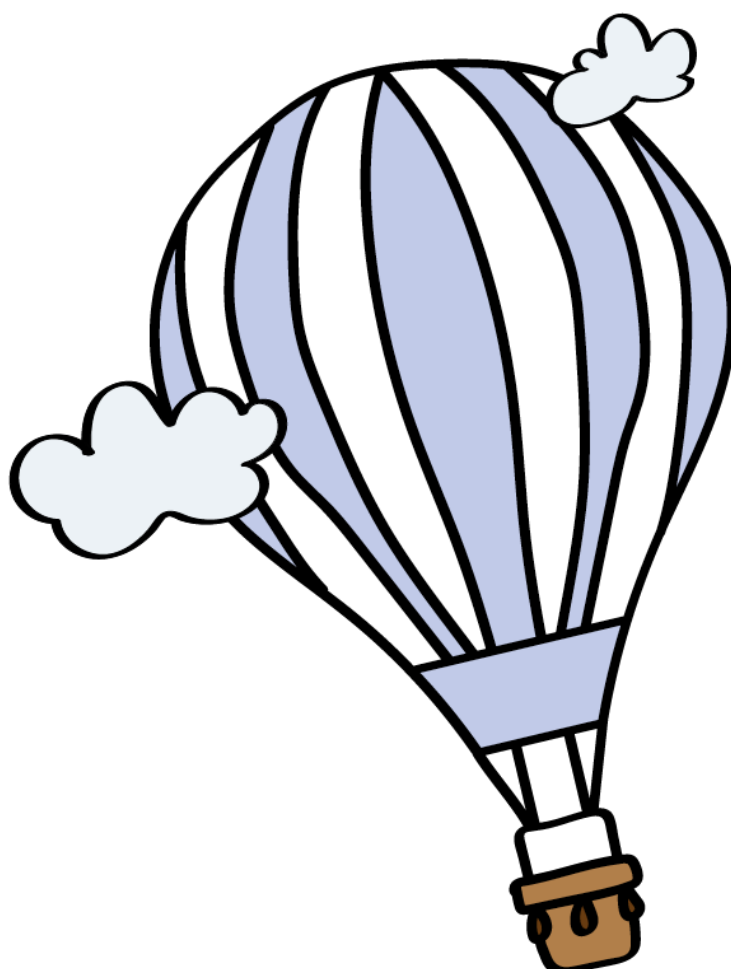




storyybrook

Educational Visits Policy





Contents:

1. Learning outside the classroom: Intent statement
2. Safeguarding
3. Roles and responsibilities
4. Planning and approval
5. SEMH approach
6. Risk assessment and risk management
7. Staffing and supervision
8. Medical and first aid
9. Planning and procedures
10. Monitoring and review
11. Links to other policies





1. Learning outside the classroom: Intent Statement

At Storyybrook Primary SEMH School, learning outside the classroom is an integral part of our curriculum and safeguarding culture. We recognise that pupils with Social, Emotional and Mental Health (SEMH) needs benefit from structured opportunities to generalise learning, develop emotional regulation, and build resilience in real-world contexts.

Educational visits are embedded within our relational and therapeutic approach. All visits are designed to support pupils' SEMH development, ensuring safety, inclusion, and meaningful engagement.

Our intent is to provide safe, inclusive and purposeful off-site experiences that:

- enable pupils to apply academic and social learning beyond the classroom
- support the development of emotional regulation, independence and confidence
- promote positive relationships through consistent, relational practice
- provide opportunities for success in a range of environments

Pupils are appropriately prepared for visits through discussion, rehearsal and clear expectations to support successful participation. The school is committed to enabling all pupils to access educational visits wherever possible, with reasonable adjustments made to support participation.

All off-site learning is underpinned by a strong safeguarding ethos.

We recognise that pupils may be more vulnerable outside of the school environment; therefore:

- staff maintain constant vigilance and professional curiosity
- clear systems for communication and reporting are followed at all times
- pupils are supervised in accordance with their individual risk and need

Learning outside the classroom is carefully planned, risk assessed and delivered in line with the school's safeguarding procedures, ensuring that opportunities for development are balanced with a robust approach to safety and wellbeing.

2. Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff involved in educational visits must adhere to the Storyybrook Safeguarding and Child Protection Policy at all times.





Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is our Headteacher, Mrs Rachel Burbridge. They have overall responsibility for safeguarding and child protection.

- The DSL (or a Deputy DSL) must be available and contactable during all educational visits
- The Visit Leader must hold up-to-date contact details for the DSL and Deputy DSLs
- All safeguarding concerns must be reported to the DSL without delay

Responding to a safeguarding concern

If a member of staff has a concern about a pupil during a visit, they must:

- Take immediate action to ensure the pupil is safe
- Report the concern to the DSL without delay
- Record the concern in line with school procedures at the earliest opportunity

Staff must **not delay reporting concerns** and must not assume that someone else will take action.

If a pupil makes a disclosure:

- staff must listen carefully and take it seriously
- not promise confidentiality
- reassure the pupil they have done the right thing
- report immediately to the DSL

Immediate risk of harm

If a pupil is at immediate risk of harm:

- staff must contact emergency services (999) without delay
- inform the DSL and Headteacher without delay
- follow school procedures once the immediate risk has been addressed

Supervision and professional conduct

All staff must:

- maintain appropriate professional boundaries at all times
- act in accordance with the Staff Code of Conduct
- avoid situations where they are alone with a pupil unless necessary and risk assessed





Supervision must:

- reflect pupils' individual needs and risk levels
- be consistent and proactive
- ensure pupils are accounted for at all times

Specific safeguarding risks during visits

Staff must remain vigilant to increased risks, including:

- pupils becoming separated from the group
- contact with unknown members of the public
- emotional distress in unfamiliar environments
- increased vulnerability linked to SEMH needs

Missing pupil procedure

If a pupil goes missing during a visit:

- the Visit Leader must be informed immediately
- a coordinated search must begin without delay
- the school and DSL must be contacted immediately
- emergency services must be contacted where appropriate

All actions must be recorded in line with safeguarding procedures.

Recording and reporting

All safeguarding concerns, incidents or near misses during educational visits must be:

- recorded in accordance with the school's safeguarding procedures
- reported to the DSL without delay
- reviewed to inform future risk assessment and planning

Safeguarding is Storybrook's number one priority and the golden thread running through all educational visits, including planning, risk assessment, supervision, incident response and post-visit review.

3. Roles and responsibilities

Headteacher and DSL: Overall approval

Educational Visits Coordinator (EVC): The EVC is responsible for overseeing the planning and approval of all educational visits to ensure they are safe, appropriately risk assessed and in





line with safeguarding and health and safety procedures. At Storyybrook, this role is undertaken by: Rachel Tetchner (Deputy Headteacher).

Visit Leader: Organisation, risk assessment, leadership

Staff: Supervision and safeguarding

Headteacher/ DSL: Mrs Rachel Burbridge

Deputy Headteacher/ Deputy DSL/ EVC: Mrs Rachel Tetchner

4. Planning and approval

All visits require:

- completed planning form
- SEMH-informed risk assessment
- Headteacher approval

Residential and high-risk visits require enhanced approval.

5. SEMH approach

Staff must:

- use co-regulation strategies
- anticipate triggers
- support emotional regulation
- apply consistent relational practice

Staff must apply the Regulate → Relate → Repair → Reflect model consistently before, during and after visits.

A pupil must not be excluded from an educational visit as a punitive sanction; however, the Headteacher may decide that a pupil cannot safely attend where current presentation, risk assessment or safeguarding information indicates that the visit would not be safe or appropriate at that time. Behaviour, dysregulation, absconding or refusal must be understood as communication and considered through both a relational and safeguarding lens.





6. Risk assessment and risk management

At Storyybrook Primary SEMH School, risk assessment is a dynamic and ongoing process that underpins all educational visits. It is not solely a compliance exercise but a safeguarding tool used to balance opportunity with safety.

Risk assessment must reflect the school's understanding that:

- behaviour is a form of communication
- dysregulation may indicate unmet need or heightened vulnerability
- pupils with SEMH needs may experience increased risk in unfamiliar environments

Principles of risk assessment

All risk assessments must:

- be proportionate to the level of risk and complexity of the visit
- consider both physical safety and emotional wellbeing
- enable participation wherever possible rather than unnecessarily restricting access
- be informed by knowledge of individual pupils
- be reviewed and adapted as circumstances change

Risk assessment must always be considered through a safeguarding lens.

