

## Yorkshire Learning Trust

### Educational Visits, Outdoor Learning and Adventurous Activities Policy

**Approved by:** Trust Board

**Applies to:** All Yorkshire Learning Trust schools

**Review cycle:** 3 years (or sooner if legislation/guidance changes)

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## 1. Introduction and Purpose

Yorkshire Learning Trust (YLT) believes that high-quality educational visits, outdoor learning and adventurous activities are an essential part of a broad, ambitious and inclusive education. Learning beyond the classroom contributes to academic achievement, personal development, wellbeing, belonging and aspiration, and should be available to all children and young people wherever it is safe and appropriate to do so.

This policy sets out the framework within which all YLT schools plan, manage and approve educational visits and related activities. It explains how the Trust discharges its responsibilities as the employer, while enabling schools and staff to exercise professional judgement in line with national and local guidance.

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## 2. Scope

This policy applies to all:

- off-site educational visits
- outdoor learning activities
- adventurous activities
- off-site sports fixtures

regardless of location or whether they take place within or outside the normal school day, including evenings, weekends and holiday periods.

This policy does not apply to:

- work experience placements
  - alternative provision not organised directly by the school
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## 3. The Employer Framework

Yorkshire Learning Trust operates within the established national and local framework for educational visits and learning beyond the classroom. This includes:

- Department for Education guidance *Health and safety on educational visits*
- OEAP National Guidance for Learning Outside the Classroom
- the North Yorkshire Council / NYES Educational Visits framework
- use of the EVOLVE system for planning, recording and approval

These frameworks provide detailed operational guidance, professional standards and specialist advice.

**This Trust policy does not seek to duplicate that guidance.**

Instead, it sets out how YLT:

- governs educational visits across its multiple schools
- defines roles and accountabilities
- establishes Trust-wide assurance expectations as the employer



Where there is conflict between non-statutory guidance and employer expectations, clarification will be sought through the Headteacher and, where appropriate, the Trust leadership team and NYES Educational Visits Advisory Service.

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## 4. Roles and Responsibilities

### Trust Board

The Trust Board holds ultimate responsibility as the employer. It will:

- approve this policy and the Trust's Educational Visits Assurance Framework
- receive assurance that visits are being planned and managed effectively
- be informed of significant incidents or emerging themes where appropriate

### Chief Executive Officer

The CEO is responsible for:

- ensuring Trust-wide implementation of this policy
- overseeing Trust-level assurance arrangements
- acting as an escalation point for significant concerns or incidents

### Headteachers

Headteachers are accountable for ensuring that:

- visits are planned and approved in line with this policy and external guidance
- suitably competent and trained staff lead and supervise visits
- local procedures align with Trust expectations
- appropriate action is taken where risks cannot be managed safely

### Educational Visits Coordinator (EVC)

Each school must appoint a trained Educational Visits Coordinator who will:

- oversee visit planning and approval processes
- maintain oversight of staff competence and training
- ensure effective use of EVOLVE
- provide advice and challenge where appropriate

### Visit Leaders

Visit Leaders are responsible for:

- planning and leading visits safely and effectively
  - managing risk dynamically before and during visits
  - ensuring pupils' welfare, learning and safeguarding needs are met
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## 5. Staff Competence and Training

Schools must ensure that staff involved in the planning, approval and leadership of educational visits are competent for their role.

Each school must appoint a trained Educational Visits Coordinator (EVC) who has completed appropriate training and revalidation in line with employer expectations.



Schools must maintain records of relevant training, qualifications and competence, including within EVOLVE where appropriate.

Competence considerations must include appropriate first aid provision and the experience of staff leading or supervising visits, proportionate to the nature of the activity and the needs of the group.

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## 6. Planning, Risk Management and Proportionality

YLT expects planning and risk management to be proportionate, purposeful and focused on enabling safe participation rather than eliminating challenge.

Risk management should:

- identify significant hazards
- put appropriate control measures in place
- be reviewed dynamically throughout a visit
- inform future planning through reflection and learning where appropriate

Planning and risk management must align with OEAP National Guidance and be appropriately recorded, primarily through EVOLVE.

Appropriate supervision arrangements must be determined through the risk management process, taking account of the nature of the activity, the needs of the group, the environment, travel arrangements and distance from support.

Decisions about supervision and staffing ratios must be informed by OEAP National Guidance and determined through the risk management process.

Headteachers and EVCs must be satisfied that supervision arrangements are effective and appropriate.

Each school must complete and maintain a School Educational Visits Statement using the Trust template, approved locally and published on the school website.

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## 7. Use of External Providers

Where external providers are used to deliver instruction or activities, appropriate assurances must be obtained in line with national guidance.

Where activities require specific qualifications or certificated training, schools must ensure that these requirements are met, either through the use of appropriately qualified providers or through staff holding the necessary training and certification, in line with national guidance.

Where a provider delivers instruction, the provider is responsible for managing the risks associated with their activities. Schools remain responsible for managing risks associated with travel, supervision and non-taught time.

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## 8. Approval and Use of EVOLVE

EVOLVE is the Trust's primary system for the planning, management, approval and recording of educational visits.

Schools must ensure that:

- visits are recorded and approved in accordance with employer guidance
- adviser approval is sought where required
- planning is completed in sufficient time to allow effective scrutiny

Each educational visit must have a nominated Base Contact who is available for the duration of the visit. Arrangements must ensure that the Base Contact can be contacted, and can respond appropriately, including during evenings, weekends or holiday periods where visits take place outside the normal school day.

Local thresholds for approval and delegation are determined at school level, within the expectations of this policy and external guidance.

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## 9. Inclusion, Safeguarding and Equality

YLT is committed to ensuring that educational visits are inclusive and accessible wherever reasonably practicable.

Schools must:

- apply a presumption of inclusion
- make reasonable adjustments for pupils with SEND, medical needs or vulnerabilities
- integrate safeguarding considerations into visit planning
- ensure staff and volunteers are appropriately vetted and supervised

Where participation is adapted or restricted, decisions must be reasonable, proportionate and clearly recorded.

All educational visits must operate in line with the Trust's safeguarding arrangements, including appropriate vetting, supervision and conduct of staff and volunteers.

Arrangements must be in place to ensure that the Visit Leader remains able to seek advice from, and share safeguarding concerns with, the school's Designated Safeguarding Lead (or appropriate deputy), including during educational visits.

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## 10. Consent

Schools must ensure that parents and carers are appropriately informed of educational visits and that consent is obtained where required, in line with Department for Education guidance.

This includes:

- routine acknowledgement for normal curriculum activities
- consent for visits outside the normal school day or perceived as higher risk
- specific consent where required for particular activities or circumstances

Schools must ensure that relevant medical and emergency contact information is current and reviewed proportionately, particularly for higher-risk visits.

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## 11. Charges for Educational Visits

Yorkshire Learning Trust is committed to ensuring that educational visits and learning beyond the classroom are accessible to all pupils.



Charges for educational visits, including requests for voluntary contributions and any remission of charges, must be made in accordance with:

- the Education Act 1996
- relevant Department for Education guidance
- the Trust's Charging and Remissions Policy

Schools must ensure that cost considerations do not unreasonably prevent participation and that decisions relating to charging and remissions are applied consistently and transparently.

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## 12. Insurance

Schools must ensure that appropriate insurance arrangements are in place for educational visits, including travel and activity-related cover.

Where visits involve unusual activities or overseas travel, schools must confirm that insurance arrangements are appropriate and follow Trust and insurer requirements.

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## 13. Incident Management and Learning

All visits must operate within the school's incident management arrangements and the Trust's escalation expectations.

Educational visit incidents and near misses may be recorded within EVOLVE where appropriate, but must also be managed in line with the school's existing incident, safeguarding or health and safety reporting arrangements.

Significant incidents, near misses or patterns of concern will be reviewed at Trust level to support learning, improvement and effective governance oversight.

