Bright Futures
EDUCATIONAL TRUST
The best *for* everyone, the best *from* everyone

Educational Trips and Visits Policy

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Owner of Policy:	Rachel Redmond Assistant Director
Authorised By:	Executive Team
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Distribution:	Trust Leaders Educational Visits Coordinators

This is a Trust-Wide Policy.

Contents

Bright Futures Educational Trust's Strategy https://www.bright-futures.co.uk/about-us/our-strategy/ underpins all aspects of this policy and the way in which it will be applied.

The specific elements of the strategy are:

- Our vision '**the best *for* everyone, the best *from* everyone**'
- Our six values; **Leadership**: We take ownership of our responsibilities and find the leader in all of us. **Integrity**: We do the right things for the right reasons, always being courageously true to our mission. **Passion**: We love what we do and feel the power of possible through innovation and creativity. **Community**: We work in collaboration with communities and wider partners celebrating diversity as our strength. **Equality**: We nurture, value, respect and empower all, understanding that equity sits at the heart of all opportunities. **Resilience**: We prioritise our wellbeing whilst embracing challenge, adapting flexibly and learning as we grow.
- Our commitments: **Children at the heart of decision making, Collaboration and strong relationships, Professional support, challenge and learning, Champion social justice and equity for all, Strong Governance & accountability, Ensuring efficiency and best use of resources for impact.**

16 before 16

Our commitment to enrichment is exemplified in our 16 before 16 entitlement which outlines our minimum expectations for enrichment opportunities for ALL our children and young people:

- A visit to the theatre
- A visit to the beach
- A visit to an art gallery and/or museum
- A residential trip
- Career and University opportunities
- Representing the school

What is the policy for?

The aim of this policy is to ensure safe practices are in place as well as appropriate training and support to offer sustain a range of off-site educational visits.

This policy covers all organised off-site visits for Bright Futures Educational Trust students which take place within a Trust schools and lead by a Bright Futures member of staff. This policy does not include offsite events that are promoted to students where there is no requirement for a member of staff to accompany the students.

Who is the policy for?

- Principals/School Leaders
- Educational Visit Co-ordinators
- Any member of staff responsible for off site activities

An Educational Visit is any organised, off-site visit involving students that requires the permission from senior staff such as; the Principal, the Educational Visits Coordinator (EVC) and the parents/guardians of students that will be attending.

Trips and Visits Purpose

All educational visits must have clearly identified aims and objectives which enhance the learning of the students involved and must have a leader who is a member of Bright Futures staff. Where a visit is well planned, with good lead in time and effective communications, this will lead to a successful visit.

Staff will set appropriate learning challenges whilst on a visits which caters for the needs of all students. Provision, with well-planned reasonable adjustments will be made to support students, enabling them to participate effectively in all educational visits. We recognise that the benefits for students engaged on educational visits include: raising achievement through organised experiences and opportunities outside the classroom;

- raising self-esteem, confidence and independence;
- enhancing the learning of their current curriculum aspects of study
- experiencing a range of environments, extending their cultural awareness and widening horizons;
- participating in challenging physical activity and encouraging healthy lifestyles;
- being involved in teamwork and problem-solving through residential experiences.

Inclusion and Entitlement

Educational visits are an essential component of the curriculum, and all students have the right to participate, regardless of their social background, race, ethnicity, religion, belief, special educational needs, or disability. For most planned trips and activities, there will be sufficient space for all targeted students to join. If the number of students wishing to participate exceeds the available spots, the school with adopt a fair selection process. Parents/carers should be given reasonable time to respond after letters are sent out.

If financial constraints prevent a student from attending curriculum trip, parents/carers should submit request directly to the appropriate school. The Principal of each academy will make the final decision regarding these requests.

Pupils that are in receipt of Pupil Premium will be provided with financial support to attend curriculum activities.

Risk Assessments

Risk assessments must consider the specific needs of individual students. For trips involving students with significant behavioural or medical requirements, additional staff may need to be assigned. In cases where students are at risk of severe allergic reactions or have medical conditions, a sufficient number of trained staff should be designated to administer an EpiPen or other medical treatment if necessary. Planning for such students should involve parents, medical staff, and relevant outreach teams who have the expertise and resources to address the trip's specific needs.

Additionally, all trips must carry an adequate supply of First Aid kits based on the number of students attending. Exclusion from a trip should only occur in exceptional circumstances and after consulting with the EVC/Principal, as well as obtaining the agreement of both the parents and the student. Risk Assessment template can be found in Appendix 3.

