

**Safeguarding Statement**

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Equality & Diversity Statement**

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

**LANGLEY PARK SCHOOL FOR GIRLS  
EDUCATIONAL TRIPS AND VISITS POLICY**

Approval Body:	Governing Body
Approval Date:	Spring 2026
Implementation Date:	Spring 2026
Designated Person (as appropriate):	Deputy Headteacher/ Educational Visits Co-ordinator
Committee with Remit (as appropriate):	Governing Body
Review Date:	Spring 2027

Version History

Version	Approval Date	Summary of Changes
1.0	Spring 2026	Substantial changes and redraft of this policy

# Educational Trips and Visits Policy

Based on OEAP National Guidance and EVOLVE System

## 1. Policy Statement

Educational visits are an essential part of the curriculum, offering valuable learning experiences beyond the classroom. This policy ensures that all visits are well-planned, safely managed, inclusive, and educationally beneficial, in line with OEAP National Guidance and supported by the EVOLVE system.

## 2. Aims and Objectives

To enhance learning through real-world experiences.  
To promote personal development, independence, and teamwork.  
To ensure the health, safety, and welfare of all participants.  
To comply with statutory and best practice guidance.

## 3. Legal Framework and Guidance

This policy is informed by:

OEAP National Guidance ([www.oeapng.info](http://www.oeapng.info))  
DfE Health and Safety on Educational Visits  
HSE School Trips Guidance  
EVOLVE system protocols

## 4. Roles and Responsibilities

- 4.1 Governing Body: approves the policy and ensures oversight of educational visits. Ensures visits are appropriately risk assessed and insured.
- 4.2 Headteacher: has overall responsibility for the approval of visits. Ensures staff are competent and trained.
- 4.3 Educational Visits Coordinator (EVC): must be trained and listed on the EVC Register. Supports planning, risk assessment, and use of EVOLVE. Ensures visits meet OEAP and Local Authority standards.
- 4.4 Visit Leaders: must be competent and approved by the EVC and Headteacher. Responsible for planning, risk assessment, and on-the-ground management.
- 4.5 Supervising staff: must be familiar with the risk assessment, needs of students (including those with special educational needs, medical needs and vulnerable students) and take responsibility for undertaking an ongoing/dynamic risk assessment in real time, in response to changing situations.

The Educational Visits Co-ordinator is Paul Seward (Deputy Headteacher)

## 5. Planning and Approval (Evolve)

All visits must be:

- (i) Logged and approved via the EVOLVE system.
- (ii) Categorized appropriately (e.g., local, residential, overseas, adventurous).

### Stage 1: Outline approval

In the first instance brief details regarding dates, numbers of students and staff are required. The outline of the trip will then be either approved or declined within the Evolve system by Emma Ashman Clark (Deputy Headteacher) for calendar purposes and Jane Haslett for cover purposes.

### Stage 2: Trip planning

Once outline approval has been granted, trip leaders should ensure the following:

- The trip is costed and agreed with the Finance Manager
- Payment details are confirmed, including support for students in receipt of Pupil Premium, and in accordance with the [Trust's Charging and Remissions Policy](#)
- A letter is drafted, approved by the Headteacher and sent to parents/carers including the following:

- whether the trip is an optional/compulsory trip<sup>1</sup>
- aims of the trip
- whether it is a requirement to fulfil course requirements<sup>1</sup>
- a detailed itinerary
- travel arrangements
- cost of the trip or voluntary contribution<sup>1</sup>
- payment schedule (deposit and/or subsequent instalments and dates due)
- financial assistance
- arrangements in the event that the trip is oversubscribed
- whether the deposit is non-refundable<sup>2</sup>
- school uniform/clothing/equipment
- spending money and/or arrangements for lunch/refreshments
- expectation of good behaviour<sup>3</sup>

<sup>1</sup> Please note: The school cannot charge for trips during the school day or those which are compulsory or where participation is required to fulfil course requirements. (In these instances, the school must ask for voluntary contributions and state clearly that if insufficient voluntary contributions are received, the trip may not take place)

<sup>2</sup> Please note: In the event that there are insufficient voluntary contributions and the trip does not take place, the deposit will be refunded.

<sup>3</sup> All trip letters should include the following: "Please note that any student may be removed from the trip should their behaviour be a cause for concern in school."

- Consent is obtained from parents/carers within Evolve
- A detailed risk assessment is completed to include:
  - travel arrangements
  - activities being undertaken (including activities with an increased risk)
  - supervision arrangements, including remote supervision
  - medical needs of students and any necessary actions to support their participation in the trip and minimise risk
  - the identification of students with special educational needs and disabilities and any necessary actions to support their participation in the trip and minimise risk
  - the identification of any vulnerable students (safeguarding risk) and any necessary actions to support their participation in the trip and minimise risk
  - terrorism
  - accommodation
  - the location of the nearest hospital with an A&E department (including Children's A&E) <https://www.nhs.uk/service-search/find-an-accident-and-emergency-service/>

To support the completion of the risk assessment, trip leaders should liaise with Debbie Sweeney (Assistant SENCO) and Alex Littlechild (Assistant Safeguarding Officer) so that checks can be made to ensure the appropriate information has been included for students with SEND, medical requirements and vulnerable students.

A [planning flowchart](#) for learning outside the classroom is available to support trip leaders (see image below).



## Learning Outside the Classroom



Complete the Outline Approval Section in Evolve

The Outline Approval will need signing off by EAC for calendar and JH for cover, before overall sign off by the EVC

Next steps:

Finance	Admin	Evolve	Students	Bookings
<p>Complete <a href="#">LOC1 form</a> and sent to MEV, JHA &amp; PS for costing and cover requirements</p> <p>Email Finance to arrange MCAS offer (including 1.5% charge)</p> <p>Agree with Finance a cut off date for payments/bookings/cancellation</p> <p>Confirm whether payment has to be voluntary contribution or fully paid</p> <p>If appropriate, make arrangements for students in receipt of PP/bursary</p>	<p>Send details (date, venue, students attending) to NHS for inclusion in calendar/bulletin</p> <p><b>Once costs and cut off dates are agreed</b>, send <a href="#">LOC3 letter</a> to HOF &amp; SLT Line Lead for approval. Once approved forward to MHA along with list of students and year groups/class codes</p> <p>MHA to format letter, gain HRA approval and send out parents/carers</p> <p>Once letter has been sent Trip Lead can send the consent email from Evolve (help guide <a href="#">here</a>).</p> <p>If trip is a whole year group/subject trip the letter will go on the website</p>	<p>Create form in Evolve as soon as date is confirmed and save. This is required in order to send the consent form</p> <p><a href="#">How to use EVOLVE 2025.docx</a></p> <p>Complete and upload <a href="#">risk assessments</a>, parent letter and complete student list and set up consent form</p> <p><i>Swimming—complete <a href="#">LOC4 form</a> and include risk assessment</i></p> <p>Submit Evolve form to EVC for approval <b>at least one week</b> prior to trip</p> <p>PS sends to SWH for final sign off before event</p>	<p><b>At least 2 weeks before:</b></p> <p>Check with DS for any medical/additional needs. Check medical needs flowchart</p> <p>Check with JC regarding specific SEN needs</p> <p>Check with HOY for any behaviour/attendance/ other issues</p> <p>Check with JK regarding CLA</p> <p><b>On the day:</b> Leave a list of student names and contact number with ZR/Reception</p> <p><i>Foreign exchanges: Check with Safeguarding team for any families with safeguarding history.</i></p> <p><i>Ensure adequate checks are made by host school to ensure student are housed safely.</i></p>	<p>Book school mobile phone via Room Bookings system</p> <p>Book mini buses, if appropriate</p> <p>Free TFL travel must be booked <b>at least 14 days</b> in advance, details <a href="#">here</a></p> <p><b>At least a week before</b>, notify canteen of number of FSM lunches required</p> <p>Inform Canteen if taking more than 120 students out of school</p> <p>Arrange First Aid/medical items with DS if required</p>
Checklists to support with planning are available <a href="#">here</a> and the CPD presentation is available <a href="#">Educational Visits and Evolve CPD - 2025.pptx</a>				
On the day of the trip: Leave a final register and contact details with Reception as you leave the school. Collect first aid kit and means to record incidents, near misses and safeguarding concerns.				
On return to school complete the post trip analysis—Forms link shared by MHA				

November 2025

Additional links:

[How to use EVOLVE 2025.docx](#)

[Educational Visits and Evolve CPD - 2025.pptx](#)

### Stage 3: Approval by EVC and Headteacher

The trip planning form should be submitted for approval by the EVC and Headteacher at least one week in advance of the planned trip/visit. For overseas and residential trips, approval should be requested two weeks in advance of the trip.

## 6. Risk Management

There are 3 types of risk assessment:

### (i) Generic risk assessment

These risk assessments are determined by the school (e.g. minibus travel) and should be reviewed and amended, as required by the trip leader

### (ii) Event-specific

These risk assessments are specific to a particular visit, which should relate to the venue, activity, transport, group (including specific information on students)

### (ii) Ongoing/dynamic (unwritten)

These risks assessments are undertaken in real time in response to changing situations.

Where the needs and concerns around a specific individual student (or students) are such that there are significant risks, which need to be managed (and where safety plans or other risk assessments may be in place in school), an individual risk assessment may be completed in discussion with relevant key staff.

Where a travel/tour operator is being used (and for providers of external activities), venue and/or provider specific risk assessments should be requested.

Risk assessments must be reviewed regularly and shared with, read and implemented by all accompanying staff. Please use templates located in SharePoint (this must be updated to reflect the safeguarding, medical and SEND needs of the group).

**Trips to London (and other major cities)** should ensure that the risk assessment reflects the current level of risk of terrorism [click here](#) and that students are made aware of the procedure following a terrorist event – [run – hide - tell](#)

## 7. Staffing Ratios and Effective Supervision

A useful framework for assessing requirements for ratios and effective supervision is STAGED. See OEAP National Guidance document 1b "Foundations":

**Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience.

**Timing:** How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?

**Activities** to be undertaken: what do you want the group to do and what is possible?

**Group** characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.

**Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

**Distance:** do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

## 8. Inclusion and Safeguarding

All students should have equal access to visits. Reasonable adjustments must be made for SEND students. Safeguarding procedures must be followed at all times.

## 9. Parental Consent and Communication

Blanket consent is set up at the point of admission to the school (for the duration of a student's time at the school) and applies to local area visits and sporting fixtures. Specific consent is required for all other visits. Parents/carers must be informed of the detailed itinerary, costs, and expectations. A parent meeting must be held prior to any residential visits.

## 10. Managing oversubscription

The school recognises the financial pressures that some families may be experiencing and as such, does not in any circumstances support places being allocated on any trip/visit on a first-come, first served basis.

Therefore, in the event of oversubscription (i.e. greater demand for a trip than available places), places will be determined via a ballot, which must be overseen by a member of the Senior Leadership Team.

All trip letters must therefore state the following:

*"In the event that the school receives more applications for places than those available, places will be allocated using a ballot system. A waiting list will be established and should your child be unsuccessful in obtaining a place, any monies paid will be refunded"*

## 11. Financial Planning

Visits must be costed transparently. Charging must comply with the Trust's Charging and Remissions Policy. Financial protection (e.g., ATOL, ABTA) must be in place for overseas trips.

[LOC 1- Costings and Cover Requirements.docx](#)

## 12. Types of incident – emergency procedures

### Minor incident

This is a situation in which the Visit Leader should be able to remain in control and cope with, without referring to the Emergency Contact. The majority of problems occurring on educational visits fall within this definition.

Examples: *A pupil who feels ill, minor injury, poor behaviour, homesick student*

### Emergency

This is an incident which the Visit Leader cannot deal with alone, and would need to refer to the Emergency Contact for help.

Emergencies are infrequent. There should be a support structure within the school to advise and guide Visit leaders when a situation is beyond their own experience, training or coping strategies. The school's Emergency Contact should be available at all times to provide support as required.

Examples: *stomach bug affecting several students, safeguarding issue, repeated poor behaviour causing concern, hospitalisation due to injury*

### Critical incident

Critical incidents are very rare.

These are incidents which overwhelm the coping mechanisms of both the Visit Leadership Team and the School Emergency Contact(s). The criteria for these incidents are laid out in the school's Critical Incident Plan.

Examples: *A road traffic accident, life threatening injury or fatality, group member missing for a significant period of time, an incident that attracts media attention.*

### Major incident

Major incidents are extremely rare and are declared by authorities such as the Police, Foreign and Commonwealth Office (FCO) or other relevant authority.

Examples: *terrorist activity, forest fire, severe flooding*

Leaders must carry emergency contact details, SEND and medical info.

## 13. First Aid

Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support should be available at all times. This will require that one or more of the staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group;
- Knows how to access, and is able to access, qualified first aid support.

Where remote supervision is used (for example during a Duke of Edinburgh's Award expedition), the supervisor should ensure that the group has:

- The ability to contact qualified first aid support;
- An appropriate level of competence and first aid materials to look after themselves until help arrives.

## **14. Accompanying staff**

The medical needs and dietary requirements of accompanying staff should be known in advance of a trip/visit to the Trip Leader. Additionally, the Trip Leader should request, hold (and provide to the Emergency Contact), emergency contact details for all staff, in the event of an incident or emergency.

## **15. Travelling abroad**

Trip leaders must ensure that visa/entry requirements are understood prior to international travel.

If intending to communicate with the school, school leaders or families using your school email address, you will need to alert the IT support team before your departure. Failure to do so will mean that you have no access to office 365 whilst abroad.

## **16. Final steps before trip departure**

The trip leader should leave an updated list at reception of those students attending the trip. In addition to this, they should collect a first aid kit and the school mobile. The trip leader should have with them the means to record incidents, near misses, safeguarding concerns and accidents, **which should be copied to the post trip analysis** and CPOMS (where appropriate) on return. In the case of an emergency, critical or major incident (as outlined above) the Emergency Contact/EVC/ Headteacher should be contacted immediately.

## **17. During the trip**

Where the trip/visit occurs outside the normal school day (including residential trips), the trip leader should provide updates to the Emergency Contact at appropriate intervals (for example upon arrival at the destination and at points during a trip running over several days)

## **18. After the trip**

On return to school (or at the completion of the trip), the Trip Leader should make contact with the Emergency Contact to advise of the safe return of the trip and student/staff participants.

## **19. Use of External Providers**

If using external providers, trip leaders should ensure that providers have the LOTC Quality Badge. If not accredited, trip leaders should request a completed OEAP Provider Statement (NG 8.1q).

## **20. Monitoring and Evaluation**

Trip leaders will be asked to complete a Microsoft Form that provides post trip evaluation, so that near misses and accidents can be recorded. The broader purpose of the post trip analysis is to ensure that any learning or adaptations undertaken can be planned into future trips.

The EVC will monitor visit planning and review post-visit evaluations.

## **21. School Insurance**

For details of insurance for school trips see the documentation located in SharePoint.  
[RPA membership - Langley Park School for Girls \(URN 137006\).pdf](#)

## **22. Local Area Visits**

Visits/activities within the 'Local Area', that are part of the normal curriculum and take place during the normal school day, follow the Operating Procedure below.

These visits/activities:

- must be recorded on EVOLVE via the 'Local Visit' module
- do not require parental consent (except in agreed situations with the EVC where we would like parents/carers to be informed in advance, via a returned permission slip sent home)

- do not normally need additional risk assessments/notes (other than following the Operating Procedure below).

The boundaries of the 'Local Area' are shown on the map, below. This area includes, but is not limited to, the following frequently used venues:

Langley Park School for Boys  
Langley Park Primary School

Specific 'no-go' areas within the Boundaries e.g. The Beck (stream/small river)

Operating Procedure for 'Local Area'

