



Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

Learning Outside the Classroom Policy

Policy agreed (date):	April 2026
Policy published (including on website) (date):	April 2026
Next review (date):	April 2028

This policy sets out the principles, procedures, and expectations for the planning, approval, and management of all trips and visits undertaken by Kennet Valley CofE VA Primary School. It is designed to ensure that all educational visits are conducted safely, inclusively, and in accordance with statutory requirements and best practice guidance.

Approval and Review

This policy is formally approved by the Governing Body on 13th April 2026. The policy will be reviewed every two years, or sooner if there are significant changes in legislation, guidance, or school practice. The review process will involve consultation with staff, governors, and, where appropriate, parents and pupils. Feedback from the evaluation of visits, incident reports, and changes in national or local guidance will inform the review. The Headteacher and Educational Visits Coordinator (EVC) are responsible for ensuring the policy remains current and fit for purpose.

Policy Ownership and Contacts

Policy Owner: Katie Mallinson, Headteacher

Educational Visits Coordinator (EVC): Jacqy McQue

Contact for Queries: office@kennetvalley.wilts.sch.uk

All queries regarding the interpretation or implementation of this policy should be directed to the EVC or Headteacher.

Policy Scope and Philosophy

Purpose and Scope

The purpose of this policy is to provide a clear framework for the safe, inclusive, and educationally valuable planning and delivery of all trips and visits at Kennet Valley CofE VA Primary School. This policy applies to all off-site activities, including day visits, residentials, adventurous activities, and overseas trips, whether during or outside school hours. It covers all pupils, staff, volunteers, and external providers involved in school visits. The policy applies to all staff (teaching and support), volunteers, and external providers working on behalf of the school, as well as all pupils participating in visits. It also outlines the responsibilities of parents and carers in supporting the safe and successful delivery of educational visits.

Underpinning Philosophy and Values

At Kennet Valley CofE VA Primary School, we believe that educational visits and off-site activities are a vital part of a broad, balanced, and enriching curriculum. Our vision, rooted in the ethos of "Small Beginnings, Endless possibilities. Growing together in Compassion, Curiosity and Courage," and inspired by the biblical underpinning of Matthew 13:31-32, guides our commitment to providing meaningful experiences beyond the classroom.

Trips and visits are planned to promote curiosity, resilience, teamwork, and personal growth. They offer opportunities for pupils to apply classroom learning in real-world contexts, develop social and emotional skills, and foster a sense of belonging and community. We are committed to ensuring that all pupils, regardless of background or ability, benefit from these experiences and that visits are planned with compassion, courage, and high expectations for all.

Legal and Statutory Framework

This policy is underpinned by the following key legislation and statutory guidance:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Education Act 2002 (Section 175)
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- DfE "Health and safety on educational visits" (2018)
- DfE "Charging for school activities" (2018)
- DfE "Keeping children safe in education" (2023)
- OEAP National Guidance (latest edition)
- Ofsted Inspection Framework/Toolkit (2025)
- HSE "School trips and outdoor learning activities"
- ROSPA guidance on school trips and adventure activities
- Wiltshire Local Authority policies and procedures

Kennet Valley CofE VA Primary School formally adopts the OEAP National Guidance as its operational standard for all educational visits and will ensure that all visits comply with employer and local authority requirements.

Roles and Responsibilities

Governing Body

The Governing Body holds overall responsibility for ensuring that the school has robust arrangements for the safe, inclusive, and effective delivery of educational visits. Governors approve this policy, monitor its implementation, and ensure that the school complies with statutory and employer guidance. They review reports on visits, incidents, and policy evaluations, and ensure that resources are allocated for staff training and visit planning.

Governors are responsible for supporting a culture of educational enrichment, challenge, and inclusion, and for ensuring that the policy reflects the school's vision and statutory obligations.

Headteacher

The Headteacher is responsible for the strategic leadership and operational oversight of all trips and visits. This includes:

- Ensuring the policy is implemented and regularly reviewed
- Authorising all visits, or delegating this responsibility as appropriate
- Appointing and supporting a competent Educational Visits Coordinator (EVC)
- Ensuring that visit leaders are competent, trained, and supported
- Overseeing the approval process for all visits, including risk management and safeguarding arrangements
- Ensuring that all visits are inclusive and accessible to all pupils
- Reporting to governors on the quality, safety, and impact of visits

The Headteacher may delegate aspects of visit approval and management to the EVC but retains overall responsibility for ensuring compliance with statutory and employer requirements.

