

THE MOUNT SCHOOL

EDUCATIONAL VISITS AND SCHOOL JOURNEYS

POLICY

2026-2027

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Policy writer	Euan Burton-Smith
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This policy applies to all educational visits, off-site activities, routine local visits, sporting fixtures, swimming, transport to activities, residential visits and Nursery/EYFS outings organised by The Mount School.

It should be read with the Safeguarding and Child Protection, Missing Child, SEND, Behaviour, Restrictive Intervention, First Aid, Administration of Medication, Supporting Pupils with Medical Conditions, Allergy Safety, Intimate Care, Safer Recruitment, Staff Code of Conduct, Mobile Phone/EYFS Devices and Health and Safety policies.

1. Aims and principles

Educational visits are an important extension of learning. The Mount will enable pupils to benefit from visits while managing genuine risks sensibly and proportionately.

Planning must focus on the pupils actually attending, the activity, environment, transport, staffing and foreseeable changes. Risk assessment is a practical process, not a paperwork exercise.

Safeguarding expectations do not reduce when pupils leave the site. The same standards of supervision, professional boundaries, information sharing and prompt action apply throughout a visit.

2. Legal and guidance framework

The policy has been reviewed against DfE Health and safety on educational visits (which applies to independent schools), Keeping Children Safe in Education 2026, the EYFS statutory framework for group and school-based providers applying from 1 September 2026, the Equality Act 2010, health and safety law, current DBS/DfE regulated-activity guidance, and relevant Independent School Standards.

For EYFS outings, children must be kept safe; potential risks/hazards must be assessed and steps identified to remove, minimise or manage them, including consideration of staff-to-child ratios.

3. Categories of visit and proportional planning

The DfE distinguishes routine visits involving no more than everyday levels of risk from visits requiring additional risk assessment and planning. The Mount applies proportionate approval arrangements.

Visit type	Examples	Minimum planning
Routine/local	Local walk, nearby church/library, regular local activity	Current policy/procedure, dynamic check, pupil list, staffing, emergency contact, any pupil-specific controls.
Standard off-site	Museum, theatre, zoo, coach trip, sporting fixture, swimming	Trip information, proportionate written risk assessment, medical/SEND review, staffing, transport, parent information, Headteacher approval.
Higher-risk/complex	Adventure activity, water activity beyond normal swimming, remote location, residential, overseas	Detailed risk assessment, provider checks, specialist competence, emergency/communications plan, explicit approval and additional consent as applicable.

4. Roles and responsibilities

4.1 Director / Proprietor

The Director/Proprietor maintains strategic oversight and ensures suitable arrangements exist for safe educational visits.

4.2 Headteacher

The Headteacher has overall operational responsibility and approves visits requiring formal approval. The Headteacher may require amendments, additional controls or cancellation/postponement where arrangements are not sufficiently safe.

4.3 Trip Leader

Every visit has a named Trip Leader with sufficient competence, status and knowledge of the pupils/activity. The Trip Leader coordinates planning, staffing, briefing, pupil information, risk assessment, emergency arrangements, provider/transport checks and post-visit review.

4.4 Accompanying adults

Adults must understand their group, supervision position, medical/safeguarding information necessary for their role, emergency arrangements and who is leading. They must follow the Trip Leader's instructions and report concerns immediately.

5. Planning and approval

For planned standard or higher-risk visits, documentation should normally reach the Headteacher at least two weeks before the visit. Whole-school trip arrangements should normally be shared with relevant staff at least one week before departure.

Routine local visits may operate under an approved generic/routine risk assessment where circumstances and pupil needs remain materially unchanged. Generic assessments must be reviewed when circumstances, route, cohort or risk changes.

A KS2 teacher writes KS2 assessments, a KS1 teacher writes KS1 assessments and an EYFS teacher writes EYFS assessments and the named Trip Leader remains responsible for ensuring the assessment is suitable for the actual visit.

6. Risk assessment

Risk assessments must identify significant hazards, who may be harmed and how, existing controls, any additional controls and residual risk. They must consider pupil-specific as well as generic hazards.

- travel, roads, boarding/alighting and venue access;
- lost/missing child or separation from the group;
- SEND, disability, communication, sensory and behavioural needs;
- medical conditions, allergies, medication and emergency medicines;
- toileting/intimate care and dignity;
- water, weather, heat/cold and environmental conditions;
- crowds, public access and security;
- activities/equipment and provider competence;
- safeguarding, one-to-one situations and adult boundaries;
- food, cross-contact and dietary requirements;
- mobile phones, photography and communications;
- emergency response, evacuation and return/collection arrangements.

A venue/provider risk assessment may inform Mount's planning but does not replace the School's responsibility to consider its own pupils, staffing, travel and safeguarding arrangements.

Risk assessment continues dynamically during the visit. The Trip Leader may change or stop an activity if circumstances differ materially from those planned.

7. Supervision and ratios

The existing Mount planning ratios are retained as starting points:

Age/year group	Mount planning baseline
0-2	1 adult : 3 pupils
2-3	1 adult : 4 pupils
Pre-School and Kindergarten	1 adult : 4 pupils
Years 1-3	1 adult : 6 pupils
Years 4-6	1 adult : 10-15 pupils

These figures are planning baselines, not automatic guarantees that a visit is safely staffed. The Trip Leader must determine staffing by risk, activity, transport, venue, pupil needs, first-aid/medical competence, SEND, behaviour, toileting/intimate care and emergency arrangements.

EYFS statutory staffing/qualification requirements and outing risk assessment must be met. Staffing must remain effective throughout the outing, including during toileting, first aid, breaks and emergencies.

Where a pupil's individual plan requires 1:1 or enhanced supervision, this is additional to the general group planning unless the risk assessment expressly establishes a safe alternative.

8. Volunteers, parents and visiting adults

Volunteers may support visits only where their role has been planned and the School is satisfied that safeguarding and safer-recruitment requirements are met. Volunteers do not replace the Trip Leader's responsibility.

From 1 September 2026, supervision no longer prevents a qualifying teaching, training, instruction, care or supervision role from being regulated activity where the statutory frequency or overnight condition is met. An occasional parent helping on a single day

trip will not normally become regulated activity merely because of that one trip; an overnight volunteer or a volunteer undertaking qualifying activity frequently may do so.

The School will determine the required DBS/barred-list status before assigning a volunteer. No adult will be given unsupervised or regulated-activity responsibilities unless the necessary checks and safer-recruitment requirements have been satisfied.

Volunteers must receive a clear briefing, remain within their assigned role, maintain professional boundaries and report safeguarding concerns to staff immediately.

9. Safeguarding on visits

The Trip Leader must know how to contact the School and DSL/DDSL. Where possible, at least one accompanying member of staff should have sufficient safeguarding knowledge to manage immediate concerns until contact with the DSL is established.

A disclosure or safeguarding concern arising off site must be responded to as it would be in School: listen, do not investigate, record accurately, protect the child, and contact the DSL/DDSL without avoidable delay. Emergency services/children's social care may be contacted directly where immediate protection requires it.

Staff must not promise confidentiality. Only information necessary for safe care/supervision should be shared with accompanying adults.

10. SEND, disability and reasonable adjustments

No pupil should be excluded from a visit simply because they have SEND, a disability or medical need where reasonable adjustments can enable safe participation.

Planning should involve the pupil and parents where appropriate and consider accessibility, transport, communication, sensory environment, fatigue, toileting, medication, behaviour/support plans, mobility and emergency evacuation.

If a pupil cannot safely access the planned activity even with reasonable adjustments, leaders must record the assessment and consider a genuinely meaningful alternative rather than treating exclusion as the default.

11. Medical conditions, allergies and medication

Before departure, the Trip Leader must identify pupils with medical conditions/allergies and ensure relevant individual healthcare plans, emergency action plans and medicines accompany the pupil where required.

All children and staff with medical needs must be documented. A named adult must be responsible for the emergency medical kit and relevant medicines, with a second adult aware of the arrangements.

Emergency medication such as adrenaline auto-injectors, inhalers, seizure rescue medication or other time-critical medicines must be readily accessible and not inaccessible in luggage or a vehicle when the pupil is elsewhere.

Medication must be administered and recorded under the Administration of Medication Policy. The visit plan must address storage, temperature requirements, controlled drugs where applicable, timing, consent and return/disposal.

Food arrangements must account for allergies and cross-contact risk. Venue assurances do not remove the need for the School's pupil-specific controls.