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## 14. Monitoring and Evaluation

Headteachers and EVCs must ensure that educational visits are subject to appropriate monitoring and review, including learning from feedback, incidents or near misses.

The Trust may, where it considers it appropriate and proportionate to do so, undertake thematic review or sampling of educational visits activity in order to support assurance and organisational learning.

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## 15. Trust Educational Visits Assurance Framework

Yorkshire Learning Trust recognises that, as a multi-academy trust, certain risks and responsibilities require additional clarity and consistency beyond external guidance alone.

The Trust therefore operates an **Educational Visits Assurance Framework**, which sets out specific Trust-level assurance expectations in defined areas of risk.

All schools are required to have regard to this framework when planning, approving and reviewing educational visits.



## Appendix A

### Educational Visits Assurance Framework

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#### Purpose

This framework explains where and why Yorkshire Learning Trust requires additional assurance, beyond compliance with national and local guidance, in relation to educational visits.

It does not replace external guidance or professional judgement.

It clarifies the Trust's expectations as the employer, reflecting scale, governance responsibility and learning from experience.

The assurance domains set out in this framework identify areas of risk and responsibility which, at Trust scale and through experience, require particular care and consistency. Schools are expected to have due regard to these domains when planning, approving and reviewing educational visits, using professional judgement and in line with context and risk. Consideration of the assurance domains should be reflected proportionately within existing planning, risk assessment, approval and review processes, including EVOLVE records, without the creation of additional documentation. Where assurance cannot be given with confidence, concerns must be escalated appropriately.

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#### Assurance Principles

The Trust's assurance approach is based on the following principles:

- professional judgement remains central
  - assurance should be proportionate and purposeful
  - consistency matters where risk is systemic
  - learning from incidents strengthens future practice
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#### Assurance Domains

The Trust has identified the following domains where additional clarity, consistency or evidence is required:

1. Transport and Travel
2. High-Risk Judgement and Escalation
3. Inclusion, Vulnerability and Capacity
4. Competence, Experience and Sustainability
5. Incident Learning and Trust Oversight

For each domain, the Trust sets out expectations for:

- decision-making
- evidence and recording
- escalation and review

Detailed expectations are set out in individual Assurance Schedules.



## Assurance Schedule 1

### Transport and Travel

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#### Rationale

Travel is a routine element of many educational visits, yet it consistently represents one of the highest areas of risk. Risks associated with transport may not always be obvious and can be underestimated when visits are otherwise familiar or local.

As a multi-academy trust, Yorkshire Learning Trust requires additional assurance to ensure that transport-related risks are consistently identified, managed and reviewed.

Travel by rail, ferry or air introduces additional considerations relating to supervision, disruption and contingency planning, which must be considered as part of proportionate risk management.

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#### Scope

This schedule applies to all transport arrangements associated with educational visits, including:

- walking
  - public transport (including rail)
  - ferry travel
  - air travel
  - hired coaches
  - minibuses
  - private vehicles used on behalf of the school
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#### Trust Assurance Expectations

Schools must be able to demonstrate that:

##### 1. Transport decisions are deliberate

- the chosen mode(s) of transport are appropriate for the group, journey and context
  - alternatives have been considered where risk is elevated
  - travel arrangements reflect the needs, age and characteristics of the group
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##### 2. Competence and supervision are considered

- drivers are authorised and competent where applicable
  - supervision arrangements during travel are appropriate to the group and mode of transport
  - staff understand their responsibilities during transit
  - fatigue, distraction and journey duration are considered, particularly for longer journeys or complex travel arrangements
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##### 3. Safety and compliance are assured

- hired vehicles or services are obtained from reputable providers
- Trust- or school-owned vehicles are appropriately maintained and checked



- legal, insurance and employer requirements are met
  - safety expectations (such as seatbelt use where applicable) are clearly understood and supervised
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#### 4. Expectations for pupils and staff are clear

- pupil behaviour expectations during travel are explicit and reinforced
  - staff understand supervision arrangements, roles and communication expectations
  - appropriate arrangements are in place for transitions, waiting periods and potential disruption
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#### 5. Contingency and disruption are considered