Educational Visits Coordinator (EVC)

The EVC is appointed by the Headteacher and must demonstrate appropriate experience, training, and competence in educational visits management. The EVC's core duties include:

- Advising and supporting staff in the planning, approval, and evaluation of visits
- Ensuring that all visits comply with this policy, OEAP National Guidance, and employer requirements
- Coordinating staff training, induction, and succession planning for visit leaders and volunteers
- Maintaining records of visits, risk assessments, parental consent, and staff competence
- Liaising with the local authority, external providers, and other agencies as required
- Monitoring the quality and safety of visits through peer review, observation, and evaluation
- Ensuring that all visits and associated risk assessments are recorded and managed using the EVOLVE system, in line with local authority and employer requirements

The EVC may delegate aspects of visit planning but remains responsible for ensuring that all procedures are followed and that visits are appropriately risk assessed and authorised.

Visit Leaders

Visit leaders are responsible for the detailed planning, risk management, supervision, and evaluation of their visits. They must:

- Complete visit proposals, risk assessments (using the EVOLVE system), and obtain necessary approvals before the visit
- Ensure that all activities are safe, inclusive, and educationally valuable
- Communicate clearly with pupils, staff, volunteers, and parents/carers
- Supervise pupils effectively, maintain appropriate ratios, and manage behaviour
- Ensure that all staff and volunteers are briefed and understand their roles
- Collect and manage medical, dietary, and SEND information
- Carry emergency contact details and follow the school's emergency procedures
- Complete post-visit evaluations and report any incidents or concerns
- Identify a home/base contact for every trip and visit, ensuring that the designated contact is available and briefed for the duration of the visit

Visit leaders must be competent, trained, and familiar with the venue and activities. For higher-risk visits, additional qualifications or experience may be required.

Staff and Volunteers

All staff and volunteers accompanying visits must:

- Participate in relevant induction and training
- Support the visit leader in supervising pupils and managing behaviour
- Follow the school's code of conduct and safeguarding procedures
- Be familiar with the visit plan, risk assessments, and emergency arrangements
- Disclose any relevant medical or other information that may affect their role
- Support the inclusion of all pupils, making reasonable adjustments as required

Volunteers, including parents and carers, must be vetted in line with the school's safeguarding policy, receive a clear briefing on their responsibilities, and be supervised by staff at all times.

Pupils and Parents/Carers

Pupils are expected to:

- Engage positively with all aspects of the visit
- Follow instructions from staff and volunteers
- Behave responsibly and uphold the school's values and code of conduct
- Respect the rights and safety of others

Parents and carers are expected to:

- Provide informed consent for their child's participation
- Supply up-to-date medical, dietary, and emergency contact information
- Support the school's expectations for behaviour and participation
- Communicate any concerns or additional needs to the visit leader or EVC

Planning and Approval of Visits

Educational Objectives and Curriculum Links

All visits must have clear educational aims that are explicitly linked to the school's curriculum, vision, and values. Visit proposals should articulate how the activity will enhance pupils' learning, personal development, and wellbeing. Examples include reinforcing classroom learning, developing teamwork, promoting independence, or fostering cultural awareness.

Visit leaders are encouraged to involve pupils in the planning process, where appropriate, to promote engagement, ownership, and active learning.

The SAGED Approach to Learning Outside the Classroom (LOtC)

To support the effective planning and safe delivery of outdoor learning and off-site visits, Kennet Valley CofE VA Primary School adopts the SAGED approach as recommended by the OEAP National Guidance. SAGED is a structured process for assessing and managing risk in outdoor and off-site activities, ensuring that all key factors are considered. The SAGED acronym stands for:

- **Staffing:** Are the staff competent and experienced for the proposed activity? Are staffing levels and expertise appropriate for the group and context?
- **Activity:** What is the nature of the activity? Is it age-appropriate, safe, and suitable for the intended learning outcomes?

- **Group:** What are the specific needs, abilities, behaviours, and experience of the group? Are there any medical or additional needs to consider?
- **Environment:** Where will the activity take place? What are the specific hazards, weather conditions, and environmental factors?
- **Distance:** How far is the group from help or support? What are the implications for supervision, communication, and emergency response?
-

Visit leaders must consider each element of SAGED during the planning and risk assessment process, and review these factors throughout the visit. This approach supports dynamic risk management and helps ensure that visits are safe, inclusive, and educationally valuable.

