each individual visit and retain the right to withdraw consent at any time.

Local Consent Systems and Communication Procedures
• Consent is obtained using Devon School visit consent forms, completed by parents/carers and stored securely in line with data protection requirements.
• Parents and carers are provided with clear written information prior to each visit, including the purpose of the visit, timings, transport arrangements and relevant contact details.
• Where families require additional support to understand consent information, this will be provided through verbal explanation or adapted communication formats.

Translation or additional communication support will be arranged in consultation with the Local Authority where needed.
All consent arrangements are overseen by the visit leader and Head Teacher, ensuring that communication remains timely, accessible and proportionate to the level of risk.

14. Transport

- 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 drivers complete approved training; journeys include rest breaks; first-aid kits are carried.
- Vehicles for 9+ passengers comply with licensing requirements.

15. 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.

16. 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.*

17. 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.

18. 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 are used for educational purposes only.

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

Safeguarding arrangements for educational visits at Cambian Devon School operate in full accordance with Cambian Group safeguarding policies and procedures, including those relating to child protection, Prevent and contextual safeguarding.
• During all educational visits, safeguarding concerns must be reported without delay in line with the Cambian Safeguarding and Child Protection Policy.
• The school's Designated Safeguarding Lead (DSL) retains overall responsibility for safeguarding, with appropriate delegation to trained staff where required.
• Visit leaders and accompanying staff must be familiar with Cambian reporting systems, escalation pathways and recording requirements prior to the visit taking place.
For educational visits that take place outside normal school hours, including residential visits, staff must follow the Local Authority safeguarding escalation route, ensuring that safeguarding concerns can be reported and responded to at all times
If you think a child or young person is being harmed or is at risk of being harmed you must contact Children's Services and tell them your concerns. Alternatively, it might be you who is being harmed. Don't delay, please contact us straight away - we're here to help you.

• NSPCC: 0800 800 5000
• Childline: 0800 1111
If you think a child is in immediate danger, call the emergency services on 999.

19. 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.

Emergency protocols for educational visits follow Cambian Group policy and cover, as a minimum:
• Serious incidents and accidents
• Missing learner procedures
• Medical emergencies and evacuation
• Safeguarding concerns and child protection incidents
• Media handling and communications
• Liaison with emergency services, the Local Authority and other relevant agencies

All incidents are escalated in line with school procedure, ensuring that senior oversight and professional advice are available at all times.

The Head Teacher can be contacted on: 01803524537

Devon School has pupils from multiple local authorities including Devon and Plymouth and as such any safeguarding procedures would be raised in line with school policy to the relevant safeguarding authority.

20. Collection, Dismissal and Early Return (Universal)

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

21. 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.

22. 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.

23. 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.
- Our company is covered by liability insurance and details are available.
- Fleet insurance is arranged by Clive Hevey – clive.hevey@caretech-uk.com

24. 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.

25. 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.

26. 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.

27. 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

Appendix B – Legal and Regulatory Framework in Wales

Appendix C – Legal and Regulatory Framework in Scotland

Appendix A — England

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

Appendix B — Wales

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

Health and Safety at Work etc. Act 1974

- **Means:** Primary UK health and safety law; applies in Wales to off-site visits organised by employers (schools/colleges).
- **Requires:** Proportionate control of real risks, with governance and oversight by the proprietor/Headteacher/Principal.
- **Our stance:** HSWA duties are the baseline for all visit decisions and sign-offs.
- **Implementation example:** Site H&S statement attached to visit approval and reviewed annually.
- **Links:** https://www.legislation.gov.uk/ukpga/1974/37/contents

Management of Health and Safety at Work Regulations 1999

- **Means:** Risk assessment, planning, competence and emergency arrangements framework for all employers (including visits).
- **Requires:** Suitable/sufficient assessments, coordination with providers, and arrangements for young persons.
- **Our stance:** All visits show generic + visit-specific + dynamic assessment with clear control ownership.
- **Implementation example:** Approval workflow checks Reg.3 evidence before EVC/Head sign-off.
- **Links:** https://www.legislation.gov.uk/uksi/1999/3242/contents

Independent School Standards (Wales) Regulations 2024

- **Means:** The current standards for independent schools in Wales (replacing 2003), with strengthened governance and safeguarding duties.
- **Requires:** Proprietor accountability, welfare/health & safety standards, information and complaints handling that extend to off-site provision.
- **Our stance:** Policy and evidence map to ISS(Wales) across welfare/safety and leadership standards for visits.
- **Implementation example:** Standards checklist cross-references visit procedures to relevant Parts of ISS(Wales) 2024.
- **Links:** https://www.legislation.gov.uk/wsi/2024/27/made

Estyn: What and how we inspect – Independent schools

- **Means:** Estyn inspection approach and expectations for independent schools; evaluates compliance with ISS(Wales) and provision quality.
- **Requires:** Evidenced planning, safeguarding and risk management for off-site learning; evaluation of impact.
- **Our stance:** Visit QA and post-visit evaluations align to Estyn's inspection areas.
- **Implementation example:** EVC retains a sampling log of visit packs and post-visit evaluations for inspection.
- **Links:** https://estyn.gov.wales/inspection-guidance-resources/

Keeping Learners Safe (Welsh Government)

- **Means:** Statutory safeguarding guidance for education in Wales, including proprietors of **independent schools**.
- **Requires:** Clear roles, reporting routes and training; off-site safeguarding controls embedded in visit planning.
- **Our stance:** DSL/DSP reviews safeguarding elements of all residential/overseas visits; procedures mirror KLS.
- **Implementation example:** Visit briefing includes contact with the DSL/DSP and local safeguarding arrangements.
- **Links:** https://www.gov.wales/keeping-learners-safe

Prevent duty guidance: England and Wales (2023)

- **Means:** Statutory duty on specified authorities (schools/FE) to mitigate radicalisation risk, including during off-site activities.
- **Requires:** Risk-based approach, staff training, safer speakers/venues, and escalation routes.
- **Our stance:** Prevent controls are standard within visit risk assessments and staff briefings.
- **Implementation example:** Provider checks include policies on extremist content/speakers where relevant.
- **Links:** https://www.gov.uk/government/publications/prevent-duty-guidance

Equality Act 2010

- **Means:** UK-wide equality law requiring reasonable adjustments and non-discrimination; applicable to access/inclusion on visits.
- **Requires:** Sites to plan adjustments so learners are not disadvantaged; record rationale for ratios/equipment/support.
- **Our stance:** “Participation by default” with documented adjustments and family involvement.
- **Implementation example:** Inclusion annex per learner is filed with the visit risk assessment and communicated to staff/parents.
- **Links:** https://www.legislation.gov.uk/ukpga/2010/15/contents

Adventure Activities Licensing Regulations 2004

- **Means:** Legal licensing for providers selling specified adventurous activities to under-18s in Wales.
- **Requires:** Licence verification (or documented exemption) for in-scope activities; scope/expiry recorded.
- **Our stance:** Commission only licensed providers or document exemption with alternative assurance.
- **Implementation example:** Visit pack includes licence check and insurance evidence from provider.
- **Links:** https://www.legislation.gov.uk/uksi/2004/1309/made

Appendix B — Scotland

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

Health and Safety at Work etc. Act 1974

- **Means:** Primary GB health and safety law; applies to off-site learning led by employers (schools/colleges).
- **Requires:** Proportionate control of real risks and leadership oversight for visits.
- **Our stance:** HSWA duties underpin our Scottish visit procedures and approvals.
- **Implementation example:** Head of Establishment signs the risk assessment and arrangements for each visit.
- **Links:** https://www.legislation.gov.uk/ukpga/1974/37/contents

Going Out There – Scottish framework for safe practice in off-site visits

- **Means:** National framework (Education Scotland/HSE/SAPOE partnership) for health & safety and proportionate planning of off-site visits.
- **Requires:** Employer policy, approval, competent leadership, proportionate risk management and clarity on adventurous activities.
- **Our stance:** We adopt Going Out There as our operational reference in Scotland.
- **Implementation example:** Visit workflow and templates mirror the framework stages (routine/expected vs higher-risk).
- **Links:** https://education.gov.scot/resources/going-out-there-health-and-safety-guidance-on-leaving-the-school-grounds/

National Guidance for Child Protection in Scotland (2021 – updated 2023)

- **Means:** National multi-agency guidance describing roles, processes and expectations for keeping children safe (relevant to visits).
- **Requires:** Clear local child protection procedures, information-sharing and escalation; DSL/DSP oversight for off-site risks.
- **Our stance:** Visit safeguarding controls and emergency procedures align to national guidance and local CPC procedures.
- **Implementation example:** Staff briefing sets out concern reporting during visits and out-of-hours contacts.
- **Links:** https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/

GIRFEC (Getting it right for every child)

- **Means:** Scotland's national approach to wellbeing and multi-agency support; sets SHANARRI indicators and practice model.
- **Requires:** Planning that promotes wellbeing, inclusion and early help; visits consider learners' needs and support plans.
- **Our stance:** Visit aims reference wellbeing outcomes; inclusion/participation plans align to GIRFEC.
- **Implementation example:** Visit evaluations capture wellbeing impact against SHANARRI indicators.
- **Links:** https://www.gov.scot/policies/girfec/

How good is our school? (HGIOS4)

- **Means:** National self-evaluation framework used by HMIE to drive and assess improvement, including leadership, wellbeing and curriculum enrichment.
- **Requires:** Sites to evidence the impact of experiences like visits on learning, wellbeing and leadership of change.
- **Our stance:** Visit planning and review feed directly into self-evaluation against HGIOS4 QIs.
- **Implementation example:** SE calendar includes sampling of visit impact statements against HGIOS4 indicators.
- **Links:** https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/

Adventure Activities Licensing Regulations 2004

- **Means:** GB licensing for providers selling specified adventurous activities to under-18s (applies in Scotland).
- **Requires:** Licence verification (or exemption rationale) when commissioning in-scope adventure providers.
- **Our stance:** Only licensed (or properly exempt/assured) providers are used; checks are retained.
- **Implementation example:** Provider assurance file shows licence details and scope; alternative assurance where out of scope.
- **Links:** https://www.legislation.gov.uk/uksi/2004/1309/made

Equality Act 2010

- **Means:** UK-wide equality duties relevant to inclusion and reasonable adjustments for off-site learning.
- **Requires:** Adjustments and accessible planning so all learners can participate meaningfully in visits.
- **Our stance:** Inclusion is default; ratios/equipment/support are tailored and documented.
- **Implementation example:** Inclusion records list supports (mobility/sensory/medical) agreed with families and staff.
- **Links:** https://www.legislation.gov.uk/ukpga/2010/15/contents