Insurance

Bright Futures Educational Trust is covered by the Risk Protection Arrangement, is an alternative to commercial insurance for schools. Under RPA, the UK government covers the losses instead of commercial insurance.

Any member of staff who provides transport for pupils using their own car will have the appropriate business insurance in place and a full driving licence. Evidence of this is reviewed and collated by the Human Resource Department.

Approval Procedure

The Trust has delegated the responsibility for approving offsite visits and activities to the Principal of each school. The Principal will appoint an Educational Visits Coordinator (EVC), who will receive training for this role.

Before a visit is advertised to parents/carers, the Principal and EVC must approve the initial plan. They will also review and approve the finalised plan and risk assessments before the trip departs. In many schools this process is carried out using EVOLVE as the planning and approval system or a robust inhouse process.

The school has adopted a policy for categorising visits in line with guidelines:

- **Level 3 visits** (overseas, residential, or adventurous trips) require approval from the Trust before booking or paying any deposit. This must be approved by a member of the Trust Executive Team once approved the school can advertise the opportunity to students.
- **Level 2 visits** (day visits not part of the regular list of Level 1 visits) must be approved at the school level by the EVC and Principal through the appropriate mechanism.
- **Level 1 visits** (local, regular day trips with generic risk assessments and established procedures, such as sports fixtures or other low-risk activities) must be approved by the Principal.

Staffing

The Trust acknowledges the essential role that accompanying staff play in ensuring high standards of learning, challenge, and safety during school visits. Staff are encouraged and supported in developing their skills in organising and managing trips. The selection of staff for offsite visits is a key priority in the initial approval process for any proposed trip. Staff chosen will be suitably qualified and experienced for the planned activities.

The Trust also values the contribution of volunteer adults and parent helpers who assist with offsite activities and visits. Any volunteers must be approved by both the Principal and the visit leader and will be added to the school's voluntary helpers list. Volunteers will be thoroughly briefed on their responsibilities, and where appropriate, the school will ensure DBS screening is available.

Staff attending visits will not be under the influence of alcohol or drugs, ensuring their ability to recognize hazards and respond to emergencies is not impaired.

Detailed records of all pupils and staff involved in the trip will be kept with a designated staff member, typically a member of the Senior Leadership Team, who will be the primary contact in an emergency. Staff on the trip will also carry contact details for students, in case of emergencies, particularly if the trip extends beyond school hours and contact is needed, such as in the event of a child becoming ill.

Risk assessment and safeguarding

The visit leader will assess any significant risks associated with activities under their control and take appropriate measures to ensure the safety of all participants. Precautions and safety measures in line with best practices will be implemented, and these will be documented in a risk assessment. For Level 3 trips, the designated safeguarding lead will inform the visit leader of any significant safeguarding risks related to students attending, while ensuring confidentiality is maintained. All visits will adhere to safeguarding policies and the guidelines set out in *Keeping Children Safe in Education* (DfE, Sept 2024).

External activity providers

When external contractors are involved in organising all or part of a visit, the contract will be made with the school on behalf of the students. The visit leader will conduct the necessary checks before committing the school to the contract, including seeking assurances regarding health and safety, as well as any relevant accreditation and licensing. Whenever possible, the school will prioritise using providers who hold the Learning Outside the Classroom Quality Badge, as no additional contracts or assurances are required for these providers. The Trust does not advocate the use of organisations that do not hold this Quality Badge.

Parental consents

Written consent from parents/carers will be required for pupils to take part in the majority of offsite activities organised by the school even if most of these activities take place during school hours and are a normal part of a child's education.

Written consent will be requested for activities that need a higher level of risk management or those that take place outside of school hours.

As part of the parent/carer consent they will be fully informed of the activities and arrangements for the visit. Schools with the Trust are recommend to hold a briefing meeting with parents/carers for extended residential trips. At this point parents/carers can ask for clarification of any aspect of the itinerary and the organisation of the visit. The school has policies for charging and remissions, pupil premium, behaviour and inclusion which apply to all visits.

The expectations of pupils and parents

Each School has a clear behaviour policy which will include when students are taken off site for trips and visits. This policy and it's contents will be part of the condition of booking by the parents/carers. Pupils, whose behaviour is such that the visit leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The visit leader will consider whether such pupils should be sent home early.

Emergency procedures

The school will appoint a member of the senior leadership team as the emergency contact for each visit. All major incidents should immediately be relayed to the nominated senior leader, especially those involving injury or that might attract media attention. The senior leader will then inform a member of the Executive Leadership team (CEO or Deputy CEO) and also include the Marketing and Communications Manager (Georgine Lilly). The visit leader will leave full details of all pupils and accompanying adults on the visit with the emergency contact, including the home contact details of parents/carers and next-of-kin, as appropriate.