Visit Planning Process

The planning of all visits must follow a structured process, coordinated by the visit leader and supported by the EVC. The process includes:

1. **Initial Proposal:** The visit leader submits a proposal outlining the educational objectives, intended activities, target group, dates, and staffing.
2. **Preliminary Research:** The visit leader gathers information about the venue, activities, provider, and transport options. For unfamiliar venues, a preliminary visit is strongly recommended.
3. **Risk Assessment:** The visit leader completes a written risk assessment using the EVOLVE system, following a risk-benefit model, and considers the needs of all participants, using the SAGED approach as a framework.
4. **Approval:** The proposal and risk assessment are submitted to the EVC and Headteacher for approval. For adventurous, residential, or overseas visits, additional employer or local authority approval may be required.
5. **Parental Engagement:** Parents/carers are provided with detailed information and consent forms. Medical, dietary, and SEND information is collected.
6. **Staff and Volunteer Briefing:** All accompanying adults are briefed on their roles, responsibilities, and the visit plan.
7. **Record Keeping:** All documentation, including risk assessments, consent forms, and staff training records, is retained in accordance with data protection requirements and recorded on the EVOLVE system.
8. **Evaluation:** After the visit, the leader completes an evaluation, reflecting on successes, challenges, and areas for improvement.

The EVC maintains oversight of the planning process and provides support at each stage.

Approval Procedures

The level of approval required depends on the nature and complexity of the visit:

- **Routine Local Visits:** May be approved by the EVC or Headteacher, following standard operating procedures. These visits are recorded on the EVOLVE system.
- **Adventurous, Residential, or Overseas Visits:** Require formal approval by the Headteacher and notification to the local authority or employer, in line with OEAP National Guidance and recorded on EVOLVE.
- **High-Risk Activities:** May require additional checks, qualifications, or external provider assurances.

No visit may proceed without documented approval at the appropriate level. The EVC maintains a register of all approved visits using the EVOLVE system.

Inclusion and Accessibility

Kennet Valley CofE VA Primary School is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), have equal access to trips and visits. Visit leaders must:

- Consider the needs of all pupils at the planning stage
- Make reasonable adjustments to ensure participation, in line with the Equality Act 2010
- Consult with parents/carers, SEND staff, and external agencies as required
- Ensure that venues and activities are accessible, and that appropriate support is provided
- Review staffing ratios and supervision arrangements to meet individual needs

No pupil will be excluded from a visit on the grounds of disability, medical needs, or additional needs, unless a risk assessment demonstrates that their participation cannot be made safe, even with reasonable adjustments.

Affordability and Financial Considerations

Affordability is a key consideration in the planning of all trips and visits. The school will:

- Ensure that the cost of visits is kept as low as possible without compromising safety or quality
- Consider the financial circumstances of families and offer support where needed to ensure no pupil is excluded due to inability to pay
- Seek to use local venues and cost-effective transport options where appropriate
- Communicate clearly with parents/carers about costs, payment options, and available financial support

Risk Management and Safeguarding

Risk Assessment and Risk-Benefit Analysis

A written risk assessment must be completed for every visit, using a risk-benefit model as recommended by the OEAP and HSE. The assessment should:

- Identify potential hazards and risks associated with the venue, activities, transport, and participants
- Evaluate the benefits of the activity and the measures in place to reduce risk
- Consider the needs of all pupils, including those with SEND or medical conditions
- Be proportionate to the level of risk and complexity of the visit
- Be reviewed and updated as necessary, especially if circumstances change

Risk assessments must be recorded using the EVOLVE system, signed by the visit leader, checked by the EVC, and approved by the Headteacher. For adventurous or residential visits, external provider risk assessments must also be obtained and reviewed.

Safeguarding and Child Protection

Safeguarding is paramount on all visits. All staff and volunteers must adhere to the school's safeguarding policy and "Keeping Children Safe in Education" guidance. Key procedures include:

- Ensuring all staff and volunteers are subject to appropriate DBS checks and vetting
- Maintaining clear lines of supervision and accountability
- Managing any safeguarding concerns promptly and in line with school procedures
- Ensuring that pupils know how to report concerns and that staff are vigilant to signs of abuse or neglect
- Maintaining confidentiality and respecting pupils' privacy

The visit leader must carry emergency contact details and have access to the school's Designated Safeguarding Lead (DSL) at all times during the visit.

Staff Competence and Training

All staff and volunteers involved in visits must receive appropriate induction and training. This includes:

- Visit leader training (as recommended by OEAP and the employer)
- Induction for new staff and volunteers, covering roles, responsibilities, and emergency procedures
- First aid training, with at least one qualified first aider on every visit
- Training in risk assessment, behaviour management, and inclusion
- Ongoing professional development and succession planning for EVCs and visit leaders

Records of staff training and competence are maintained by the School Office.

Supervision and Ratios

Effective supervision is essential for the safety and wellbeing of all participants. The required staff-to-pupil ratio will depend on the age, needs, and experience of the group, the nature of the activity, and the venue. As a minimum:

- **EYFS and Key Stage 1:** Higher ratios, typically 1:6 or better
- **Key Stage 2:** Typically 1:10 or better
- **Adventurous or Residential Visits:** Lower ratios, as determined by risk assessment and provider guidance
- **SEND or High Needs Pupils:** Additional adults as required

All ratios must be justified in the risk assessment and approved by the EVC and Headteacher. Volunteers may be included in ratios only if they are known to the school, appropriately vetted, and briefed.

