“We aim to bring out the best in everyone.”

Community - Equality - Respect - Compassion - Aspiration - Resilience

PARK HILL PRIMARY SCHOOL

EDUCATIONAL VISITS AND LEARNING OUTSIDE THE CLASSROOM POLICY

Updated – September 2026

Educational Visits Coordinator (EVC)	Rich Malcolm, Deputy Headteacher
Date approved by Governors	14th October 2026
Review	At least annually and sooner after a material change in law, OEAP guidance, BCC procedures, school arrangements or a significant incident

This policy must be read alongside current Birmingham City Council (BCC) employer procedures, Park Hill’s safeguarding, health and safety, behaviour, medical needs, data protection and emergency plans, and the current OEAP National Guidance.

1. Rationale and aims

Well-planned educational visits and learning outside the classroom (LOtC) provide valuable opportunities to deepen learning, develop confidence, build relationships and experience the world beyond the classroom. Park Hill Primary School aims to make these opportunities purposeful, inclusive, safe and educationally worthwhile.

The school will take a proportionate, sensible and enabling approach: identify and manage significant, foreseeable risks without allowing unnecessary paperwork or disproportionate caution to prevent beneficial learning. Safety decisions will be based on the circumstances of each visit, the needs of the group, the competence of leaders and the controls that can realistically be delivered.

2. Scope and status of guidance

This policy applies to all school-organised off-site visits and LOtC, including local walks, visits to museums and places of worship, swimming, farm visits, outdoor and adventurous activities, residential visits and visits abroad. It applies to school employees, volunteers, parents/carers acting as helpers, and providers involved in the visit.

The school will follow the requirements of its employer and BCC procedures where applicable and use the current OEAP National Guidance as the principal specialist good-practice framework. OEAP guidance is regularly updated; staff must check the current online version rather than rely on a saved or printed copy. If requirements appear to conflict, the visit must not proceed until the Headteacher/EVC has obtained clarification from the employer or BCC Outdoor Education Adviser.

3. Legal and statutory framework

The policy should be applied in accordance with the law and statutory guidance in force at the time of each visit. Relevant frameworks include, where applicable:

- Health and Safety at Work etc. Act 1974 and Management of Health and Safety at Work Regulations 1999, including suitable and sufficient risk assessment and effective control measures.
- Health and Safety (First-Aid) Regulations 1981; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013(RIDDOR), where reporting criteria are met.
- Children Act 1989 and Children Act 2004; Education Act 2002 safeguarding duties; Equality Act 2010, including reasonable adjustments and protection from discrimination.
- Keeping Children Safe in Education 2026 (statutory guidance, in force from 1 September 2026) and Working Together to Safeguard Children 2026.

- Information-sharing duty and statutory guidance in force from September 2026, UK GDPR and Data Protection Act 2018 when handling pupil, family and staff information.
- School Staffing (England) Regulations 2009 where relevant; safeguarding and safer recruitment requirements, including DBS/barred-list checks where legally required for the role and activity.
- Adventure Activities Licensing Regulations 2004, where an activity/provider falls within the licensing regime; applicable transport, road traffic, passenger safety and seat-belt requirements.
- The current Early Years Foundation Stage (EYFS) statutory framework for any children within EYFS, including its requirements for outings and supervision.
- Any applicable legislation and official guidance for overseas travel, insurance, entry requirements, health risks, safeguarding and travel advice.

This list is not exhaustive and does not replace legal advice or the employer's own policies. The school must check current versions and local procedures before approval. DfE guidance "Health and safety on educational visits" and HSE guidance "School trips" explain that plans should be proportionate and focused on genuine risks.

4. Roles and responsibilities

4.1 Governing Body

- Ensure the school has an effective system for planning, approving, monitoring and reviewing visits, and that responsibilities and delegated authority are clear.
- Ensure staff have access to current employer/BCC procedures, competent advice, appropriate training and resources.
- Approve visits where required by the employer's procedures or the school's delegation scheme; review significant incidents and learning.
- Provide oversight of inclusion, safeguarding, health and safety, insurance and the effectiveness of this policy.

4.2 Headteacher

- Ensure visits are led by suitable, competent staff and that approval is given at the correct level before commitments are made or the visit takes place.
- Confirm that the proposed educational purpose, risk assessment, supervision, staffing competence, medical and SEND arrangements, transport, provider checks, insurance, parental information/consent and emergency arrangements are satisfactory.
- Ensure training needs are met and that staff, volunteers and providers understand their roles.
- Ensure a visit can be stopped, changed or cancelled where risk controls cannot be maintained or circumstances change.
- Ensure incidents are recorded, reported and reviewed, including statutory reporting where applicable.

4.3 Educational Visits Coordinator (EVC)

The EVC is **Rich Malcolm**, Deputy Headteacher. The EVC supports and challenges visit planning, checks that leaders are competent for the visits they lead, advises on risk management and approval, and helps maintain a record of visits and learning from incidents.

- Complete EVC training and refresher/update activity in accordance with BCC/employer requirements and current OEAP recommendations.
- Check that proposals use the current employer/BCC approval process and OEAP planning resources.
- Ensure leaders know when specialist advice or employer approval is required, particularly for residential, overseas, adventurous, water-based or otherwise higher-risk activities.
- Monitor the quality and proportionality of plans and report unresolved concerns to the Headteacher.

4.4 Visit Leader

- Plan and lead the visit, appoint a deputy where appropriate, and ensure the educational aims and practical arrangements are clear.
- Be competent for the particular visit and activity, with relevant experience, training and qualifications where required. Do not instruct or lead specialist activities beyond competence.
- Complete the visit proposal and risk assessment, including individual needs, safeguarding, supervision, transport, venue/provider, weather, contingency and emergency arrangements.
- Brief staff, helpers and pupils; provide parents/carers with clear information and obtain consent where required.

- Carry an accessible itinerary, emergency contacts, attendance list, relevant medical information and the visit emergency plan, securely and in line with data protection requirements.
- Monitor the group and conditions throughout the visit, dynamically reassess risk, record incidents/near misses and report concerns on return.

4.5 Staff and adult helpers

- Follow the Visit Leader's instructions, remain vigilant and take reasonable care for the safety of pupils and others.
- Understand their assigned group, pupils requiring additional support, emergency procedures, boundaries and head count arrangements.
- Do not leave pupils unsupervised or take a pupil away from the group without the leader's knowledge and agreed arrangements.
- Do not use personal phones, photographs or social media in ways that breach the school's safeguarding, mobile-phone, image-consent or data-protection procedures.
- Raise concerns immediately and stop an activity if they reasonably believe that safety is compromised.

All helpers must receive an appropriate briefing; safer recruitment and DBS checks must be considered according to the role, frequency, supervision and legal eligibility, not assumed to be universally required or universally unnecessary.

4.6 Pupils

- Follow instructions from the Visit Leader and adults, stay with the agreed group and observe boundaries.
- Behave responsibly, use equipment as instructed, avoid unnecessary risks and tell an adult about hazards, illness, distress or a missing group member.
- Understand what to do if separated, approached by an unknown person or faced with an emergency.
- Never be forced to take part in an activity they reasonably fear; tell an adult if they feel unsafe.

5. Visit planning, approval and records

- Identify the learning objectives, age/group, dates, location, activities, travel and expected benefits.
- Classify the visit and obtain the level of approval required by current BCC/employer procedures. Do not assume that approval by the EVC alone is sufficient for a category requiring Headteacher, employer or governing-body approval.
- Assess the competence and suitability of the Visit Leader and all supervisors for the specific group and activity.
- Gather reliable information about the venue and provider, including relevant safety arrangements, safeguarding, accessibility, qualifications, insurance and licensing where applicable.
- Complete a proportionate, visit-specific risk assessment and agree the control measures, contingency arrangements and emergency plan.
- Plan supervision, groupings, registers/headcounts, travel, medical needs, SEND and reasonable adjustments, behaviour support, communications, first aid and equipment.
- Inform parents/carers and obtain appropriate consent; consult pupils and families where needed to make participation safe and accessible.
- Brief all adults and pupils; confirm that everyone understands their responsibilities and the plan.
- Complete final go/no-go checks on the day, including weather, transport, staffing, attendance, health alerts, venue status and any changed circumstances.
- After the visit, record accidents, incidents and near misses, evaluate the educational aims and safety arrangements, and make improvements for future visits.
- Exploratory visits should be undertaken where they materially help the leader understand the venue, access, routes, hazards and suitability. Where a pre-visit is impracticable, the leader should obtain credible information from the

venue/provider, maps, current site information and/or experienced colleagues, and record how uncertainty has been addressed. An exploratory visit does not replace a risk assessment.

