



## Educational Visits Policy

<b>Date Published</b>	<b>January 2026</b>
<b>Version</b>	<b>4</b>
<b>Approved Date</b>	<b>January 2026</b>
<b>Review Cycle</b>	<b>Annual</b>
<b>Review Date</b>	<b>January 2027</b>

An academy within:



“Learning together, to be the best we can be”

## 1. Context

- 1.1. For the purposes of this policy an educational visit is defined as “The entire period between departing from and returning to the Establishment or home setting, including time devoted to travel. A ‘visit’ comprises one or more activities.” For more information, see: Outdoor Education Advisors Panel (OEAP) National Guidance ‘1a Glossary’ 2022.
- 1.2. Educational visits are an integral part of our Kenwood Academy curriculum. This includes learning opportunities that are presented through structured, semi-structured and unstructured curriculum time. At Kenwood Academy educational visits should:
- be compliant with all statutory guidance that safeguards children;
  - enhance the Quality of Education;
  - offer enriching opportunities that provide the opportunity for Personal Development.

## 2. Key Aspects of Educational Visits planning and management

- 2.1. **Competence:** ‘Competence’ is a key factor in planning Educational Visits and is described here, by the OEAP: “Being competent means that the leader has demonstrated the ability to operate effectively and safely. Competence:
- Is a combination of skills, knowledge, awareness, judgement, training and experience - it is not necessarily related to age or position within the establishment;
  - Is situational - a leader who is competent in one activity or environment or with one type of group may not be so in a different situation;
  - Involves breadth as well as depth - relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.”

All staff leading Educational Visits at Kenwood Academy should have completed their induction training and have been judged to be ‘competent’ in relation to the trip they are planning by the Educational Visits Co-ordinator (EVC).

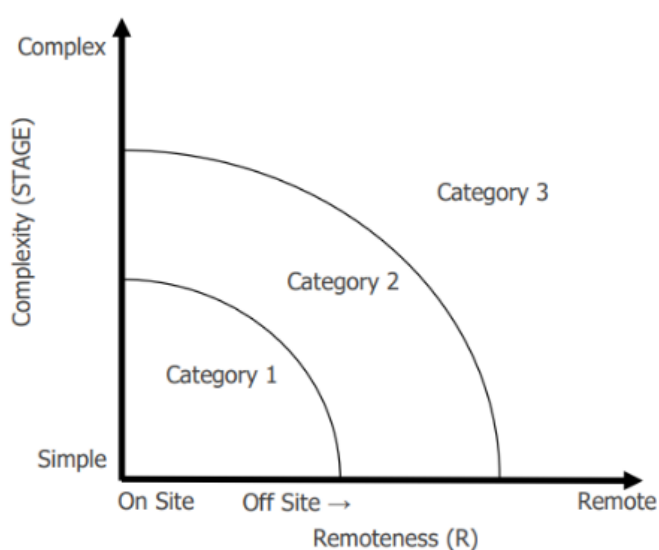
**For the safety of all involved: under no circumstances should any person volunteer, plan or be approved to lead on an Educational Visit at Kenwood Academy without induction training and being judged competent by the EVC.**

The EVC will also assess whether staff are ‘accountable’ and ‘confident’ as defined by OEAP National Guidance ‘1b Foundations’ 2022.

**2.2. STAGE(R) variables:** The STAGE(R) variables are a useful way of conceptualising how different factors interact when planning and managing Educational Visits. STAGE(R) stands for:

- STAFF e.g. are staff accountable, confident and competent?
- TIMINGS e.g. for how long will the visit run?
- ACTIVITY e.g. what activities does the visit involve?
- GROUP e.g. what additional needs does the group have?
- ENVIRONMENT e.g. what is the environment like? How will the group interact with the environment?
- REMOTENESS e.g. how remote is the location of the visit?

The STAGER diagram illustrates a tool the EVC might use to give an overview of complexity and to analyse what might be needed in terms of planning and mitigation for any Educational Visit:



**2.3. Risk Management:** Risk-benefit assessment forms a standard part of Kenwood Academy procedures for Educational Visits planning. As described by the OEAP, 'Risk management, in the context of outdoor learning and off-site visits, is a two-stage process:

- 1. Identify the potential benefits to be gained from an activity, and any significant risks to the health and safety of those involved.
- 2. Plan and implement measures to reduce these risks as low as reasonably practicable without losing the benefits, and use professional judgement to decide whether, in order to gain the benefits, the remaining risks are acceptable.