External Providers and Venues

Provider and Venue Selection

All external providers and venues must be selected with due regard to quality, safety, and suitability for the intended group and activities. The visit leader must:

- Check that providers hold appropriate licences, insurance, and accreditations (e.g., Adventure Activities Licensing Authority, LOTC Quality Badge)
- Obtain and review provider risk assessments and safety policies
- Ensure that the venue is accessible and inclusive for all pupils
- Confirm that staff are trained and competent for the activities offered

Where possible, use providers and venues recommended by the local authority or employer.

Pre-Visit and Due Diligence

For all unfamiliar venues or activities, the visit leader should conduct a preliminary visit to:

- Assess the suitability and safety of the site
- Identify potential hazards and control measures
- Meet with provider staff and clarify roles and responsibilities
- Check access, facilities, and emergency arrangements

If a preliminary visit is not possible, the leader must gather detailed information from the provider and consult with the EVC.

Use of Volunteers and Third Parties

All volunteers and third-party providers must be vetted in accordance with the school's safeguarding policy. This includes:

- DBS checks for regular volunteers or those in unsupervised roles
- Induction and briefing on roles, responsibilities, and emergency procedures
- Supervision by school staff at all times
- Clear communication of expectations and boundaries

The visit leader is responsible for ensuring that all adults understand their role and are supported throughout the visit.

Parental Engagement and Consent

Information to Parents/Carers

Parents and carers must be provided with clear, timely, and comprehensive information about all visits. This includes:

- The educational objectives and curriculum links of the visit
- The itinerary, activities, and supervision arrangements
- The cost of the visit, payment options, and remissions policy
- Transport arrangements and expected timings
- Behaviour expectations and code of conduct
- What pupils need to bring (e.g., clothing, equipment, medication)
- Emergency contact arrangements

Information should be accessible and available in alternative formats or languages as required.

Parental Consent

Written, informed parental consent must be obtained for all non-routine visits. For routine local visits, an annual blanket consent will be obtained from parents/carers at the start of each academic year, with additional information provided before each visit as needed.

Consent forms must include:

- Details of the visit and activities
- Emergency contact information
- Medical and dietary information
- Permission for emergency medical treatment if required

No pupil may participate without completed consent and up-to-date information.

Medical, Dietary, and Additional Needs

The visit leader must collect, review, and act on all relevant medical, dietary, and SEND information for participants. This includes:

- Ensuring that medication, care plans, and emergency procedures are in place
- Making reasonable adjustments for pupils with allergies, disabilities, or additional needs
- Liaising with parents/carers, school nurses, and SEND staff as required
- Ensuring that all staff and volunteers are briefed on individual needs and emergency procedures

Confidentiality must be maintained in line with data protection requirements.

Operational Procedures

Transport and Use of Vehicles

All transport arrangements must prioritise the safety and wellbeing of pupils and comply with legal requirements. This includes:

- Using reputable coach or minibus providers with appropriate insurance, maintenance, and driver checks
- Ensuring that all drivers hold the correct licence and are familiar with the route and emergency procedures
- Using seat belts and appropriate child restraints at all times
- Supervising pupils during travel and ensuring safe boarding and disembarkation
- If private cars are used, ensuring that drivers are insured, have completed the school's volunteer driver declaration, and are approved by the Headteacher
- For local trips and visits, the preferred transport options are the use of a mini-bus hired from Swindon Dial-a-Ride and driven by qualified school staff, or the Wiltshire Connect Bus, subject to availability and suitability

The visit leader is responsible for checking all transport arrangements and maintaining accurate registers of pupils and staff.

Behaviour, Code of Conduct, and Discipline

High standards of behaviour are expected on all visits, in line with the school's behaviour policy and code of conduct. Pupils must:

- Show respect for others, the environment, and property
- Follow instructions from staff and volunteers promptly
- Uphold the school's values and represent the school positively

Staff and volunteers must model exemplary behaviour and manage incidents in accordance with school procedures. Serious breaches of behaviour may result in a pupil being withdrawn from the visit and parents/carers being contacted.

Inclusion, Equality, and Reasonable Adjustments

Kennet Valley CofE VA Primary School is committed to inclusion, equality of opportunity, and compliance with the Equality Act 2010. All visits must be planned to:

- Remove barriers to participation for pupils with SEND, disabilities, or other needs
- Make reasonable adjustments to activities, transport, and venues
- Ensure that all pupils feel valued, respected, and included

Visit leaders must consult with parents/carers, SEND staff, and external agencies as required to ensure that all pupils can participate safely and successfully.

Insurance and Financial Arrangements

All visits are covered by the school's insurance policy, which includes public liability, employer's liability, and, where applicable, travel insurance. The visit leader must check that external providers have adequate insurance.

Charges for visits will be made in accordance with the DfE "Charging for school activities" guidance and the school's charging and remissions policy. No pupil will be excluded from a visit due to inability to pay; support is available for families in financial hardship. Affordability will be considered at the planning stage for all visits.

All payments must be processed through the school's financial systems, and accurate records maintained.

Data Protection and Confidentiality

All personal data collected for visits (including medical, dietary, and emergency contact information) will be handled in accordance with the Data Protection Act 2018 and UK GDPR. This includes:

- Collecting only the information necessary for the safe management of the visit
- Storing data securely and limiting access to authorised staff
- Retaining records only as long as necessary and disposing of them securely
- Ensuring that parents/carers are informed about data use and their rights

Staff must maintain confidentiality at all times and report any data breaches to the Headteacher.

Property and Equipment

The visit leader is responsible for ensuring that all equipment and resources required for the visit are checked, maintained, and used safely. This includes:

- School equipment (e.g., first aid kits, mobile phones, specialist gear)
- Personal property brought by pupils or staff
- Arrangements for safe storage and transport of valuables

Pupils and parents/carers are responsible for personal property; the school cannot accept liability for loss or damage unless due to negligence.

Emergency Procedures and Incident Management

Emergency Planning

All visits must be planned with clear emergency procedures, aligned with the school's emergency plan. The visit leader must:

- Carry emergency contact details for all participants, staff, and the school
- Be familiar with the venue's emergency arrangements and local emergency services
- Have access to a mobile phone or other means of communication
- Know the location of the nearest hospital or medical facility
- Identify and confirm a designated home/base contact for every trip and visit, ensuring that this contact is available and briefed for the duration of the visit

A designated member of the school's senior leadership team must be available as a home/base contact during all visits.

Communication and Contact Arrangements

Clear arrangements must be in place for maintaining contact between the visit leader, school, parents/carers, and emergency services. This includes:

- Regular check-ins with the school for longer or residential visits
- Procedures for notifying parents/carers of delays, incidents, or changes to the itinerary
- Emergency contact cards for all staff and volunteers
- Procedures for managing media enquiries in the event of a serious incident

All staff must know how to contact the school and emergency services at all times.

Incident and Accident Reporting

All incidents, accidents, and near misses must be reported and recorded in accordance with school and statutory procedures. This includes:

- Immediate notification of the Headteacher and, where appropriate, the local authority or employer
- Completion of accident/incident forms and RIDDOR reporting where required
- Debriefing and support for pupils, staff, and parents/carers involved in incidents
- Review of risk assessments and procedures in light of incidents to inform future practice

The EVC is responsible for maintaining records and reporting patterns or concerns to governors.

Monitoring, Evaluation, and Review

Monitoring Visits and Compliance

The EVC and Headteacher are responsible for monitoring the planning, conduct, and evaluation of all visits. This includes:

- Reviewing visit proposals, risk assessments, and approval records (including those on EVOLVE)
- Conducting peer and field observations of visits, where appropriate
- Auditing compliance with policy, statutory guidance, and employer requirements
- Providing feedback and support to visit leaders and staff

Governors receive regular reports on the quality, safety, and impact of visits.

Evaluation and Continuous Improvement

All visits must be evaluated by the visit leader, with input from staff, pupils, and parents/carers. The evaluation should consider:

- Achievement of educational objectives
- Effectiveness of planning, risk management, and supervision
- Inclusion and accessibility for all pupils
- Behaviour, engagement, and wellbeing of participants
- Any incidents, near misses, or challenges encountered

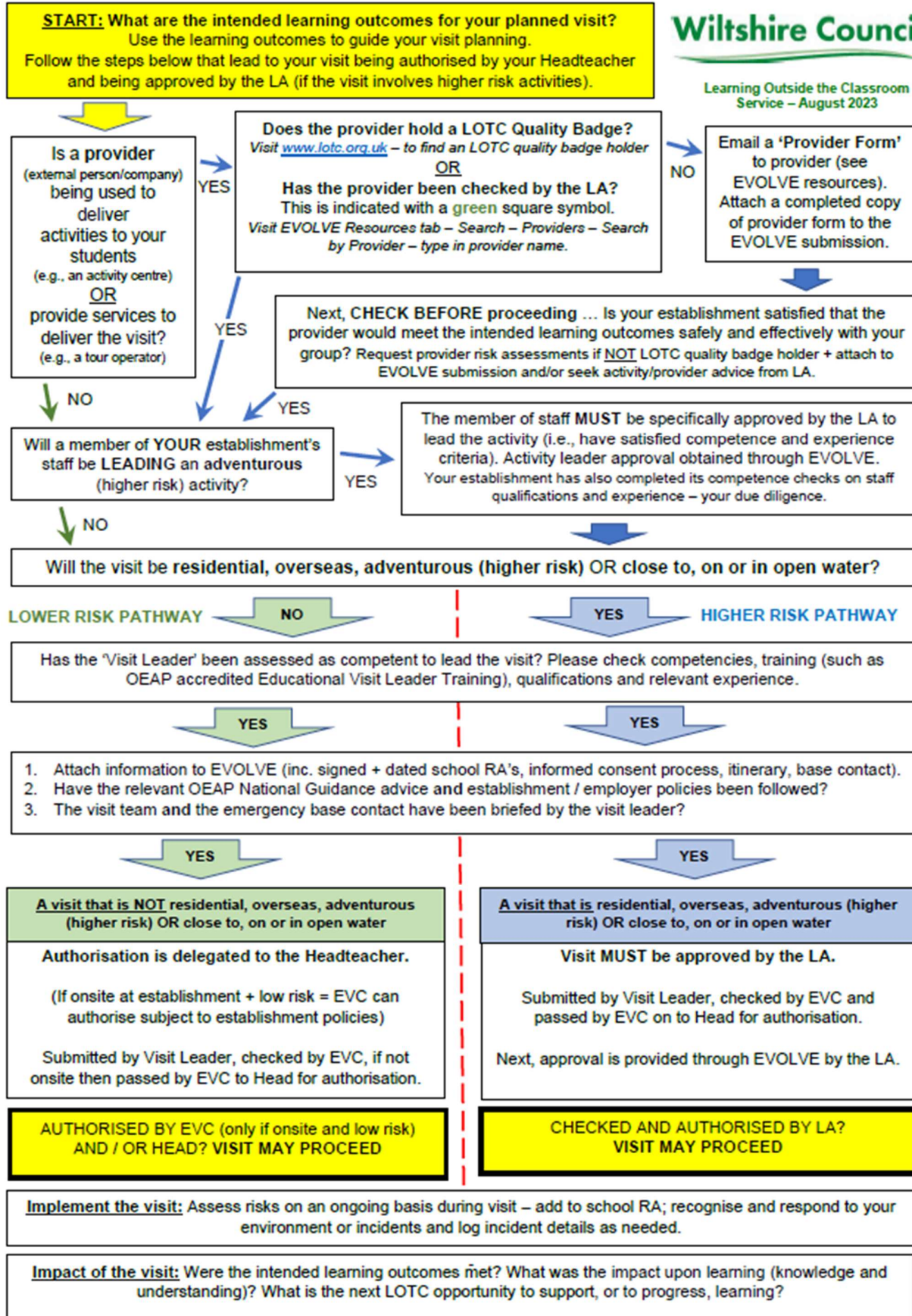
Feedback is used to inform future visits and to update policy and procedures. The policy is reviewed regularly, taking into account evaluation findings, changes in guidance, and feedback from stakeholders.

Appendices and Supporting Materials

LA Trip Planning Flow Chart

Wiltshire Council

Learning Outside the Classroom
Service – August 2023



Risk Assessment Template



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

Matthew 13:31-32

Risk Assessment Form

Location/Dept:		Date Assessed:		Assessed by:		
Task/ Activity:		Review Date:		Reference Number:		
Activity/ Task	Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Risk/ Priority	Additional controls required
NOTES:						