Types of risk assessment

A. Generic (location/activity) risk assessment

Covers:

- venue hazards
- travel arrangements
- environmental risks
- public interaction risks

B. Group risk assessment

Considers:

- group dynamics
- overall level of need
- staffing ratios and deployment
- known patterns of behaviour within the group





C. Individual pupil risk assessment (where required)

Required where a pupil:

- presents a higher level of risk
- has a history of dysregulation, absconding or distress in new environments
- has specific medical, behavioural or safeguarding needs

Must include:

- known triggers
- early warning signs
- regulation and co-regulation strategies
- staff deployment (who supports the pupil)
- clear contingency planning

SEMH-specific risk considerations

Risk assessments must explicitly address:

Emotional regulation

- What may cause dysregulation?
- How will staff recognise escalation?
- What strategies will be used to support regulation?

Behaviour and communication

- How might the pupil communicate distress?
- What proactive strategies will be used?
- How will staff respond consistently?

Absconding/ missing pupil risk

- Is there a known risk of leaving the group?
- What preventative measures are in place (e.g. positioning, staffing)?
- What is the immediate response plan?

Sensory and environmental factors

- Noise, crowds, unfamiliar settings
- Transitions between activities
- Access to quiet or safe spaces





Social and relational factors

- Peer dynamics
- Adult relationships
- Triggers linked to social interaction

Control measures

Control measures must be:

- specific, realistic and clearly understood by all staff
- focused on prevention, not just response
- consistent with the school's relational and therapeutic approach

Examples include:

- increased staffing ratios
- pre-visit preparation with pupils
- clear structure and routine
- designated key adult support
- planned breaks or safe spaces

Dynamic risk assessment

Risk assessment is continuous and must be actively reviewed throughout the visit.

Staff must:

- remain alert to changing circumstances
- respond proactively to emerging risks
- adapt plans where necessary
- share information quickly with the Visit Leader

Recording risk

Risk assessments must:

- be recorded prior to the visit
- be shared with all staff involved
- clearly identify:
 - hazards
 - level of risk (e.g. low/medium/high or traffic light system)
 - control measures
 - residual risk





Staff responsibilities

All staff must:

- read and understand the risk assessment before the visit
- follow agreed control measures
- apply professional judgement where situations change
- prioritise pupil safety and wellbeing at all times

Post-visit review

Following each visit:

- any incidents, near misses or concerns must be recorded
- risk assessments must be reviewed and updated where necessary
- learning must inform future planning

7. Staffing and supervision

Staffing for educational visits at Storybrook Primary SEMH School is determined through a careful and proportionate assessment of risk, taking into account the age, needs and presentation of the pupils, the nature of the activity, and the environment in which it is taking place. Staffing ratios will often exceed minimum expectations in order to ensure that pupils with Social, Emotional and Mental Health (SEMH) needs are supported effectively and safely. Consideration will be given not only to numerical ratios but to the quality, experience and relational knowledge of staff, ensuring that pupils are supported by familiar, trusted adults wherever possible. Staffing arrangements must reflect individual pupil risk assessments, including identified triggers, patterns of dysregulation, and any history of absconding or heightened vulnerability. Clear roles and responsibilities will be allocated to all staff prior to the visit, including designation of the Visit Leader, first aider, and key adults for specific pupils. Staff must remain vigilant, proactive and responsive throughout the visit, maintaining appropriate supervision at all times and adapting deployment as required through dynamic risk assessment. Where necessary, additional staff or alternative arrangements will be put in place to ensure that the safety, wellbeing and dignity of all pupils is maintained in line with the school's safeguarding, behaviour and SEMH policies.

Supervision must be active rather than passive, with staff maintaining clear awareness of pupil location, presentation and emerging need at all times.

All staff involved in educational visits will receive appropriate training, including safeguarding, behaviour support and risk management, to ensure they are confident in fulfilling their responsibilities. Staff are supported to feel confident in managing educational visits through training, supervision and clear guidance.