All incidents and accidents occurring on a visit will be reported back and recorded following normal school procedure for reporting and investigating accidents as well as completing necessary recording forms at the visit site.

Appendix 1 – Trip and Visits Example Checklist

	Item	Check
Pre-Planning	**1.** Define the educational purpose and objectives of the trip.	
	2. Select a suitable destination.	
	3. Complete school trip proforma and hand in to Head of School for approval.	
	4. Confirm booking and reservations.	
	5. Plan detailed itinerary including educational activities.	
	6. Create a letter to parents using the template informing them of the trip, itinerary, lunches, costings, appropriate clothing (depending on nature of trip) and consent.	
	7. Inform kitchen of lunch order if required	
	8. Conduct a risk assessment of the trip / Do any pupils need an individual risk assessment	
	9. Plan for first aid and emergency procedures (to be include in risk assessment).	
	10. Ensure adequate supervision ratios (staff to pupils).	
	11. Inform all school staff attending the trip about the trip details, and risk assessment.	
	12. Hold a pre-trip meeting with staff to discuss roles and responsibilities.	
	13. Conduct a pre-trip briefing with pupils to explain rules and expectations.	
	14. Prepare educational materials or resources needed for the trip (if applicable).	
One week prior to trip	**1.** Trip organiser to check weather conditions and amend plans accordingly	
	2. Trip organiser to contact venue to ensure there are no changes.	
	3. Inform parents and staff of any changes i.e., suitable clothing	
	4. Check all consents have been obtained	
	5. Check all payments have been made.	
	6. Compile a list of emergency contacts for all participants.	
	7. Check any children requiring a school lunch has been order and kitchen have been informed.	
	8. Check all medicines/ inhalers/ EpiPen for pupils are on site and in date	
	9. Check first aid kit is full and prepared	

	10. Allocate pupil groups and key adults	
On the day of the trip	**1.** Pack first aid kits and any necessary medical supplies.	
	2. List emergency contact details.	
	3. Ensure all pupils have packed appropriately and have a lunch	
	4. Ensure all children are wearing a hi-vis jacket when travelling to and from the destination.	
	5. Take attendance before departure and throughout the trip.	
	6. Maintain close supervision and regular headcounts.	
	7. Follow the planned itinerary and safety procedures.	
	8. Handle any medical or behavioural issues promptly and appropriately.	
Post Trip	**1.** Hold a debrief meeting with staff to evaluate the trip.	
	2. Gather feedback from pupils and parents.	
	3. Complete EVOLVE evaluation form	
	4. Reflect on improvements for future trips.	
OUTDOOR/ ADVENTUROUS ACTIVITIES	**Visiting Establishment has the LOtC Quality Badge** **If LOtC badge not achieved; check the following:** - their insurance - that they meet legal requirements - their health and safety and emergency policies - their risk assessments - control measures - their use of vehicles - staff competence - safeguarding - accommodation - any sub-contracting arrangements they have - that they have a licence, where needed	
WATERSPORTS	**Watersports:** Appropriate License in place for activities Hotels with pools – may not have lifeguards on duty – seek additional guidance	
	Trips Abroad: **Adventurous activities** – planning and risk assessment should be done with the guidance British Standard for adventurous activities outside the United Kingdom Have considered the Foreign and Commonwealth Office's detailed guidance OEAP website	

Appendix 2 – Educational Visits Co-ordinator Role Overview

Schools should appoint an Educational Visits Co-ordinator or ensure the EVC responsibilities sit within a leaders job description, and make sure they have the training they need.

The coordinator works with leaders to help their colleagues in school to assess and manage risks.

The coordinator should:

- be an experienced visits leader (or someone with experience of trips who have an EVC training plan)
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise headteachers and governors when they're approving trips
- have access to training, advice and guidance

Appendix 3 – Overseas Trip Request

Overseas Trip Request Form
Name of School:
Name of Trip lead and SLT Attending: **Mobile (whilst abroad):** **Landline (e.g. Hotel):**
Principal/Trust Leader Approval:
Name of external school trips company (if applicable):
Name of Country/Countries (if applicable) including all stops within the trip:
Purpose of Trip:
Number of Students involved and year groups:
Ratio of staff to pupils:
Approx cost per pupil:
Start and end date of Trip:
Name and Number of UK based emergency contact (should be a member of SLT):
Approval from CEO/DECO: **Date:**