Risk/Priority Indicator Key

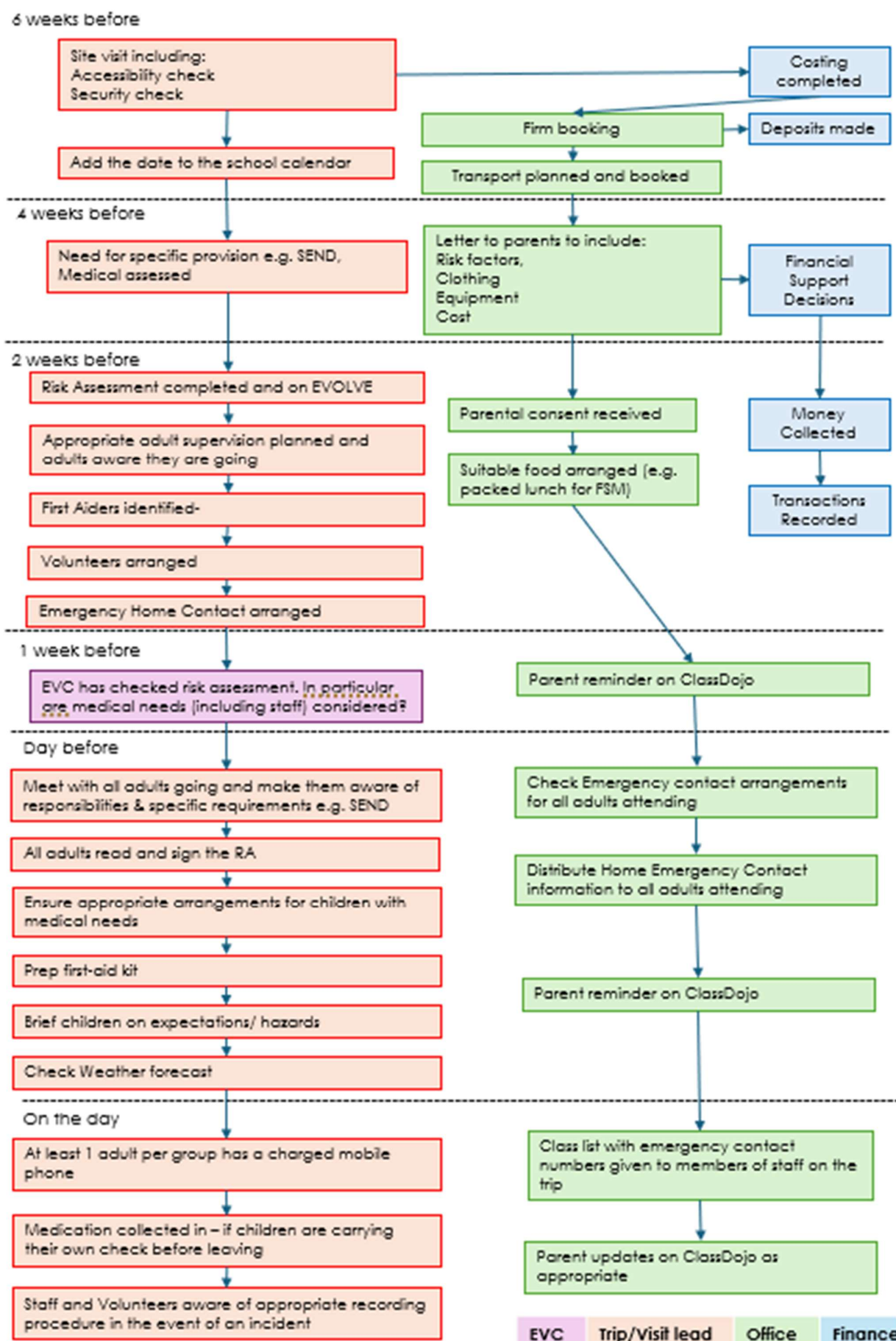
Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK / PRIORITY INDICATOR MATRIX						
LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
	1	2	3	4	5	SEVERITY (CONSEQUENCE)

Summary	Suggested Timeframe
12-25 High	As soon as possible
6-11 Medium	Within next 3-6 months
1-5 Low	Whenever viable to do so

School Trip Planning Flow Chart



Trip Planning Document

Trip/Visit:			Date:	
Initial Planning				
Adult Leading:				
Purpose of trip/Visit:				
Venue, key contact and contact details:				
Booking Confirmation				
Confirmation Date: Confirmed by:		Timings of the visit: Arrival: Departure:		Added to school calendar?
Transport Company		Timings going:	Timings returning:	
Children attending				
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Planned number Boys : Girls				
Actual (add on the day)				
Costings				
Visit cost		Per Pupil:		
Transport cost		Per Pupil:		
Total cost		Per Pupil:		
Letter to parents				
Date of initial letter:		Dates of any reminders:		
Cost	Equipment	Time to be at school	Risk Awareness	
Number of Lunches Needed:		Date ordered/arranged:		

Risk Assessment	
Date RA Completed and added to EVOLVE:	
School adults attending (List)	
Volunteers attending (highlight if no DBS)	
Number of First Aid Kits needed: Adult responsible for collecting:	Medical Kits needed: Adult responsible for collecting:
Adult Briefing held	Date:

Guidance for school staff if an incident occurs off the school site

- Administer first aid where safe and appropriate
- Call emergency services as appropriate
- Obtain facts and information, but do not move anything at the scene except to assist casualties
- Log events, actions taken, and decisions made
- Keep a record of witnesses
- Identify a member of staff to liaise with the emergency services
- Arrange for someone to travel with casualties to hospital where possible
- Account for all members of the group
- Inform school senior member of staff, who instigates planned school response and liaises with LA to initiate emergency procedures
- Try and keep all the non-casualties together and make arrangements for them to return to a specified base
- Liaise with Wiltshire Council's communication team and police regarding media statements
- Ensure pupils do not talk to the media
- Do not discuss legal liability.