8. Medical and first aid

At Storyybrook Primary SEMH School, the provision of first aid during educational visits is an essential part of safeguarding and promoting the welfare of pupils. We recognise that pupils' needs may extend beyond physical injury to include emotional distress or dysregulation, and therefore first aid provision must be responsive, proportionate and informed by knowledge of individual pupils. All educational visits will be supported by appropriately trained staff, with suitable first aid equipment, access to medical information, and clear procedures for responding to illness, injury or emergency situations. First aid arrangements are planned in advance as part of the visit risk assessment and reflect the nature of the activity, the environment, and the specific medical and SEMH needs of the pupils involved. Staff must act promptly, calmly and in line with school procedures to ensure that pupils receive appropriate care and that any incidents are recorded and reported in accordance with the school's First Aid and safeguarding policies.

Where appropriate, first aid provision will include consideration of emotional regulation needs, recognising that some pupils may require support to feel safe before or during treatment.

9. Emergency procedures

Visit Leader must carry:

- emergency contacts
- medical information
- risk assessments

Missing pupil procedures must be followed immediately.

10. Monitoring and review

At Storyybrook Primary SEMH School, monitoring and review of educational visits is an essential part of ensuring ongoing safety, effectiveness and continuous improvement. This process reflects the school's commitment to safeguarding, reflective practice and meeting the individual needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Post-Visit Evaluation

Following each educational visit, the Visit Leader must complete a structured evaluation which considers the:

- extent to which the intended curriculum and SEMH outcomes were achieved
- effectiveness of planning, organisation and staffing arrangements
- suitability of the venue and activities
- effectiveness of risk assessments and control measures





- impact on pupil engagement, behaviour and emotional regulation

Staff should also reflect on:

- what worked well
- any challenges or incidents
- how pupils responded to the environment and activities
- any adjustments required for future visits

Recording incidents and concerns

All incidents, concerns or near misses during a visit must be:

- recorded in line with the school's safeguarding, behaviour and health and safety procedures
- reported to the Designated Safeguarding Lead (DSL) where appropriate
- reviewed to identify any patterns or emerging risks

This includes:

- behavioural incidents or significant dysregulation
- safeguarding concerns or disclosures
- medical incidents or first aid interventions
- situations where planned control measures were insufficient

Review of risk assessments

Risk assessments must be reviewed following each visit to ensure they remain effective and appropriate.

Where necessary:

- control measures must be updated
- additional risks must be identified
- individual pupil strategies must be refined

This ensures that future visits are informed by **learning and experience**, rather than repeated practice.

Senior Leadership Oversight

Senior leaders, including the Headteacher and Educational Visits Coordinator (EVC), will:

- monitor the quality and consistency of visit planning and documentation
- review evaluations and incident reports





- ensure that safeguarding remains central to all visits
- identify any training or support needs for staff

Where concerns are identified, appropriate action will be taken to strengthen practice.

Pupil Voice and Feedback

Where appropriate, pupils will be supported to reflect on their experiences of educational visits.

This may include:

- discussion with staff
- informal feedback
- structured reflection activities

Pupil voice is used to:

- inform future planning
- identify what supports engagement and regulation
- promote a sense of inclusion and ownership

Policy Review

This policy will be:

- reviewed annually by the Headteacher (or delegated senior leader)
- reviewed earlier where:
 - there are significant incidents
 - safeguarding concerns arise
 - guidance or legislation changes

The review process will take into account:

- staff feedback
- visit evaluations
- incident and safeguarding data
- best practice guidance

Continuous improvement

Storybrook is committed to a culture of continuous improvement and will consider this in any reviews.

Monitoring and review processes are used to:





- strengthen safeguarding practice
- improve consistency across staff
- enhance the quality of educational experiences
- ensure that all pupils can access visits safely and successfully

Monitoring and review is not a standalone process but an integral part of the school's safeguarding culture, ensuring that all educational visits remain safe, purposeful and responsive to the needs of pupils.

Records relating to educational visits, including risk assessments and evaluations, will be retained in line with school record-keeping procedures.

11. Links to other policies

This Educational Visits Policy should be read in conjunction with other key Storybrook policies. Together, these documents ensure a consistent, safeguarding-led approach to supporting pupils both on and off site.

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- SEMH Policy
- Health and Safety Policy
- First Aid Policy
- Managing Pupils with Medical Conditions Policy
- Staff Code of Conduct
- Staff Handbook

These policies collectively ensure that educational visits are planned and delivered in a way that is safe, consistent and reflective of Storybrook's safeguarding, SEMH and relational approach.





