



**CORE**  
EDUCATION  
TRUST

## **Educational Visits Policy V.8**

### **August 2024**

Amendments to document on 23.02.24. Amendments to document on 30.08.24 (changes have been tracked)  
Updated by Jemima Waltho, Director of Enrichment Programmes and Partnerships:

1. Section 7. Roles and responsibilities
2. Section 9. Cross Trust trips and visits
3. Section 19. Communicating with parents/carers
4. Section 20. Parental/carer consent
5. Section 22. Student rules for visits
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### **1. Rationale**

Well-planned and executed educational visits provide our students with valuable experiences which enhance their learning at school. Providing a variety of ‘real-life’ opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience.

### **2. Purposes**

Educational Visits can provide stimulus and support to learning covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a unit of work to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

### **3. Guidelines**

CORE Education Trust has formally adopted “Outdoor Education Advisers Panel National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning

outside the Classroom”. This guidance can be found at <https://oeapng.info/>

This does not preclude schools implementing alternative arrangements based on local circumstances and outcome of risk benefit analysis.

Anybody involved in educational visits and learning outside the classroom is strongly advised to read this policy before seeking information from the oeapng website.

It is a legal expectation that employees must work within the requirements of their trust’s policy and the requirements of “Outdoor Education Advisers Panel National Guidance”.

Where a trust employee commissions an educational visit or learning outside the classroom activity, they must ensure that the provider has either:

- a. Adopted the trust policy and guidance and the OEAP National Guidance
- Or**
- b. Have systems and procedures in place where the standards are as robust as those required by the OEAP National Guidance.

#### **4. Scope & Remit**

The OEAP National Guidance Document:1c “Status and Remit and Rationale” clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- Direct supervision of children and young people undertaking experiences beyond the boundary of their normal classroom environment;
- Direct supervision of children and young people undertaking experiences that fall within the remit of learning outside the classroom;
- Facilitating experiences for children and young people undertaking experiences beyond the boundary of their normal classroom environment;
- Deploying staff who will supervise or facilitate experiences for children and young people undertaking experiences beyond the boundary of their normal environment.
- This guidance may be applicable for all those supervising vulnerable adults as there is a transfer of good practice for the wider use of educational visits;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the OEAP National Guidance document: 3.2a “Underpinning Legal Framework and Duty of Care”

## 5. Ensuring Understanding of basic legal requirements

As an employer, the trust is required to ensure that its employees are provided with:

- Access to appropriate guidance relating to educational visits and learning outside the classroom activity:
- Access to appropriate training courses to support the guidance to ensure that it is understood:
- Suitable systems and processes to ensure that those trained are kept up-dated:
- Suitable systems to record, assess and approve visits
- Access to advice, support and further training from appointed accredited advisers who have proven expertise and professional understanding of the guidance. The trust has a Service Level Agreement Education Visit, Advice and Guidance Limited who are accredited OEAP Advisers.

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the students.

The following guidelines support the planning and implementation of educational visits organised at the school.

The first part of this document sets out the overall requirements for planning and executing successful educational visits. The second and third sections expand on the requirements for visits which include hazardous activities and/or overnight stops (residential visits).

## 6. Local visits up to one day in length

Most visits are local and take place either within school time or occasionally during evenings or weekends. Although these visits may seem simple to arrange and organise, it is essential that all the aspects outlined elsewhere in this document are complied with. Due regard in consideration of all Health and Safety and Risk Assessments must be taken when planning a trip. The basic Consent Forms, Letters to Parents, Venue Activity Group Specific Risk Assessment (VAGRA) forms, Checklists and Planning Documents **must** always be completed and held/be available in the academies EVOLVE system. The Student/Adult ratio must be made with due reference to the local context of the trip, age of children and the national guidance. Any decision made should ensure effective supervision at all times. One of these adults **must** be an employee of the school; either a teacher or member of the support staff.

**REMEMBER:** All and every visit must be approved by the Headteacher/Head of School and signed off by the school Educational Visits Co-ordinator (EVC). If it is a Cross Trust visit then it must receive approval from Executive team and where appropriate Board of Directors.