6. Risk assessment and dynamic review

A written risk assessment must be completed in the school's approved format and proportionate to the visit. It must identify significant foreseeable hazards, who may be harmed, the risk controls, who will implement them and what contingency action is needed. It should consider, as relevant:

- Activity type and intensity, location, access/egress, terrain, water, traffic, heights, animals, equipment and public access.
- Age, maturity, behaviour, confidence, swimming ability where relevant, group dynamics and prior experience.
- Disability, SEND, medical conditions, allergies, medication, mental health, communication needs, toileting/personal care and individual risk-management plans.
- Staff competence, qualifications, experience, fatigue, staffing resilience and the ability to respond to an emergency without leaving other pupils inadequately supervised.
- Weather, temperature, daylight, seasonal conditions, water/tide information, air quality, environmental conditions and current local warnings.
- Transport, road crossings, rendezvous points, missing-pupil procedures, security, safeguarding, online/contact risks and emergency communications.
- Provider arrangements, insurance, licences and any relevant accreditation/quality assurance.
- Contingencies for delay, cancellation, illness, separation, severe weather, transport failure, venue closure and changes to the planned activity.

Risk assessments are living documents. Leaders must review them if conditions, pupil needs, staffing, venue arrangements or activities change. A generic assessment may support planning but must not substitute for considering the actual visit. Record significant decisions and the reasons for them.

7. Supervision and group management

There is no single statutory adult-to-pupil ratio suitable for every school visit. Ratios must be determined by a visit-specific risk assessment and any applicable EYFS requirements or employer rules.

The assessment must ensure adequate supervision for normal activity and foreseeable emergencies. Consider pupil age and needs, venue layout, public access, activity risk, staff competence, journey duration, accommodation, visibility, group size and whether one adult may need to accompany a casualty or deal with a missing pupil. Any minimum ratio imposed by BCC or a provider must also be met.

- Appoint one leader with overall authority and identify a deputy where appropriate.
- Set and explain group boundaries, meeting points, headcount points and what pupils should do if separated.
- Complete headcounts at departure, arrival, transitions, after stops and whenever the group configuration changes; use name-to-face checks where appropriate.
- Ensure supervisors know which pupils are in their care and that supervision remains effective in toilets, changing areas, shops, public transport and free-time arrangements.
- Maintain appropriate professional boundaries and avoid unplanned one-to-one situations. If one-to-one support is necessary, plan it, risk-assess it and follow safeguarding procedures.
- Review supervision as the visit progresses and adapt when risks or circumstances change.

8. Safeguarding, conduct and safer working

The school's safeguarding and child protection policy applies throughout every visit, including travel, accommodation, changing, free time and digital communication. All adults must follow Keeping Children Safe in Education 2026 and the school's procedures.

- Before the visit, identify safeguarding concerns, relevant care plans, known risks, communication arrangements and the DSL/deputy contact route.
- Staff must report disclosures, allegations, missing-child concerns, suspected abuse, exploitation, inappropriate conduct or other safeguarding concerns to the DSL without delay; in an immediate emergency call 999.
- Use only authorised communication channels. Do not privately message pupils or share pupil images or identifiable information without lawful authority and compliance with school policy.
- Provider and volunteer safeguarding arrangements must be checked proportionately, including who will supervise pupils, access to pupils, staff vetting where legally required, and the provider's safeguarding policy and escalation route.
- Follow the school's procedures for allegations or concerns about adults, including referral to the LADO where required.

- Share information lawfully and proportionately to safeguard children, following the information-sharing duty and guidance in force from September 2026, and record the rationale for significant decisions.

9. Inclusion, equality and participation

Park Hill will seek to make visits accessible and meaningful for all pupils. Planning must comply with the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils, and must avoid assumptions based solely on diagnosis, disability, behaviour, religion, sex, gender, ethnicity or family circumstances.

- Consult the pupil and parent/carer, SENCO, DSL, medical lead and relevant professionals as appropriate, early enough to plan adjustments.
- Consider access, transport, sensory demands, communication, rest, medication, personal care, food, prayer, privacy and dignity.
- Identify practical adjustments, additional staffing or equipment, and any individual risk assessment needed.
- Consider religious observance and avoid unnecessary clashes with major religious festivals where reasonably practicable.
- Where a particular activity cannot safely be made accessible despite reasonable adjustments, the Headteacher must document the evidence, consultation and rationale, and consider an equivalent meaningful learning opportunity. Exclusion must not be automatic or based on a blanket rule.

10. Behaviour and participation decisions

Pupils should not be excluded from a visit simply because they have a disability, SEND or a history of behaviour concerns. Where a specific behaviour presents a significant risk that cannot reasonably be managed through suitable planning and adjustments, the Headteacher may decide that participation is not safe. The decision must be individual, evidence-based, proportionate, recorded and consistent with equality and safeguarding duties.

- Identify concerns early and involve the pupil, parent/carer and relevant staff.
- Consider an individual support/behaviour plan, additional adult, modified activity, adjusted itinerary or other reasonable adjustment.
- Set out any expectations and review arrangements in advance, avoiding arbitrary conditions.
- If participation is not possible, provide alternative learning as far as reasonably practicable and communicate the decision respectfully.

11. Parents/carers, information and consent

Parents/carers should receive clear information about the purpose and practical arrangements of each visit, including date, destination, departure/return times, travel, activities, clothing/equipment, costs, contact arrangements, relevant risks and controls, accessibility, medical information required and the process for raising questions.

Consent arrangements must follow current DfE guidance and BCC procedures. Written consent is always required for nursery-age children. For pupils above nursery age, written consent is not legally required for most routine curriculum visits, although parents/carers should be informed and given an opportunity to withdraw their child; written consent is normally needed for visits involving higher risk or outside normal school hours. Park Hill may require written consent as a school procedure for particular categories of visit. Consent does not transfer the school's duty of care.

The school will explain what information it needs and why. Parents/carers must provide emergency contact details and relevant health, dietary, accessibility and support information. Information must be stored and shared securely, only with those who need it, and disposed of in accordance with the school's retention and data-protection procedures. Do not routinely give every adult an unrestricted list of all families' contact details; provide each adult only the information needed for their role and emergency response.

12. Medical needs, medication and first aid

- Plan for known medical conditions, allergies, medication, individual healthcare plans, dietary requirements and emergency treatment. Confirm arrangements with parents/carers and relevant school staff in advance.
- Ensure prescribed emergency medication, inhalers, adrenaline auto-injectors and other necessary equipment are accessible promptly and are not locked away or carried too far from the pupil who may need them.
- Agree who is responsible for medication, how it will be stored and administered, and how medicines are protected from heat, cold or loss.
- First-aid provision must be based on the visit risk assessment, group needs, remoteness, activity, journey and access to emergency services. A suitably trained first aider and appropriate first-aid kit should be provided where required by the assessment arrangements.

- All adults must know how to summon emergency services and where first-aid supplies are kept. Maintain sufficient supervision for the rest of the group if a casualty requires attention.
- Record and report medication errors, injuries and incidents under school procedures.

13. Transport and travel

- Select transport suitable for the group and route, checking provider competence, vehicle suitability, seat belts/restraints, accessibility, insurance and required licences/authorisations.
- Use seat belts and appropriate child restraints as required by law and the vehicle type. Pupils must remain seated and follow the driver and staff instructions.
- Plan safe boarding, alighting, road crossings, meeting points, luggage storage, toilet/rest stops, journey duration and arrangements for delays or breakdowns.
- Ensure the driver is not distracted by staff or pupils and that supervision responsibilities are clear; the driver must not be assumed to supervise pupils unless this is explicitly safe and lawful.
- For public transport, walking and cycling, assess traffic, crossings, visibility, route familiarity, group control, high-visibility equipment where appropriate and contingency routes.
- For overseas visits, check current Foreign, Commonwealth & Development Office travel advice, entry/visa requirements, health advice, insurance, local safeguarding and emergency arrangements.

14. Providers, adventure activities and residential visits

The school must establish that an external provider is suitable for the activity and group. The level of checking should be proportionate to the activity and the provider's role. A Learning Outside the Classroom Quality Badge may provide useful assurance within its scope but does not remove the school's responsibility to understand the activity, clarify roles and assess risks.

- Check the provider's relevant qualifications, experience, safeguarding arrangements, first aid, insurance, emergency procedures, equipment, staff ratios and risk-management arrangements.
- Verify any legal licence required for the activity, including under the Adventure Activities Licensing Regulations 2004 where applicable. Do not assume every adventurous activity is covered by that licensing scheme.
- Clarify in writing which risks and responsibilities are managed by the provider and which remain with the school. School staff retain responsibility for their pupils and must remain appropriately involved.
- Residential visits require additional planning for accommodation security, rooming, night supervision, medication, safeguarding, changing/toilets, free time, staff rest, emergency evacuation, communications and arrangements for a pupil who becomes ill or needs to return home.
- Overseas visits require additional planning for travel advice, insurance including medical/repatriation cover, passports/visas, safeguarding, local laws/customs, communication, health risks and contingency for disruption.

15. Activity-specific arrangements

15.1 Coastal and water-based visits

- Assess tides, weather, currents, sandbanks, cliffs, slippery surfaces, access/exit routes, pollution and changing conditions; check reliable local information on the day.
- Explain warning signs and flags, establish a base and rendezvous point, define out-of-bounds areas and maintain active supervision.
- Swimming in the sea is not permitted for Park Hill pupils under this policy. Paddling may only take place where specifically planned, risk-assessed and authorised, in a suitable area with appropriate supervision and emergency arrangements.
- The previous policy specified a minimum 1:4 adult-to-child ratio for paddling. This is a school-specific minimum only if retained by approval; it does not replace the risk assessment and may be insufficient in some circumstances. At least one responsible adult must remain out of the water where paddling is permitted, unless the approved assessment establishes a safer alternative.

15.2 Farm and animal visits

- Choose a suitable, well-managed venue and check animal welfare, visitor routes, handwashing facilities, toilets, food areas and separation from machinery and livestock hazards.
- Assess zoonotic infection risks, including E. coli, and follow current public-health advice and the provider's hygiene arrangements.

- Pupils must wash hands thoroughly with soap and water after animal contact and before eating; hand sanitiser alone is not a substitute where proper handwashing is required.
- Pupils must not put hands in mouths after animal contact, kiss animals, eat in animal-contact areas, consume animal feed, drink from non-designated taps, enter restricted areas or ride machinery unless a separately approved activity is lawful and risk-assessed.

15.3 Swimming and specialist activities

Swimming, climbing, cycling, water sports, caving, high ropes and other specialist activities require activity-specific risk assessment and checks on instructor competence, qualifications, equipment, venue/provider procedures and emergency arrangements. Swimming ability and support needs must be established where relevant. This policy does not authorise an activity merely by naming it; the visit must receive the required approval.

16. Emergency and critical incident procedures

The Visit Leader must carry the school's current emergency plan and know the current school/employer emergency contact route. A current, verified contact sheet should be held with the visit paperwork and available to the EVC, Headteacher and visit team – CIMPT – critical incident management procedures training was delivered to staff by the EVC in September 2026.

In an emergency, the priority is to preserve life, protect the group and prevent the situation worsening.

Ensure your own safety and assess immediate danger. Call 999 where necessary and provide first aid within your competence.

Protect other pupils and adults; move them to a safe place, maintain supervision and account for everyone.

Delegate tasks where possible: emergency call, first aid, supervision of the group, liaison with responders and keep a written log.

Notify the school's designated emergency contact as soon as practicable using the agreed route. Do not rely on a single mobile phone or a single staff member being available.

Follow instructions from emergency services and the school. Do not make speculative public statements or share images or identifying details.

Keep an accurate record of times, decisions, actions, names and communications. Preserve relevant evidence and contact details.

Arrange for an appropriate adult to accompany an injured pupil if required, without leaving the remaining group inadequately supervised.

Support the emotional and practical needs of pupils and staff, including shelter, warmth, water, food, toilets, transport and onward accommodation as appropriate.

After the incident, notify relevant authorities and families through the school's agreed communication lead, complete reports including **RIDDOR** (reporting of injuries, diseases and dangerous occurrences regulations) where applicable, and take part in review and follow-up.

A critical incident includes, for example, a fatality or life-threatening injury, a person missing in circumstances presenting serious concern, a serious threat to the group, or any event likely to require a major emergency response. A missing pupil must be treated seriously: implement the planned search and safeguarding response immediately, call the police/emergency services when indicated by the circumstances, and notify school without delay. Do not wait for an arbitrary time period.

17. Data protection, photographs and communication

Only necessary pupil and adult information should be taken on a visit. It must be protected from loss, unauthorised access or disclosure, and handled under UK GDPR, the Data Protection Act 2018, the school's privacy notices and current information-sharing guidance. Contact lists should be returned securely and retained or destroyed in accordance with the school's retention schedule, not automatically shredded if they are needed for an incident record.

Photography and recording must follow school consent, safeguarding and data-protection rules. Personal devices must not be used to store or share pupil images or sensitive information unless expressly authorised under school procedures. Communications with parents/carers should use approved channels and avoid disclosure of another child's information.

18. Finance, insurance and cancellation

The visit plan must identify costs, payment arrangements, refunds and cancellation terms, and consider whether cost creates a barrier to participation. Check that the school's insurance is appropriate for the activities, destination, transport, residential arrangements and overseas travel.

The Visit Leader and Headteacher must be prepared to amend, postpone or cancel a visit if risk controls cannot be maintained, weather or other conditions deteriorate, staffing falls below the assessed level, a provider's arrangements are unsatisfactory, or new information makes the plan unsafe.

19. Evaluation, incident reporting and policy review

- Evaluate whether the educational aims were achieved and whether inclusion and supervision arrangements worked as intended.
- Record accidents, incidents, near misses, safeguarding concerns and significant changes in plan using school/employer systems; make external reports where legally required.
- Review risk assessments and visit procedures following relevant incidents, near misses, complaints or material changes.
- The EVC should maintain proportionate records of approved visits, leader competence/training, required approvals, significant incidents and lessons learned.
- Review this policy at least annually, and check current OEAP National Guidance, BCC procedures and statutory guidance before approval and whenever a material update occurs.

20. Responsibilities after the visit

The Visit Leader must report any outstanding concerns to the Headteacher/EVC promptly, ensure medication and equipment are returned safely, complete required records and share relevant learning. Safeguarding concerns must be reported immediately and must not wait for the end-of-visit evaluation.

21. Approval and implementation checklist

Before this draft is adopted, the Headteacher/EVC should confirm and record the following:

- Current BCC educational visits procedures, approval categories and emergency contact numbers have been checked.
- The named EVC, training status, deputy arrangements and the school's approval/delegation scheme are accurate.
- The current OEAP National Guidance documents relevant to school policy, EVCs, visit leaders, supervision, risk assessment, emergency planning, consent and specific activities have been checked.
- The school's safeguarding policy and contact routes reflect KCSIE 2026, Working Together to Safeguard Children 2026 and information-sharing guidance in force from September 2026.
- School forms/templates cover visit proposals, risk assessment, medical needs, consent, provider checks, emergency contacts, residential visits and post-visit evaluation.
- Insurance, transport arrangements, first-aid provision, data retention and RIDDOR/reporting procedures have been confirmed.
- The school's no-sea-swimming rule and any paddling ratio are confirmed as intentional local rules.
- The policy is approved by the correct person/body, communicated to staff and scheduled for review.

Appendix A: Core official resources

- OEAP National Guidance – main site and update information: https://oeapng.info/about-national-guidance/
- DfE – Health and safety on educational visits: https://www.gov.uk/government/publications/health-and-safety-on-educational-visits
- HSE – School trips: https://www.hse.gov.uk/education/school-trips.htm
- DfE – Keeping children safe in education 2026:https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- DfE – Working together to safeguard children 2026:https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- DfE – Information sharing duty statutory guidance:https://www.gov.uk/government/consultations/information-sharing-duty-statutory-guidance
- HSE – School trip health and safety FAQs: https://www.hse.gov.uk/education/faqs-general.htm
- Birmingham City Council – local educational visits procedures and adviser contacts: Confirm current route and documents with BCC; replace this note with the current approved internal link/contact before adoption.

Appendix B: Key policy principles at a glance

- Every visit has a clear educational purpose and the right level of approval.
- Risk assessment is individual, proportionate, current and reviewed as conditions change.
- Supervision ratios are based on assessed need and applicable rules, not a single universal figure.
- Safeguarding, inclusion, medical needs, behaviour, transport and emergency planning are integral to visit planning.
- Provider checks support, but do not transfer, the school's responsibility.
- Parents/carers receive clear information; consent is sought in line with law and employer/school procedures.
- Incidents and near misses are reported, reviewed and used to improve future practice.