Appendix 1. Storybrook educational visit planning form

Visit title:

Visit leader:

Date of visit:

Time (departure & return):

Location/ venue:

Type of visit: (Local/ day/ residential/ other)

Purpose of visit

- Curriculum link:
- SEMH / therapeutic outcomes:

Pupils attending

Name	Year	Key needs (SEMH/SEND/medical)	Risk level (Low/med/high)
Child A	Year 1	ASD, sensory processing disorder...	Medium

Staffing

Name	Role	First aid trained (Y/ N)	Key responsibilities

Staffing ratio (and justification):

Transport arrangements

- Type of transport:
- Provider (if external):
- Departure point:





- Safety arrangements:

Visit activities

Outline of activities planned:

SEMH considerations

- Known triggers:
- Regulation strategies:
- Safe spaces identified:
- Transition planning (before/during/after):

Safeguarding considerations

- DSL contact details:
- Communication plan:
- Supervision arrangements:

Medical needs

- Pupils requiring medication:
- First aid arrangements:

Risk assessment attached: YES / NO

Parental consent obtained: YES / NO

Approval

The level of approval required will be proportionate to the level of risk, with higher-risk or residential visits requiring additional scrutiny by senior leaders.

Visit leader signature:

EVC/SLT approval:

Headteacher approval:





Appendix 2. Storybrook SEMH-Specific risk assessment template

Visit:

Location:

Date:

Completed by:

Risk assessment table

Hazard	Who might be harmed	Risk level (low/ med/ high)	Control measures	Additional strategies	SEMH residual risk

SEMH-specific risk considerations

A. Emotional regulation

- Identified triggers:
- Early warning signs:
- De-escalation strategies:

B. Behaviour risks

- Risk of dysregulation: YES / NO
- Strategies in place:

C. Absconding risk

- Identified pupils:
- Control measures (e.g. staffing, positioning):

D. Sensory needs





- Noise/ crowd sensitivity:
- Planned adjustments:

Medical risks

- Details:
- Control measures:

Emergency planning

- Emergency contact numbers:
- Nearest medical facility:
- Procedure in event of incident:

Dynamic risk assessment

Staff must continuously assess risk during the visit and adapt accordingly.

Sign-Off

Visit Leader:
EVC / SLT:





Appendix 3. Storybrook Primary SEMH School parent/ carer consent form for educational visits

Pupil Name:

Class:

Visit Details

Visit Title:

Date:

Location:

Departure/Return Time:

Activities

Brief description of activities:

Transport

Details of travel arrangements:

Medical Information

Please provide details of any medical conditions, allergies, or medication:

Emergency contact details

Primary contact:

Phone Number:

Secondary contact:

Phone Number:

Consent

I give permission for my child to:

- Attend the above educational visit
- Receive first aid if required





- Receive emergency medical treatment if necessary

YES

Additional permissions

(If applicable)

I give permission for photographs to be taken

I give permission for my child to travel by minibus / public transport

Parent/carer signature

Name:

Signature:

Date:





Appendix 4. Storybrook staff Briefing Checklist

Educational visits

Visit:

Date:

Visit Leader:

Pre-visit briefing completed: YES / NO

1. Visit overview

- Purpose of visit explained
- Itinerary shared
- Roles and responsibilities clarified

2. Pupils

- Pupil list reviewed
- SEMH needs discussed
- Key triggers and strategies shared
- High-risk pupils identified

3. Safeguarding

- DSL contact details shared
- Reporting procedures confirmed
- Supervision expectations clarified

4. Behaviour expectations

- Agreed approaches (consistent with school policy)
- De-escalation strategies reviewed
- Boundaries and expectations clear

5. Risk assessment

- Key risks explained
- Control measures understood
- Staff aware of dynamic risk expectations





6. Medical & first aid

- First aider identified
- Medical needs reviewed
- Medication checked and assigned

7. Emergency procedures

- Emergency contacts shared
- Lost pupil procedure explained
- Incident reporting process confirmed

8. Logistics

- Transport arrangements confirmed
- Timings agreed
- Equipment/resources checked

Staff Sign-Off

Name:

Signature:

