

The NEST
alternative
provision
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Trips & Visits Policy

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Policy aims

A vibrant and essential part of learning is leaving the usual learning environment and safely exploring the wider world. Opportunities to access trips and visits should be open to all learners equitably according to their individual access needs. Trips and visits can promote vital learning in all 5 of our key learning areas (life, community, self-care, creative, academic) and we aim to offer as many experiences as we can that allow learners to develop their skills. This policy covers all off-site (see Appendix A: Trip Matrix and Appendix B: Site map) trips and visits organised through the NEST and outlines the responsibilities and processes put in place to ensure:

- Equitable access for all. This includes providing communication tools, ensuring physically accessibility, applying a decolonial lens in planning
- No cost to caregivers except for spending money. This can support learners to gain experience in fund raising and budgeting.
- Learners are included in planning and caregivers are consulted.
- The experience as safe as possible for all members of NEST community as well as members of the public

Links to legislation and guidance

This policy has been written in compliance with the following legislation and guidance:

- [Health & Safety at Work Act etc. 1974 and associated regulations](#)
- [Health and Safety \(First Aid\) Regulations 1981](#)
- [Equality Act 2010](#)
- [School trips, 2011 HSE guidance](#)
- [Health and safety on educational visits, 2018, DfE guidance](#)

Associated policies and further reading

This policy should be read in conjunction with the following associated policies and documents:

- Absence & Absconding Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy
- Community Contract
- Health & Safety Policy
- Medication Policy

Roles and Responsibilities

Directors

The Directors are responsible for the ultimate safety and accessibility of trips and visits. It is their responsibility to ensure trips and visits have:

- Sufficient safety measures during approval process
- Appropriate educational purpose
- Sufficient numbers of trained and vetted staff
- Clear processes for planning, consulting, briefing, recording, approving and evaluating visits.

See Health & Safety Policy for more information.

Health and Safety Lead

The Health and Safety Lead must minimise the risk of harm of trips and visits. It is their responsibility to:

- Complete (with trip planner) and store risk assessments for all trips
- Attend preliminary visit with trip planner
- Ensure reasonable precautions are taken for the safety of all people potentially impacted by a trip or visit
- Record and analyse trip health and safety information (including incidents)

See Health & Safety Policy for more information.

Trip planner

The member of staff planning the trip has overall responsibility for the trip they are planning. It is their responsibility to:

- Research the location, transport and activities relevant to a trip
- Be the point of contact for learners, staff and caregivers
- Conduct preliminary visit where practicable (with HSL)
- Complete risk assessments with HSL (including individual medical needs)
- Conduct dynamic risk assessments for emerging situations
- Create realistic contingency plans
- Ensure equitable access – including managing fund-raising
- Follow processes and checklists
- Ensure everyone has sufficient time to prepare for a trip
- Provide those who need it with communication tools
- Brief caregivers, learners and staff – including emergency procedure
- Obtain approval from both Directors

- Inform caregivers and gather consent
- Seek feedback and evaluate trips when they are completed, sharing learning from the process

See Appendix A for Trips Matrix, Appendix C for Trip Checklist.

Staff

Supporting staff on a trip are responsible for following trip protocols around the safety and access of all participants. It is their responsibility to:

- Be familiar and comply with this policy
- Be familiar with any individual risk assessments for learners
- Assist trip planner ensuring H&S and welfare of learners
- Know and complete their roles while on the trip

Learners

As part of the Responsibilities And Privileges system learners have responsibilities for themselves on trips. It is their responsibility to:

- Listen and follow instructions from staff
- Show awareness of behaviour expectations
- Demonstrate social responsibility and respectful behaviour
- Avoid unnecessary risks
- Inform staff of significant hazards

See Community Contract for RAP system details and general behaviour expectations.

Caregivers

Caregivers have a responsibility to help the NEST keep their learners safe. It is their responsibility to:

- Inform staff of any medical, psychological or physical condition relevant to the trip (if not already known from general admission information)
- Confirm the emergency contact number on file for their learner is suitable for the time and date of the trip
- Sign the consent form
- Attend briefings/read emails
- Raise any concerns to trip planner, in a timely manner if possible

See Admissions Policy for information collected on admission.

Community voice

We value lived experience at the NEST, and we believe that centring the voice of lived experience is a route to better care. The insight of learners, caregivers, staff and collaborators are invaluable in shaping an environment of trust, collaboration and co-ownership. Intentionally prioritising the perspective of learners and caregivers supports educator understanding of learner needs and can empower learners to contribute to meaningful decision making and to take an active role in their learning. Valuing staff and collaborator feedback can facilitate closer co-working and productive communication.

Learners will be central to deciding and planning trips. Since many trips will require them to fundraise to cover the cost of the trip their buy in is essential to the success of any trip. Caregiver input and suggestions will be taken onboard.