Education Visit, Advice and Guidance Ltd are available to provide specialist advice as part of the planning process for trips within the parameters of the Trust SLA. The notification of trips to Education Visit, Advice and Guidance Ltd, via the EVOLVE system is to back up the trust's internal approval system. Higher risk visits such as residential, overseas, outward bound & adventurous activities including Duke of Edinburgh Award Expeditions must be sent to Education Visit, Advice and Guidance Ltd, via the EVOLVE system, well in advance of internal approval being sought.

<b>Notification of Educational Visits Form</b> must be presented and approved by:	
<b>Event</b>	<b>Mandatory Times</b>
Overseas	<b>6 months</b> before trip date
Adventurous Activities	<b>5 weeks</b> before trip date
Duke of Edinburgh	<b>5 weeks</b> before trip date
Residential	<b>5 weeks</b> before trip date
UK Day Trip	<b>5 weeks</b> before trip date

The EVC, if ever in doubt over a trip, should submit the required notification form via EVOLVE.

## 7. Roles & Responsibilities

**The Board of Directors must approve all overseas and/or residential visits.**

*Headteacher/Head of School*

The Headteacher/Head of School will endeavour to ensure that:

- they have appointed a suitable visit leader who may be a teacher or member of the support staff;
- all necessary actions have been completed before the visit begins;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the visit leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the Visit leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the local governing body/Board of Directors has approved the visit if necessary.
- All visit details are on EVOLVE and the trip has been approved by the Head.

### ***Educational Visits Coordinator (EVC)***

The Educational Visits Coordinator will endeavour to ensure that:

- The Visit Leader has completed all checks, risk assessments and internal protocols
- They have checked all planning and preparation documents in line with policy
- They have provided advice and support for the Visit Leader where necessary in preparation for the trip or signposted them to relevant national guidance and advice from Education Visit, Advice and Guidance Ltd
- All details have been submitted via EVOLVE
- They monitor the school's visit approval protocols and report on it to the Headteacher

### ***Visit Leader***

One member of staff, the visit leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Headteacher/Head of School. The Visit Leader should:

- appoint a deputy;
- be able to control and lead students of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake appropriate training to understand role, EVC should support inexperienced visit leaders
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- liaise with the appropriate staff during the planning stages including SENCO and First Aid lead (if different from the SENCO)
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- have knowledge of the students proposed for the visit to assess their suitability;
- submit all necessary information via EVOLVE system
- observe the guidance set out for teachers and other adults below;
- ensure that students understand their responsibilities (see responsibilities of students below);
- parents/carers have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and students in the travelling group, and the contact details of parents/carers and the staff's and volunteers' next of kin.

- Have medical information on all students. Ensure there is a designated person to manage any medication that needs to be taken on the trip.

#### *Other teachers and adults involved in a visit*

Teachers and support staff on school-led visits are employees of the Trust. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher/Head of School and Governors if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- do their best to ensure the health, safety, welfare and safeguarding of everyone in the group;
- care for each individual student as any reasonable parent/carer would;
- follow the instructions of the leader and help with control and discipline. Non-teachers should generally not have sole charge of students except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the students in their charge is unacceptable.

#### *Responsibilities of students*

The visit leader should make it clear to students that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other adults;
- dress and behave sensibly and responsibly;
- look out for anything that might hurt or threaten anyone in the group and tell the Visit leader about it;
- not undertake any task that they fear or that they think will be dangerous.

Any students whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these students should be fulfilled in other ways.

#### *Parents/Carers*

The Visit Leader should ensure that parents/carers are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The Visit Leader should also tell parents/carers how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Parents/carers must:

- provide the Visit Leader with emergency contact number(s);
- sign the consent form;
- give the Visit Leader relevant information about their child's health and medical needs which might be relevant to the visit (see school's Consent Form).

## **8. Planning off-site visits**

Whether the visit is local, further afield, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Headteacher/Head of School is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the Visit Leader, but the Headteacher/Head of School must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The organiser / Visit Leader must agree all plans with the Headteacher.

## **9. Cross Trust Trips and Visits Process**

The following process charts have been created for any trip that is considered:

- Adventurous learning
- Overseas
- Residential

This process will be in place and followed by all CORE Education Trust schools from September 2022. The process was updated in February 2024.



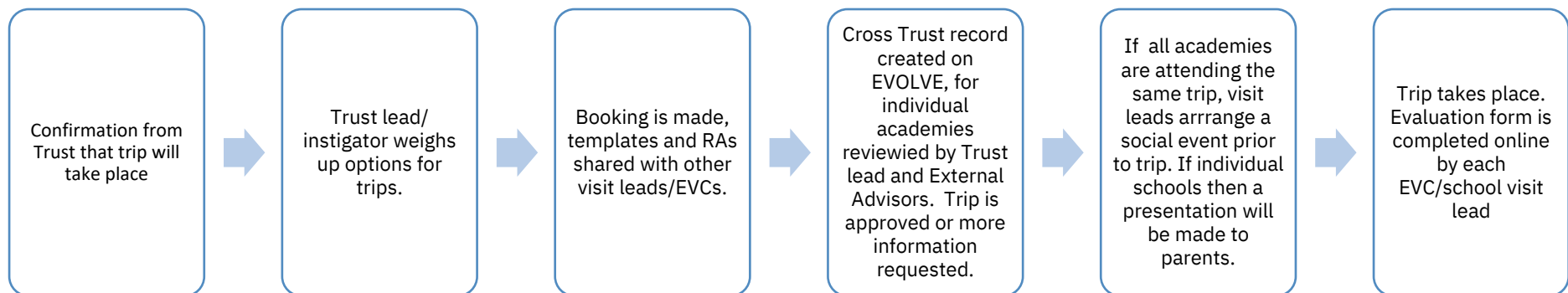
For all submissions, planning and reporting; Visit Leads and EVCs should submit documents via the EVOLVE Visits software, which has been established in schools from March 2022.

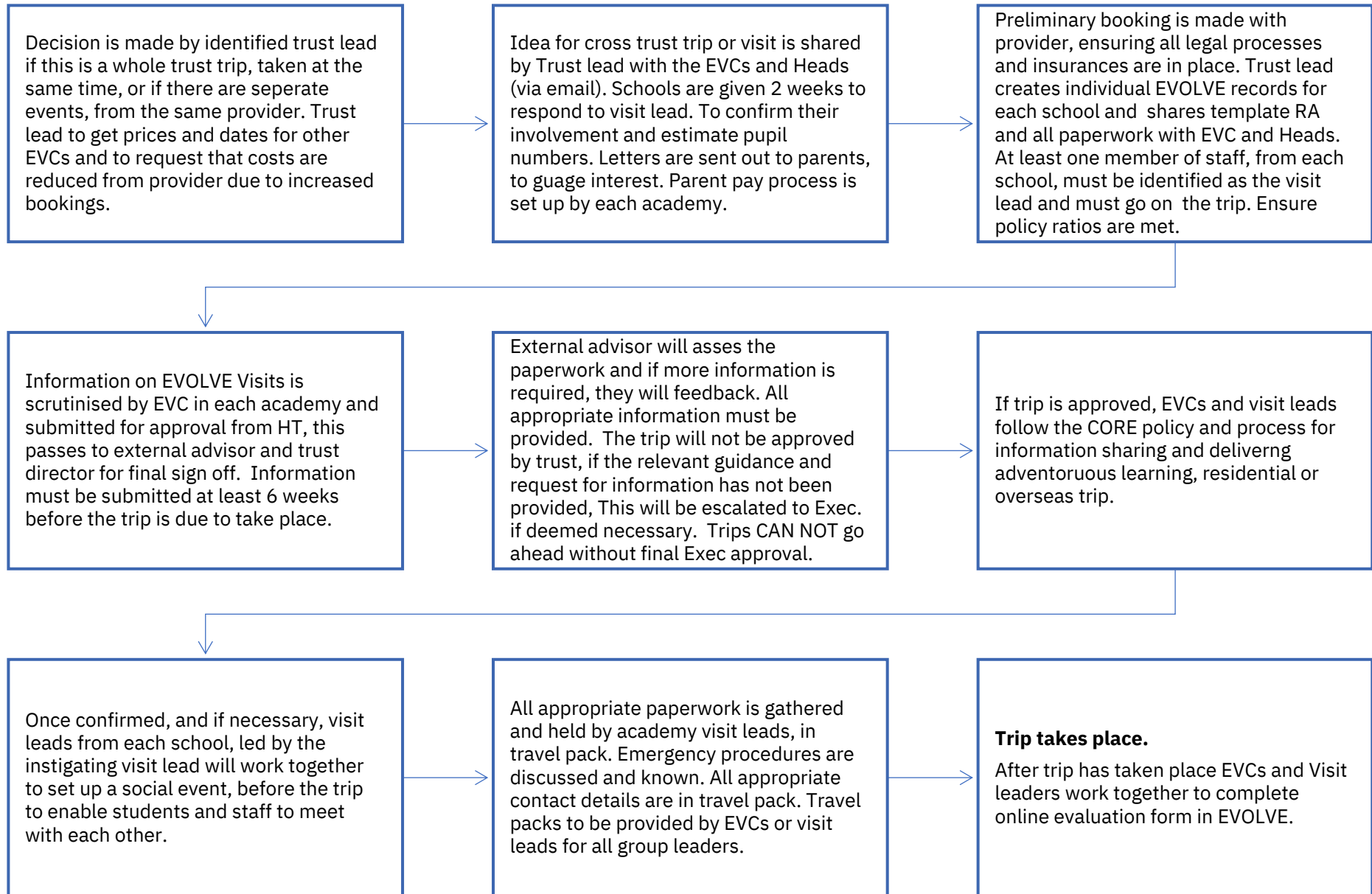
In all circumstances staff should refer to the most recent CORE Education Trust policy on external visits and trips and should submit their plans and paperwork (via EVOLVE system) to Education Visit, Advice and Guidance Ltd for sign off. The process has been developed in conjunction with EVCs and is based on suggestions for best practice and to work towards the CORE Education Trust ambition of “Oneness”.

The first diagram provides a general overview of the process, the second diagram includes more practical implementation advice for the process

If you have any queries about EVOLVE visits, please contact either [jwa@core-education.co.uk](mailto:jwa@core-education.co.uk) or [info@edufocus.co.uk](mailto:info@edufocus.co.uk)

***CORE Education Trust trips arrangement process (overview, for more detail please see flow chart on next page)***





## **10. Risk Assessment**

A risk assessment should always be carried out before setting off on a visit, using the appropriate process via EVOLVE. The risk assessment will decide the adult:child ratio for each visit. (See Guidance under 'Supervision'). The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the Visit Leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The Visit Leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if students are in danger.

The Visit Leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- students with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

## **11. Pre-visit**

Wherever possible the Visit Leader should undertake a pre-visit. This should be approved by the EVC to:

- ensure that the appropriate venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and students in the group;
- ensure that the Visit Leader is familiar with the area before taking a party of young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group.

A copy of the venue's own health and safety risk assessment should be acquired if available, unless the organisation has recognised national accreditation eg. AOLTQ Quality Badge or VAALS Licence.

## 12. First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad, it is sensible to have at least one trained first-aider in the group. If not a First Aider, the Visit Leader should also have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements;
- a person appointed to be in charge of managing medication arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other students. The Visit Leader should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

## 13. Supervision

It is important to have a sufficient ratio of adult supervisors to students for any off-site visit. The factors to take into consideration include:

- gender, age and ability of group;
- special educational or medical needs students;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.

As general guidelines, the following ratio of adults to children are as follows:

For visits generally	1:15
For visits involving unenclosed public spaces	1:10
For residential visits	1:8

Please refer to the national guidance on Effective Supervision prior to finalising these ratios <https://oeapng.info/>

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. Ideally there should be at least two adult supervisors, but based on local risk assessments and the nature of the trip, this may not always be deemed necessary.

One Visit Leader, an adult supervisor, who has authority over the whole party, should be appointed

Where a high adult: student ratio is required, it is not always feasible to use school staff alone. Other adults with appropriate **DBS** clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the student group.

All adult supervisors **must** understand their roles and responsibilities at all times. By default all adults accompanying a group have a supervisory role. No-one should be there 'just for the ride!' In particular, all supervisors should be aware of any students who may require closer supervision, such as those with special educational or medical needs or those with behavioural difficulties. Teachers or school staff retain responsibility for the group at all times.

For the protection of both adults and students, all adult supervisors (including school staff) should avoid situations where they are alone in a one to one situation with a student.

If the school is leading an adventure activity, such as canoeing, the Trust must ensure that the Visit Leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of students should take place. The Visit Leader should establish rendezvous points and tell students what to do if they become separated from the party.

#### **14. Preparing students**

Providing information and guidance to students is an important part of preparing for a school visit. Students should have a clear understanding about what is expected of them and what the visit will entail. Students must understand what standard of behaviour is expected of them and why rules must be followed. A lack of control and discipline can be a major contributory factor when accidents occur. Students should also be told about any potential dangers and how they should act to ensure their own and others' safety.

Students should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

#### **15. Participation**

Students should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Students whose behaviour is such that the Visit Leader is concerned for their or others' safety should be withdrawn from the activity. On residential visits the Visit Leader should consider whether such students will return home early.

#### **16. Information to students**

It is for the Visit Leader to decide how to provide information, but they should be satisfied that the students understand key safety information. Students should understand:

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from students;
- who is responsible for the group;
- what to do if approached by a stranger;
- what to do if separated from the group;
- emergency procedures;
- rendezvous procedures.

#### **17. Transport and students**

Students using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport;
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision;
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport always use the Green Cross Code;
- if you feel unwell while travelling, tell a member of staff straightaway;
- if you are allowed to bring a mobile phone or other music players, then you can only play music if you use ear phones;
- what to do in the case of a medical incident.

#### **18. Students with special educational and medical needs**

The Headteacher/Head of School will not exclude students with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given

to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

### **19. Communicating with parents/carers**

Parents/carers need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent/carer would. The following information on matters that might affect students’ health and safety is useful to parents/carers, and will be included in a letter to parents/carers prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, other staff and of other accompanying adults;
- visit’s objectives;
- details of the activities planned and of how the assessed risks will be managed;
- details of how first aid/medical incidents will be managed;
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents/carers and what they will be asked to consent to.

### **20. Parental/Carer consent**

The school will seek consent for any visit out of school. If parents/carers withhold consent absolutely the student should not be taken on the visit, but the curricular aims of the visit should be delivered to the student in some other way, wherever possible. If the parents/carers give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not. The School’s parental/carer consent form should be completed for each student in the group.

### **21. Residential visits**

#### *Hostels and Hotels*

The school will bear in mind the following:

- the Visit Leader should ideally have adjoining rooms with staff quarters next to the young people’s – endeavour to obtain a floor plan of the rooms reserved for the group’s use in advance;
- access by staff to student rooms must be available at all times;
- separate male and female sleeping areas for students and adults;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions/ exits, its regulations and routing, and that everyone can identify key personnel;

- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks / shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables;
- adequate lighting – it is advisable to take a torch;
- provision for disabled students or those with special educational or medical needs;
- safety in rooms (electrical connections, secure balconies);
- re-creational accommodation/facilities for the group.

## **22. Student rules for visits**

### ***Before the visit:***

- make sure your consent form has been returned on time;
- make sure your parents/carers know where you are going and what time you will be returning to school;
- make sure you know what you need to bring for the visit and bring them with you;
- arrive at school on time.

### ***Throughout the visit:***

Usual school conduct, behaviour policies and rules apply, unless explicitly stated otherwise by the lead adult

### ***During the journey:***

- listen to any instructions you are given;
- walk sensibly to the coach or minibus in a single line;
- if you have to cross a road to get to the transport always cross sensibly, looking both ways to make sure there is no traffic;
- do not get onto the vehicle until you have been told to do so;
- sit where you are told to sit;
- you must wear your seatbelt and stay seated at all times;
- make sure your bags do not block the aisle of the coach;
- never throw things out of the vehicle's windows;
- if you feel unwell while travelling, tell a member of staff straightaway;
- never kneel or stand on seats or otherwise impede the driver's vision;
- never distract or disturb the driver in any way;
- stay clear of the doors after boarding or leaving the vehicle;
- you must not eat, chew or drink on the coach
- if you are allowed to bring a mobile phone or other music players, then you can only play music if you use ear phones;
- you must not take pictures or videos of other students or members of staff;
- when you arrive at your destination you must switch your mobile phone off.



### ***When you arrive at the destination:***

- stay seated until you are told to leave the coach;
- listen carefully to any instructions;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- stay in the group you have been allocated to;
- make sure you are with the member of staff you have been allocated to at all times;
- follow any instructions you are given by a member of staff.

### ***Remember***

The school and the staff will do everything to ensure that your visit is an enjoyable and safe one.

It is your responsibility to ensure that you behave in a safe way and don't endanger yourself or others.

### ***Remember***

When you go on a visit you are on show to other people and you are representing the school. People will get an impression of you and the school from the way you behave. Make sure you give everyone you meet the best possible impression.

If you see anyone doing anything wrong at any time tell a member of staff.

## **23. Quality Badges, accreditation and licencing**

In conjunction with Birmingham City Council and the OEAP, CORE Education Trust endorse and support the use of the Council for Learning Outside the Classroom (CLOtC) Quality Badge. <https://lotcqualitybadge.org.uk> Therefore the organisation that holds this award provides a quality or safety 'benchmark' that is externally verified. Similarly, this is the case if an Outdoor provider has an Adventure Activities Licencing Authority (AALA) licence where safety paperwork does not need to be examined. If a Provider does not hold an external accreditation or verification, they should complete the Providers Statement below. If in doubt consult Education Visit, Advice and Guidance Ltd.

## **24. Finance considerations**

All financial aspects for a visit must follow clear school processes and guidelines including timely budget preparation, accounting and collection of monies. Charges for parents/carers must be in line with the school charging policy. Parents/Carers must have sufficient notice of charges to enable them to make payments, and communication should including the detailed timelines for payments.

Parents/Carers should also be told of any arrangements that the school may have for any young people that need support with the cost of any visit.

## **25. Induction, training, apprenticeships and succession planning**

All staff should receive visit leader training and school process training. Staff should also have a formal practical training and experience as assistant leaders that is logged by the EVC and mentored by experienced named visit leaders. Mentoring new visit leaders

should be done on a formal and logged basis. EVC's should receive Accredited OEAP Advisers training on a three-year revalidation basis. There should be more than one EVC trained in the establishment. Succession planning should be carefully organised when staff move to different roles. Administrators supporting EVC's should have EVC training. If the EVC is an administrator then they should have access to an experienced Educational Visit Leader or member of the SLT who has also gone on an EVC training course.

## **26. EVOLVE**

Guidance, planning and information documents, related to all visits and trips can be downloaded from the CORE Education Trust guidance section of the EVOLVE resources document area. It is expected that all EVCs and Headteachers undertake training to understand and use the system appropriately. All Head Teachers and EVS will be established as system administrators and will be responsible for ensuring appropriate access to the system for Visit Leads and other staff.

***EVOLVE is a web-based system that provides the following:***

- An online Notification and Approval system for visits;
- Definitive versions of CORE Education Trust Policy & Guidance for Off-site Visits and Related Activities;
- Definitive versions of CORE Education Trust forms and documents, referenced in the guidance and essential for the visit process;
- Definitive versions of establishment forms and documents, essential for the visit process;
- Best-practice forms and documents that may be adapted by establishments to support the visit process;
- Links to important national documents referenced in the guidance;
- Search and Reporting facilities.

All staff involved in the visit process must be given an appropriate personal EVOLVE account to enable them to access: key policies; employer and national guidance; good-practice forms and documents; the notification and approval process for visits.

## **27. Management of incidents, emergencies and critical incidents**

Academies must be familiar with and follow the CORE Education Trust Guidance for Managing Incidents, Emergencies and Critical Incidents, please also refer to the OEAPG documents in the EVOLVE resources section.

Academies must have written procedures in place to deal with incidents occurring on visits and Leaders need to be familiar with them and know what to do in the event of an incident, emergency or critical incident occurring during an off-site visit

Academies managers must ensure they meet the requirements of the RIDDOR regulations and good practice.

Academies are required to have an Emergency Home Contact (EHC) identified for every visit. For visits that take place entirely during the academy day, this would usually be the

academy Reception/Office. For all other visits, a named person or persons with their contact details are required to be entered on the EVOLVE visit form. For some residential visits, it may be necessary to have more than one EHC as they have to be available 24 hours per day. The EHC(s) should be an experienced academy staff member who has access to all the information about the visit and be appropriately competent to support the Visit Leader and Leaders. Under certain circumstances, an emergency may be regarded as a Critical Incident which would be referred to CORE Education Trust Executive team by either the Visit Leadership Team, EHC or Principal and may require CORE Education Trust to establish a Critical Incident team to manage the incident and support the academy, the Visit Leadership and participants.

It is the Head Teacher's responsibility to ensure that EHCs are competent to fulfil their role, have access to all the relevant information about the visit and are familiar with CORE Education Trust's incident management guidance.