12. First aid

First-aid provision must be based on the nature of the visit, cohort and risks. A suitable first-aid kit must be available. EYFS outings must meet applicable paediatric first-aid requirements.

Staff must know how to summon emergency assistance and the precise location of the group. A location application such as what3words may assist communication but must not replace the official emergency-service location information or directions available at the scene.

13. Intimate care and toileting

Visits must plan for toileting and intimate-care needs in advance, particularly for EYFS pupils and pupils with SEND/medical needs. The Intimate Care Policy continues to apply off site.

Adults must preserve dignity and privacy while avoiding unnecessary isolation. Where a venue's facilities make an agreed care plan impracticable, the Trip Leader must resolve this before the visit or reconsider arrangements.

14. Behaviour and restrictive intervention

The Behaviour Policy applies off site. Pupils should be briefed about conduct, boundaries, public spaces, transport and what to do if separated.

Reasonable force/restrictive intervention is governed by the School's Restrictive Intervention and Use of Reasonable Force Policy. Any significant use of force, restraint or seclusion off site must be reported and recorded under the same 2026 requirements as an on-site incident.

Where a pupil has a foreseeable risk of absconding, dysregulation or unsafe behaviour, the visit risk assessment must incorporate the pupil's support/risk plan.

15. Missing or separated pupil

If a pupil is missing or unaccounted for, the Missing Child Policy applies. Staff must not rely on a fixed waiting period before escalation.

- Immediately establish who is missing, when/where last seen and any specific vulnerabilities.
- Alert the Trip Leader and venue/security staff immediately.
- Maintain safe supervision of the remaining pupils; do not disperse all adults into a search.
- Search the immediate area in a coordinated, time-limited way only where this is safe and proportionate.
- Contact police/999 promptly where risk, age, vulnerability, environment or circumstances require it.
- Inform the School/DSL and parents through the agreed emergency route.
- Preserve CCTV/ticketing/phone or witness information where relevant.
- After recovery, check welfare, consider safeguarding/medical needs, record the incident and review the risk assessment.

16. Transport - general

Transport must be suitable, lawful and appropriate for the pupils and journey. The Trip Leader must consider boarding/alighting, seat belts/restraints, accessibility, luggage, supervision, emergency arrangements and safe collection/drop-off.

Only reputable coach/minibus providers should be used. Where an outside provider is used, the School should check appropriate safety standards, insurance and relevant legal compliance.

Pick-up and drop-off points should be pre-arranged and chosen to minimise road risk. Pupils should normally board/alight on the nearside away from moving traffic where practicable.

17. Passenger assistant

The existing passenger-assistant role is retained. The passenger assistant should:

- help prevent the driver being distracted by passengers;
- supervise children and prevent behaviour that could create a hazard;
- assist passengers whom the driver may not be able to support safely;
- support safe boarding, seating, seat-belt use and alighting; and
- assist with supervision and communication in a breakdown or emergency.

18. Passenger briefing and care

Children must be briefed before travel about behaviour, remaining seated where required, seat belts, emergency instructions and boarding/alighting.

- Confirm all passengers are aboard, safely seated and using correctly adjusted seat belts/restraints where fitted/required before departure.
- Keep gangways and emergency exits clear.
- Ensure luggage/equipment is secure and does not obstruct exits.
- Position adults so that supervision is effective; on a double-decker coach, adults should supervise both decks.

- Ensure pupils leave the vehicle only when instructed and are clear of doors before the vehicle moves.
- Do not allow pupils to assist with repair, restart or pushing of a broken-down vehicle.

19. Seat belts and child restraints

Where seat belts are fitted they must be worn and correctly adjusted. Only one passenger may use each seat belt. The Trip Leader/passenger assistant must ensure pupils comply.

Any requirement for child restraints/booster seats must be checked against the vehicle type, pupil age/size and current road-traffic law before travel.

20. Coach/minibus breakdown

- Driver should stop in the safest available place, use hazard lights and seek assistance.
- The Trip Leader/passenger assistant must prioritise pupils' safety and continuous supervision.
- On high-speed roads, evacuation should only occur where it is safer than remaining in the vehicle and should follow driver/emergency-service instructions; if evacuated, move passengers to a safe place well away from live traffic and behind a barrier where available.
- Keep the group together and calm; maintain head counts.
- Do not stand between the vehicle and approaching traffic.
- If the driver needs to leave the vehicle, pupils must remain supervised by an appropriate adult.
- Contact the School/nominated emergency contact and provide accurate location and circumstances.
- Call 999 where there is immediate danger, injury, fire or other emergency.

21. Road traffic collision

- Stop and make the scene as safe as reasonably possible without exposing staff or pupils to further traffic risk.
- Check pupils and adults; call 999 for injury, danger or where emergency assistance is needed.
- Do not move an injured person unless remaining in place presents greater immediate danger or emergency professionals direct it.
- Maintain supervision; at least one appropriate adult must remain responsible for the pupils.
- Follow the driver's legal duties concerning exchange/reporting of collision details.
- Record vehicle/provider and witness information where this can be done safely.
- Inform the School immediately and follow the emergency communications plan.
- Do not continue the journey in a vehicle whose safety is in doubt.

22. Vehicle fire

- Raise the alarm and stop in the safest available place.
- Evacuate pupils promptly if safe to do so and move them well away from the vehicle and traffic.
- Account for all pupils and maintain supervision.
- Call 999.
- Do not open the bonnet of a suspected under-bonnet fire or put pupils/staff at unnecessary risk attempting to fight a vehicle fire.

23. Travel on foot and near roads

Routes should be planned to avoid unnecessary exposure to fast/busy roads and unsafe junctions. A prior route check should be considered where the route is unfamiliar or conditions warrant it.

- Brief pupils to remain with the group and follow crossing instructions.
- Use pavements and recognised crossing places where reasonably available.
- Position adults at the front, rear and other points necessary for effective supervision.
- At roads without pavements, use an alternative route where reasonably practicable. If unavoidable, assess traffic speed/volume, visibility, verge and group needs and follow current Highway Code pedestrian-group principles.

- Staff must not step into live traffic or purport to direct/stop traffic unless lawfully authorised and trained to do so. Cross only when the road is safe.
- Use high-visibility clothing/equipment where the risk assessment identifies a benefit, particularly in poor visibility.

24. Swimming and water activities

Regular school swimming is an educational visit and requires clear responsibility between School staff, coach transport and the pool/provider. Open-water, boating or higher-risk water activities require additional specialist planning and provider competence.

25. Outside providers and adventurous activities

Where an outside organisation provides an activity, the School must be satisfied that it is appropriate. Checks should be proportionate and may include public liability insurance, legal compliance, health and safety/emergency arrangements, risk assessments, safeguarding, staff competence, vehicles, accommodation, subcontracting and required licences.

A current Learning Outside the Classroom Quality Badge may provide assurance against nationally recognised standards, but the School must still consider its own pupils and visit arrangements.

Adventure activities requiring a statutory licence must only be commissioned from an appropriately licensed provider where the licensing regime applies.

26. Residential visits

Residential visits require enhanced safeguarding planning. Written arrangements must address accommodation, sleeping/changing, night-time supervision, security, medication, illness, emergency contact, staff boundaries, pupil phones, missing child, transport and contingency arrangements.

Adults must not share sleeping accommodation with pupils except where an emergency or formally risk-assessed care requirement necessitates a specific arrangement.

Any volunteer whose role meets the overnight regulated-activity condition must have the required safer-recruitment/DBS status before the visit.

27. Overseas visits

Overseas visits require specific approval and planning for passports/visas, insurance, healthcare, local law, emergency assistance, communications, travel disruption, accommodation, safeguarding and repatriation.

Current Foreign, Commonwealth & Development Office travel advice must be checked during planning and again close to departure. Material changes may require the visit to be altered or cancelled.

28. Consent and parent information

Written parental consent must always be obtained for nursery-age children. For older pupils, the School will follow DfE guidance and its enrolment/consent arrangements: routine curriculum visits may be covered by general consent, while higher-risk, residential or out-of-hours activities should use specific consent where appropriate.

Parents should receive sufficient information about the visit, including destination/activity, timings, transport, clothing/equipment, food arrangements, costs where applicable and how relevant medical information should be updated.

Parents remain responsible for giving the School accurate, current medical, allergy, contact and other relevant information.

29. Emergency contacts and communications

The previous instruction to retrieve emergency contacts from Pupil Asset is updated: staff must use the School's current management information system, Compass, and/or the approved visit information pack.

The Trip Leader must carry a charged School-approved/contact phone or otherwise have reliable communication. The School telephone is 01484 426432.

A nominated School contact must know the visit details and how to reach the Trip Leader. For higher-risk/residential visits, out-of-hours escalation arrangements must be explicit.

Only the Headteacher/Director or nominated person should normally coordinate wider parent/media communication following a serious incident. Staff on the visit should focus on pupils and factual information.

30. Mobile phones, photographs and information security

The existing requirement to use a School iPad / phone and other approved School devices for photographs should be followed. Personal devices must not be used to photograph or film pupils except for an exceptional authorised safeguarding/emergency reason under the relevant policy.

Trip documents containing personal/medical information must be kept secure, shared only with adults who need it and returned/securely disposed of after the visit in accordance with School procedures.

Pupil mobile-phone arrangements must follow the School's Mobile Phone Policy. A visit does not automatically suspend the mobile-free default.

31. Departure, head counts and handover

- Sign out/record departure under the School's current site procedure.
- Confirm the pupil list and adults immediately before departure.
- Conduct head counts at every material transition: departure, boarding/alighting, venue arrival/departure, activity changes and return.
- Use named/group checks rather than relying only on a numerical count where practicable.
- Ensure no pupil is released to an unauthorised adult.
- On return, ensure all pupils are accounted for and handed over/returned to normal School arrangements.

32. Post-visit evaluation and incidents

All visits should be evaluated proportionately. The Trip Leader should record significant learning where it would improve future planning.

Accidents, near misses, safeguarding concerns, missing-child events, medication errors, allergic reactions, restrictive interventions, transport concerns and provider failures must be reported under the relevant School policy and considered in the visit review.

Generic/repeat risk assessments must be amended where an incident or near miss shows existing controls are insufficient.

33. Records

The School will retain visit approvals, risk assessments and significant incident records in accordance with its records-retention arrangements. Safeguarding records remain part of the safeguarding record and must not be stored only in a trip file.

34. Review

This policy will be reviewed annually and sooner following a serious incident, significant change to law/guidance, inspection finding or material change to School operations.

Appendix 1 - Trip Key Information and approval form

Field	Information
Visit / destination	
Date and times	
Classes / pupils attending	
Trip Leader + mobile/contact	
Transport / provider	
Named adults and assigned groups	
First aider / paediatric first aider where required	
Adult responsible for emergency medical kit/medication	
Pupils with medical/allergy needs + plan/medication confirmation	
Pupils with SEND / enhanced supervision / intimate-care needs	
Volunteer DBS/regulated-activity status confirmed where relevant	
School emergency contact	01484 426432 / nominated contact: _____
Compass emergency contacts checked	Yes / No
Risk assessment attached/reviewed	Yes / No
Venue/provider checks completed where relevant	Yes / No / N/A
Parent information/consent completed	Yes / No / N/A
School device for photographs if required	Yes / No / N/A
Cover implications (duties/clubs etc.)	
Trip Leader signature/date	
Headteacher approval/date	

Appendix 2 - Visit Leader final check

- Pupil list and adult groups finalised.
- Headteacher approval complete where required.
- Risk assessment reflects actual cohort and current conditions.
- Emergency contacts available from Compass/approved pack.
- Medical/allergy/SEND/intimate-care plans reviewed.
- All required medication/emergency medicines physically present and accessible.
- First-aid provision confirmed.
- Volunteers/visiting adults checked and briefed; regulated-activity status considered.
- Transport/provider arrangements confirmed.
- Phones charged; School contact known.
- Pupils briefed on behaviour, separation/missing procedure and emergency instructions.
- Approved device available if photographs are planned.
- Weather/travel/provider changes checked on the day.
- Head count completed immediately before departure.
- School sign-out/departure procedure completed.

Appendix 3 - Coach travel generic risk assessment

Hazard	Who may be harmed	Core controls	Residual review
Driver error / traffic collision	All on board	Use bona fide reputable provider; competent/licensed driver; seat belts; passenger briefing; effective adult supervision; Trip Leader raises unsafe driving	Trip-specific assessment

Hazard	Who may be harmed	Core controls	Residual review
		immediately and stops/escalates journey if group is at risk.	
Defective vehicle	All on board	Reputable provider; obvious defects reported before departure; do not proceed if safety is in doubt.	Trip-specific assessment
Injury while vehicle moving	Pupils/adults	Remain seated where required; seat belts correctly worn; aisles/exits clear; luggage secure.	Trip-specific assessment
Travel sickness	Affected pupils	Identify in advance; suitable seating; sick bags; medication only under School procedure.	Trip-specific assessment
Misbehaviour	All on board/public	Adults distributed through vehicle; clear briefing; reinforce seat belts and safe behaviour.	Trip-specific assessment
Boarding/alighting collision	Pupils/adults	Pre-arranged safe stop; use nearside where practicable; adult supervises doorway/group; orderly boarding/alighting.	Trip-specific assessment
Breakdown / secondary collision	All on board	Follow driver/emergency advice; maintain supervision/head count; evacuate only where safer; move well away from live traffic; contact School/999 as required.	Trip-specific assessment
Vehicle fire	All on board	Evacuate if safe; move well clear; account for pupils; 999; do not expose staff/pupils to firefighting risk.	Trip-specific assessment

Appendix 4 - Walking near roads generic risk assessment

Hazard	Core controls
General pedestrian accident	Plan route; consider prior check; brief staff/pupils; appropriate supervision positions; dynamic assessment.
Roads with pavements	Use pavement; safer crossing points; pupils cross only on instruction; adults positioned front/rear/within group.
Roads without pavements	Avoid where practicable; assess speed/volume/visibility/verge; follow Highway Code group-pedestrian principles; high visibility where appropriate.
Road crossing	Use safest available crossing/location; maintain group control; do not direct traffic unless lawfully authorised; cross only when safe.
Poor visibility/weather	Reassess route; use high visibility where beneficial; postpone/alter if risk cannot be adequately controlled.

Appendix 5 - Off-site visit risk assessment form

Activity / hazard	Who might be harmed and how	Existing controls	Additional controls / owner / deadline	Residual risk H/M/L

Activity / hazard	Who might be harmed and how	Existing controls	Additional controls / owner / deadline	Residual risk H/M/L

Assessment date: _____ Assessed by: _____ Checked/approved by: _____

Visit/location: _____ Review/date of visit: _____

Result: T = trivial; A = adequately controlled; N = not adequately controlled/action required; U = further information required.

Appendix 6 - Risk assessment notes

- Date: assessment must be current for the visit and reviewed if circumstances change.
- Assessed by: person must be competent to identify hazards and judge controls.
- Checked by: normally Headteacher or other authorised senior leader for visits requiring approval.
- Hazard: identify things with potential to cause harm; focus on significant risks.
- Who might be harmed/how: include pupils, staff, volunteers and public; identify vulnerable groups and individual needs.
- Existing controls: record practical measures already in place, including competent staff/provider controls.
- Residual risk: judge likelihood and severity after controls.
- T/A/N/U result: if N or U, the visit/activity must not proceed on the basis of that assessment until action/information resolves the issue.
- Action plan: identify what is required, who will do it and by when.
- Dynamic review: conditions on the day may require controls, route or activity to change.

Appendix 7 - Missing pupil off-site quick response

- STOP and identify exactly who is missing and when/where last seen.
- ALERT Trip Leader and venue/security immediately.
- SUPERVISE the remaining group; do not create a second safeguarding problem.
- ASSESS RISK: age, SEND, medical needs, behaviour, environment, water/roads/public access, exploitation risk.
- SEARCH only in a coordinated, safe and proportionate way.
- CALL 999/police promptly where risk requires; do not wait for an arbitrary time limit.
- CONTACT School/DSL and parents through the emergency plan.
- RECORD, check welfare and review controls when the pupil is found.

Appendix 8 - Emergency information card for Trip Leader

Need	Action / information
Immediate danger / serious injury	999
School	01484 426432
DSL / DDSL	Use School safeguarding contact arrangements
Location	Venue/address/road marker/GPS/what3words as supplementary information
Information to give	Who you are; School; exact location; number/ages of pupils; nature of emergency; injuries/medical needs; hazards; callback number
Do not	Speculate to media; post on social media; leave pupils inadequately supervised; destroy evidence.