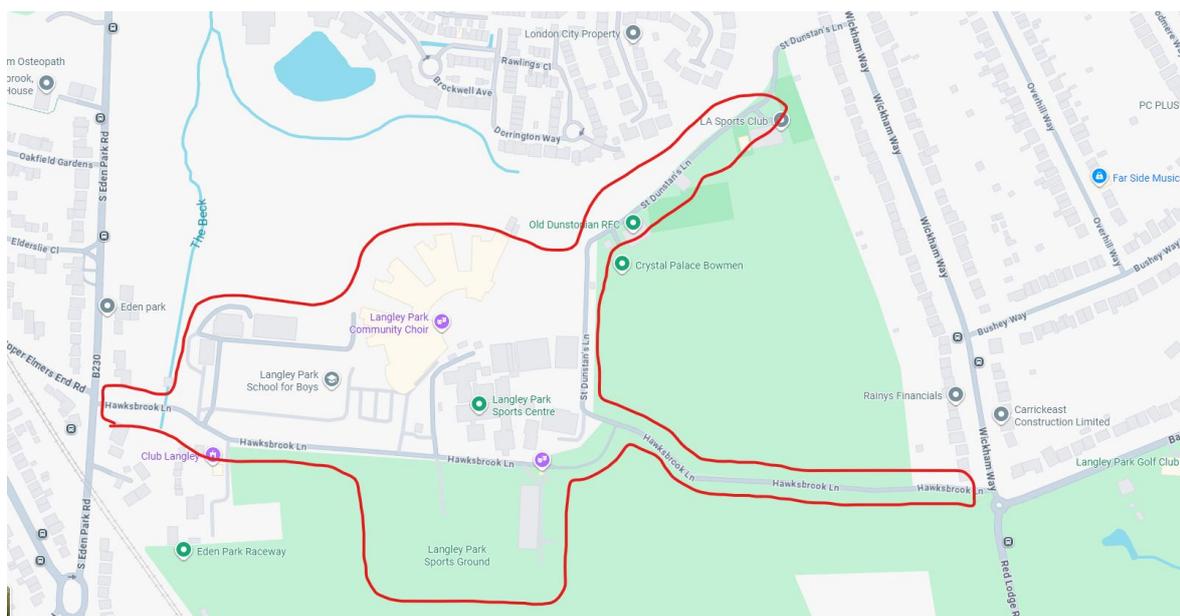
The following are potentially significant issues/hazards within our 'Local Area':

- Road traffic
- Other people/members of the public/animals
- Losing a pupil/student
- Uneven surfaces and slips, trips, and falls
- Weather conditions
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc)
- Encountering members of the public

These are managed by a combination of the following:

- The Head, Deputy or EVC must give written (email or letter) approval via EVOLVE
- The Concept and Operating Procedure of the 'Local Area' is explained to all new parents/carers when their child joins the school, and a synopsis is in the Educational Visits Policy
- Decisions will be based on the area and the age/maturity of the pupils
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques
- Students have been trained and have practised standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. In most circumstances, the student is required to return to the Main Reception at LPGS immediately
- All remotely supervised work in the 'Local Area' is done in 'buddy' pairs as a minimum
- Students' clothing and footwear is checked for appropriateness prior to leaving school
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available
- Staff will record the activity on EVOLVE (Local Area Visit)

Map of 'Local Area'



This policy will be reviewed annually or following a significant incident.

## Appendix A: Useful links

General guidance on all topics can be found on [National Guidance\(opens in a new tab\)](#), [DfE Guidance\(opens in a new tab\)](#) and the [HSE Website\(opens in a new tab\)](#).

EVOLVE Advice - [www.evolveadvice.co.uk\(opens in a new tab\)](http://www.evolveadvice.co.uk)

Free Tools for Schools® - [www.evolveadvice.co.uk/toolsforschools\(opens in a new tab\)](http://www.evolveadvice.co.uk/toolsforschools)

EVOLVE login - [www.evolve.online\(opens in a new tab\)](http://www.evolve.online)

eduFOCUS Ltd. (suppliers of EVOLVE) -[www.eduFOCUS.co.uk\(opens in a new tab\)](http://www.eduFOCUS.co.uk)

National Guidance (OEAP) - [www.oeapng.info\(opens in a new tab\)](http://www.oeapng.info)

National Library - [www.national-library.info\(opens in a new tab\)](http://www.national-library.info)

Kaddi (provider database) - [www.kaddi.com\(opens in a new tab\)](http://www.kaddi.com)

LOtC Quality Badge (provider database) - [www.lotcqualitybadge.org.uk\(opens in a new tab\)](http://www.lotcqualitybadge.org.uk)

Foreign and Commonwealth Development Office (FCDO) - [www.fco.gov.uk\(opens in a new tab\)](http://www.fco.gov.uk)

Health and Safety Executive (Education) - [www.hse.gov.uk/education\(opens in a new tab\)](http://www.hse.gov.uk/education)

Curriculum Adventurous Activities for Primary Schools - [www.caaps.org.uk\(opens in a new tab\)](http://www.caaps.org.uk)

Find My Certificate - [www.findmycertificate.com\(opens in a new tab\)](http://www.findmycertificate.com)

Institute for Outdoor Learning - [www.outdoor-learning.org](http://www.outdoor-learning.org)