Roles and Responsibilities Summary Table

Role	Key Responsibilities
Governing Body	Policy approval, monitoring, resource allocation
Headteacher	Strategic leadership, authorisation, oversight
EVC	Coordination, support, monitoring, training, EVOLVE system management
Visit Leader	Planning, risk assessment (EVOLVE), supervision, evaluation, identification of home/base contact
Staff/Volunteers	Supervision, conduct, support, safeguarding
Pupils	Engagement, behaviour, following instructions
Parents/Carers	Consent, information, communication



The Learning Outside The Classroom Service

Educational Visits Leader EMERGENCY ACTION CARD

A SAFER RESPONSE AND EMERGENCY ACTION PRIORITIES

All your actions during the incident should be guided by the following;

1. Keep your group **ALIVE** and **SAFE**. (see over)
2. Prevent the situation getting any worse.
3. Promote recovery and return to base.

gather your group and keep calm



establish the facts and circumstances of the incident. Avoid misinformation.

Follow **Emergency Action Priorities**

be prepared to monitor progress

on a regular basis and adjust your plans if needed to deliver the Emergency Action Priorities

IMMEDIATE ACTION PLAN

1. **REMAIN CALM** - Assess the situation and establish the nature and extent of the emergency
2. **SAFEGUARD** yourself and then any other uninjured members of the group. Make sure all other members of the party are;
 - ✓ Accounted for and safe;
 - ✓ Adequately supervised
 - ✓ Briefed so they know what to do to remain safe.
3. **DELEGATE** tasks to other staff in the supervision team so you can keep an overview of events and to allow for concurrent activity.
4. **SEE TO THE FIRST AID NEEDS OF CASUALTIES**
5. **CALL EMERGENCY SERVICES** as appropriate (see over for guidance)
6. **BE AWARE OF THE QUIET / SECONDARY CASUALTIES.**
7. **START AN INCIDENT LOG** (see reverse of this card)

ONCE THE INCIDENT IS CONTAINED

CONTACT YOUR EMERGENCY BASE CONTACT.

Use the **KEY INFORMATION FOR EMERGENCY BASE CONTACT** (see template on reverse of this card);

- Who you are and he number to call you on
- Nature of the emergency and the time the incident happened
- Number of casualties, who they are and their status.
- Total number in your group.
- Your current location and whether you staying put or moving? (if moving, where to?)

DON'T FORGET TO

- Continue to safeguard your group
- Consider their physical needs – shelter, refreshments, transport.
- Consider their emotional needs – removing from scene of accident, providing support and comfort.
- Control communications – avoid group members using communication devices / phones unsupervised.
- Regularly update the incident log (see over).
- Refer press enquiries to your employer.
- Liaise with / take advice from emergency services and employer.
- If overseas and you need local help - contact Consular Assistance
- Review your actions – is there more can you do?
- Arrange contact with home when safe to do so.

ACTION BY SCHOOL / ESTABLISHMENT

Your establishment Emergency Base Contact should ;

- Agree a contact number to keep communication channels open.
- Call you back within a specified time.
- Initiate the school's critical incident plan.
- Manage contact with parents
- Arrange for press releases and media management.
- Arrange for a travelling team to support you if needed.
- Manage liaison with legal and insurance support.

IMPORTANT LEGAL GUIDANCE

- Do **NOT** admit liability
- Get witness details – names and contact details
- Take photographs.
- Do **NOT** alter or destroy any equipment.
- Keep accurate records.

NAME	TELEPHONE	EMAIL	Visit Leader details	My School / establishment	Nominated Base Contact	Headteacher	LA Contact	Provider / transport contact	Emergency Services	Foreign Office Consular Assistance
							Gary Burn LOTC Senior Adviser 01225 713557 07977092153			
							EVC@Wiltshire.gov.uk			

References

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Education Act 2002 (Section 175)
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- DfE "Health and safety on educational visits" (2018)
- DfE "Charging for school activities" (2018)
- DfE "Keeping children safe in education" (2023)
- OEAP National Guidance (latest edition)
- Ofsted Inspection Framework/Toolkit (2025)
- HSE "School trips and outdoor learning activities: Tackling the health and safety myths"
- ROSPA guidance on school trips and adventure activities
- [Local Authority Name] Employer/Local Authority Policies and Procedures