- foreseeable disruption (delays, cancellations, changes in conditions) is considered during planning
  - appropriate contingency arrangements are in place, proportionate to the journey and context
  - staff are prepared to adapt plans where circumstances change
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#### 6. Incidents and near misses inform learning

- transport-related incidents and near misses are recognised and recorded
  - concerns or patterns are escalated appropriately
  - learning informs future planning and contributes to Trust assurance where relevant
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### Evidence and Recording

Evidence may include:

- EVOLVE planning records
  - competence and authorisation records
  - visit planning notes and risk assessments
  - incident or near-miss reports
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### Review and Escalation

Concerns that cannot be adequately managed at school level must be escalated through established Trust channels.

The Trust may, where it considers it appropriate and proportionate to do so, review transport arrangements across schools where patterns of risk or concern emerge, in order to support assurance and organisational learning.

### Assurance Schedule 2

#### High-Risk Judgement and Escalation

##### Rationale

Many serious incidents arise not from a failure to follow procedures, but from a failure to recognise when a situation requires additional scrutiny, challenge or escalation.

As a multi-academy trust, YLT requires additional assurance that high-risk judgements are identified early and that staff feel confident to pause, seek advice and escalate concerns where appropriate.



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## Scope

This schedule applies to any educational visit where risk may be elevated due to one or more of the following factors:

- novelty or unfamiliarity of the activity, environment or group
- cumulative risk factors that may not be significant in isolation
- reduced staffing capacity or experience
- changes to plans, conditions or participant needs

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## Trust Assurance Expectations

Schools must be able to demonstrate that:

1. **High-risk judgement is recognised**  
Staff consider not only formal risk categories but also contextual factors that may elevate risk.
2. **Professional challenge is welcomed**  
Visit Leaders, EVCs and Headteachers feel able to question assumptions and seek further advice where uncertainty exists.
3. **Escalation routes are understood**  
Staff know when and how to escalate concerns internally or to external advisers.
4. **Decisions are recorded appropriately**  
Where professional judgement leads to adaptation, delay or cancellation, the rationale is recorded proportionately.
5. **Changes during visits are managed**  
Significant changes to conditions, group dynamics or plans prompt reassessment and, where necessary, escalation.

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## Evidence and Recording

Evidence may include:

- EVOLVE planning notes and updates
- records of advice sought or decisions taken
- documentation of changes or adaptations

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## Review and Escalation

Concerns that cannot be resolved confidently at school level must be escalated through established Trust channels.

The Trust may review patterns of high-risk decision-making where this supports assurance or organisational learning.



## Assurance Schedule 3

### Inclusion, Vulnerability and Capacity

#### Rationale

Educational visits must be inclusive and accessible wherever reasonably practicable. At the same time, decisions about participation must take account of individual needs, staff capacity and the safety of all participants.

As a Trust, YLT requires additional assurance that inclusion-related decisions are made carefully, consistently and transparently.

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#### Scope

This schedule applies where visits involve:

- pupils with SEND, medical needs or disabilities
  - pupils experiencing emotional, social or behavioural difficulties
  - complex supervision or care requirements
  - situations where participation may need to be adapted or limited
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#### Trust Assurance Expectations

Schools must be able to demonstrate that:

- 1. A presumption of inclusion is applied**  
Planning starts from the expectation that pupils will participate wherever reasonably practicable.
  - 2. Individual needs are considered early**  
Relevant information is considered during planning, not as an afterthought.
  - 3. Staff capacity and competence are realistic**  
Expectations placed on staff are reasonable and within their competence.
  - 4. Decisions are proportionate and justified**  
Where participation is adapted or restricted, the rationale is clear, recorded and based on risk and capacity, not convenience.
  - 5. Communication is appropriate**  
Decisions are communicated sensitively and transparently with parents and carers where relevant.
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#### Evidence and Recording

Evidence may include:

- planning notes and risk assessments
  - records of adjustments made
  - documentation of decisions and rationale
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#### Review and Escalation

Where inclusion-related decisions are complex, contested or set a precedent, schools should seek advice and escalate appropriately.

The Trust may review patterns of decision-making to support consistency and learning.



## Assurance Schedule 4

### Competence, Experience and Sustainability

#### Rationale

The safety and quality of educational visits depend heavily on the competence and experience of staff. Over-reliance on a small number of individuals creates systemic risk for a Trust. YLT therefore requires additional assurance that competence is recognised, supported and sustained over time.

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#### Scope

This schedule applies to:

- leadership of visits and activities
  - supervision roles
  - approval and oversight functions
  - succession and sustainability of key visits
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#### Trust Assurance Expectations

Schools must be able to demonstrate that:

1. **Competence is considered explicitly**  
Approval decisions take account of staff experience, training and familiarity with the activity and group.
  2. **Experience is not assumed**  
Past involvement does not replace appropriate consideration of current context and demands.
  3. **Sustainability is considered**  
Important visits are not wholly dependent on a single individual without contingency.
  4. **Support and development are encouraged**  
Opportunities exist for staff to build experience alongside more experienced colleagues.
  5. **Limits are recognised**  
Staff are not placed in situations that exceed their competence or capacity.
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#### Evidence and Recording

Evidence may include:

- EVOLVE competence records
  - informal mentoring or shadowing arrangements
  - approval notes reflecting competence considerations
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#### Review and Escalation

Concerns about staff capacity or sustainability should be escalated through school leadership. The Trust may review patterns where reliance on individual staff presents systemic risk.



## Assurance Schedule 5

### Incident Learning and Trust Oversight

#### Rationale

Learning from incidents and near misses is essential to improving practice and preventing recurrence. In a multi-academy trust, learning must extend beyond individual schools.

This schedule clarifies how YLT ensures that learning informs Trust-wide assurance and improvement.

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#### Scope

This schedule applies to:

- significant incidents during visits
  - near misses with learning potential
  - emerging patterns or themes across schools
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#### Trust Assurance Expectations

Schools must be able to demonstrate that:

1. **Incidents and near misses are recognised**  
Events with learning potential are identified, not minimised.
  2. **Reporting is timely and appropriate**  
Significant incidents and near misses are reported in line with Trust expectations.
  3. **Learning is captured**  
Reflection informs future planning and decision-making.
  4. **Patterns are considered**  
Repeat issues or themes prompt additional scrutiny or action.
  5. **Governance oversight is supported**  
Trustees receive appropriate assurance without unnecessary operational detail.
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#### Evidence and Recording

Evidence may include:

- incident or near-miss reports
  - review notes or learning summaries
  - changes to practice or guidance
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#### Review and Escalation

The Trust may, where appropriate, review incidents or themes to support assurance, learning and improvement.

This review will be proportionate, risk-led and focused on preventing recurrence.



## Appendix B

### School Educational Visits Statement

This statement sets out the school-specific arrangements for educational visits, outdoor learning and adventurous activities. It must be read in conjunction with:

- Yorkshire Learning Trust Educational Visits, Outdoor Learning and Adventurous Activities Policy
- Yorkshire Learning Trust Educational Visits Assurance Framework
- OEAP National Guidance for Learning Outside the Classroom
- North Yorkshire Council / NYES Educational Visits guidance
- EVOLVE system guidance

This statement is completed by the school, approved locally, and published on the school website.

#### 1. School Details

Item	Details
School name	Kirk Fenton C of E Primary School
Headteacher	Mrs Mel Walmsley
Date of approval	26.03.26.
Review date	26.03.29.

#### 2. Educational Visits Coordinator (EVC)

The school has appointed an Educational Visits Coordinator (EVC).

Item	Details
Name of EVC	Mrs Mel Walmsley
Role	Headteacher
Date of most recent EVC training / revalidation	March 2024

Administrative support for visits (if applicable): Bev Hathaway

#### 3. Approval and Delegation

Educational visits are approved in line with Trust policy and employer guidance.

##### Approval overview

Type of visit	Final approval
Local Learning Area visits	Headteacher/Deputy Head
Day visits outside Local Learning Area	Headteacher
Residential visits	Headteacher
Overseas visits	N/A



Type of visit	Final approval
Adventurous or higher-risk activities	Headteacher

Name/Role of Base Contact for all visits: Bev Hathaway (Admin team)

## 4. Local Learning Area (LLA)

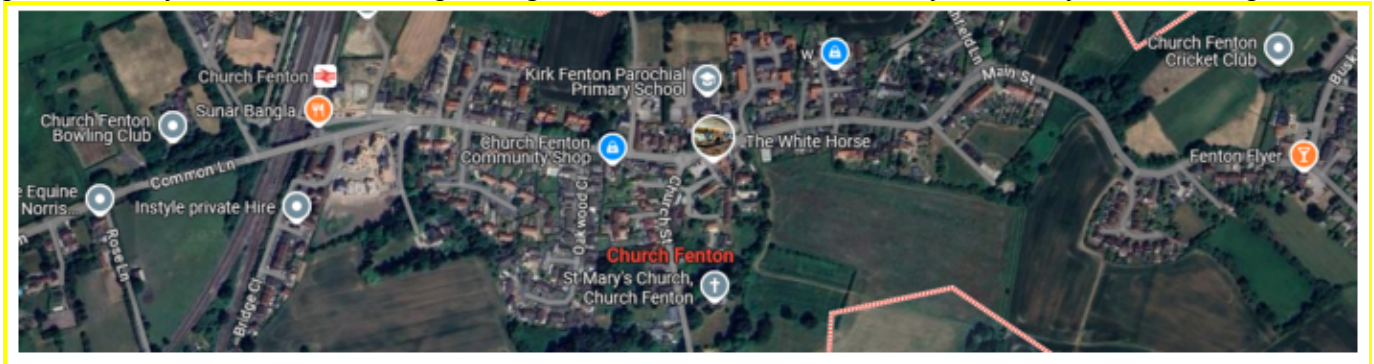
The Local Learning Area is used for routine and regular visits.

### Description of the Local Learning Area

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues: e.g.

- St Mary’s Church
- Post Office
- Village Hall
- Cricket Field

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure or whatever local systems they decide to implement.



### Operating expectations for the Local Learning Area

Risks within the Local Learning Area are managed through:

- appropriate staff supervision
- clear pupil expectations and briefings
- staff familiarity with the area
- communication arrangements
- awareness of medical needs and emergency procedures

## 5. Planning and Risk Management

The school uses the EVOLVE online system, supported by North Yorkshire Educational Visits Service, to plan and record visits as required.

Risk management is proportionate, focused on significant hazards, and reviewed dynamically before and during visits.



## 6. Consent and Communication

The school's arrangements for informing parents and obtaining consent are:

Routine LLA visits description and permission on entry and then notification each time used; additional consent beyond LLA; consent for out-of-hours or higher-risk visits]

Medical and emergency contact information is reviewed proportionately, particularly for higher-risk visits.

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## 7. Staff Competence and Supervision

The school ensures that:

- staff leading or accompanying visits are competent for their role
  - supervision arrangements are appropriate to the activity, group and environment
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## 8. Use of External Providers

Where external providers are used:

- appropriate assurances are obtained in line with national guidance
- responsibility for risk management is clearly understood

Providers manage risks associated with taught activities.

The school manages risks associated with travel, supervision and non-taught time.

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## 9. Incident Management

The school operates an incident management plan for educational visits.

Staff involved in visits are aware of emergency and escalation procedures, including Trust expectations for reporting significant incidents or near misses.

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## 10. Monitoring and Review

Educational visits are monitored by the Headteacher and EVC.

Learning from visits, incidents or near misses is used to inform future practice and contribute to Trust assurance where appropriate.

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## 11. Approval

This School Educational Visits Statement has been approved by:

Role	Date
Headteacher	26.03.26.
Chair of Local Governing Committee (if applicable)	26.03.26.