**2.4. Post-visit evaluation:** It is good practice and a core part of Kenwood Academy's approach to Educational Visits that we promote a reflective culture. A reflective culture is key to ensuring that the organisation can continuously improve its processes and perform effective risk-benefit assessment of future visits. Post-trip evaluation is a requirement of all Educational Visits. There is an onus on Trip

Leaders to report all incidents and/or near misses to the EVC, who will ensure appropriate action is taken and post-trip learning can be disseminated to the wider team.

## 3. Key Responsibilities

3.1. The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer.

3.2. Employers have duties to ensure, so far as is reasonably practicable:

- The health, safety and welfare of all employees;
- The health, safety and welfare of young people;
- The health, safety and welfare of volunteers.

3.3. Employees have a duty to:

- Take reasonable care of their own and others' health and safety;
- Co-operate with their employers over safety matters;
- Carry out activities in accordance with training and instructions;
- Inform the employer of any serious risks.

3.4. Responsibility Chain:

- I. Employer
- II. Headteacher
- III. Educational Visits Co-ordinator (EVC)
- IV. Visit Leader
- V. Other employed staff supporting the visit
- VI. Other adults accompanying the visit
- VII. Parents/Carers
- VIII. Students

3.5. Nexus Trust has a responsibility to ensure that:

- There is an appropriately trained Educational Visits Co-ordinator (EVC) in place;
- A commitment to ensure that those staff who need it (EVC, Visit Leaders in particular and all staff accompanying visits), receive appropriate training;
- There are notification and approval processes both at school level and between the school and the employer;
- Visit leaders follow the employer's guidance;
- Nexus Trustees are made aware of any visits requiring employer approval;
- All educational visits support the principles of equality and inclusion;
- There are monitoring procedures in place for all visits and Nexus Trustees receive regular (appropriate) reports about visits, especially those requiring

employer approval and any where there are relatively serious incidents or near misses.

### 3.6. The Headteacher:

- Must follow the employer's guidance;
- Should formally authorise all visits and has overall responsibility for their safe planning and execution;
- Should appoint an Educational Visits Co-ordinator (EVC), and if an EVC is not appointed, the Headteacher has this duty;
- Should be satisfied that visit leaders have the correct qualifications (if appropriate), training, experience and personal qualities to undertake responsibility for the planned visit;
- Should ensure appropriate training, where necessary, in order to help facilitate sufficient leaders with the above qualities/experience etc.;
- Should ensure there is access to high quality first aid and other important resources on all visits.
- Should ensure that visit leaders, as well as other appropriate staff, are aware of the procedures for Critical Incidents and that Visits Emergency Procedures are in place for each visit and are understood by all staff involved;
- Must ensure that relevant visits receive Employer Approval prior to the visit.

### 3.7. The Educational Visits Co-ordinator (EVC):

- Must follow the employer's and Headteacher's guidance;
- Will oversee and guide other staff to arrange and organise educational visits;
- Will assess the competency of other staff to lead educational visits and designate a suitable trip leader for each visit;
- Will assess outside activity providers;
- Will access the necessary training, advice and guidance;
- Will evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements.

### 3.8. The Trip Leader:

- Must follow all relevant guidance;
- Will plan the proposed visit, taking into account the health and safety risks to students, staff and volunteers;
- Will assign staff and volunteer roles, as needed;
- Will make sure the school has accurate and up-to-date information about the trip destination, to be used in risk management;
- Will make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed;

- Will make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party;
- Will communicate key details about the visit and all locations to staff, students and parents and carers, including roles and responsibilities and expected behaviour;
- Will make sure staff are capable and able to fulfil their roles at all times while responsible for students and others.
- Will oversee and guide other staff to arrange and organise educational visits;
- Will assess the competency of other staff to lead educational visits and designate a suitable trip leader for each visit;
- Will assess outside activity providers;

## 4. Types of Educational Visits at Kenwood Academy

- 4.1. All educational visits at Kenwood Academy require 'Enhanced' (Category 2 & 3) risk management procedures as per OEAP National Guidance (Foundations 1b): "**Enhanced visits** or activities are those which are one-off or not routine, or are more complex and so not straightforward, and which are not covered by standard operating procedures. They require additional specific planning and risk management."
- 4.2. Further details about the classification and subsequent operating procedures for all educational visits are maintained by the Educational Visits Co-ordinator.