Processes

Planning trips and visits

The most important part of ensuring the safety of everyone impacted by a trip or visit happens before leaving. The trip planner must ensure that the checklist (Appendix C) is fully completed by the time a trip begins.

Choosing trips

Occasionally a trip may address one learning target (e.g. to improve group cohesion after a period of group tension by doing a collaborative or mildly competitive, fun activity like mini golf or clay café). More commonly, a trip will address several different learning outcomes (e.g. travel independence, confidence interacting with strangers in shops or food establishments, natural sciences, awareness of natural environment). Where possible, all 5 key subject areas should be considered when choosing trips.

Learners may also suggest trips or visits. It is the trip planner's duty to ensure that the trip will not include unproductive elements, e.g., opportunities to exclude a specific learner, bias relating to personal differences, colonial overtones. Learners should be encouraged to be involved in all the elements of planning and decisions. Inclusion and accessibility will be emphasised and discussed transparently with learners throughout planning.

Research

The trip planner must research thoroughly (including learners where appropriate) every element of the trip: transport, activities, organisations, locations, timings, risks. This will include:

- Online research

- Contacting relevant organisations part of the trip
- Preliminary visit where feasible and necessary with HSL when possible. Where possible this should be conducted at a time that the location would be as busy as it would be at time of the trip
- Seeking local knowledge for outdoor activities like suitable paths, safe access to areas of natural significance
- Checking weather forecasts/trends for time of year where relevant

Minimising risk

Risk Assessing

The trip planner completes a risk assessment (see Health and Safety Policy) with assistance from the HSL who signs it off and passes it to Directors for approval. This risk assessment is circulated to all staff attending the trip and made available to caregivers on request.

Any learners with individual risk assessments due to additional medical or access needs will have an individual trip risk assessment consulting the relevant learner throughout. Contingencies will also be risk assessed and the programme should not be deviated from without clear justification.

Contingencies

In the real world, plans can be changed due to a wide range of uncontrollable factors so for every step, a contingency must be in place. Where possible itineraries will be flexible in case of unforeseen circumstances and to allow all activities to be risk assessed before the trip.

Where relevant emergency procedures should be practised (such as evacuation or getting separated drills). If travelling out of Reading, local A and E located as part of planning procedure.

Transport and Travel

Where possible, public transport will be used to attend trips. Where it is not possible (for distance or location) a professional service will be hired with the relevant certification, safety procedures and reputation to be able to transport the group on a trip. The driver is responsible for any load and must leave the doors unlocked while carrying passengers. For longer journeys comfort breaks must be planned with contingencies for unexpected toilet breaks. While using public transport, the rules of conduct on that transport will be observed (not moving on a moving bus, holding handrails, wearing seatbelts).

Emergency Procedures

If a vehicle needs to stop in an emergency learners and staff should remain together until assistance arrives. The trip planner should normally evacuate the group and move to a position of safety, well away from moving traffic.

Communication

All stakeholders must be given information in an accessible way to ensure that everyone is aware of what the trip will entail. This includes itineraries shared with caregivers (Appendix D Information for Caregivers) and briefings (particularly in cases of additional informed consent being sought – See Appendix A). Caregivers and learners must be given sufficient time to prepare for trips including fund-raising, changes to normal routines and spending money acquisition.

Briefing

All learners must have access to the NEST phone number which will reach staff in case of an emergency. Where relevant, mapping software will be used to highlight rendezvous locations on a trip. This is when the itinerary and expectations can be set and explained as necessary. It is also a time to ensure learners understand what they are meant to have with them during the trip and give them a chance to practice emergency procedures somewhere familiar. To minimise risk of getting separated, cards with NEST contact information can be distributed, a buddy system put in place and allocations to staff shared. Any expected risks can be explained and mitigation measures outlined. In pre-departure briefings equipment and clothing can be checked for suitability for the activity.

Emergency contacts and phone trees

All caregivers should have access to the NEST number for contact in case of emergency and staff should all have access to the learners' emergency contacts. Where there are larger groups of caregivers a phone tree should be employed to share information in case of emergency.

Supervision

Supervision will never be at a lower ratio on a trip or visit than onsite at the NEST. Several factors (below) could increase the level of supervision but minimum levels for different types of trips are included in Appendix A.

- Sex, age and ability of learners
- Individuals with additional support or medical needs
- Level of inherent risk in the location or planned activities
- Experience of staff in off-site supervision, or with specific activities
- Length and method of journey

- Type of accommodation (where relevant)
- Facility requirements (where relevant)
- First Aid cover

Where this requires more supervisors than available staff, volunteers holding a valid enhanced DBS and vetted may make up the number.

Approval

Both directors must check that all trips conform to the standards of the NEST including consideration of:

- Educational aims
- Decolonial, ethical, equitable
- Emergency protocols
 - Contacts
 - Procedures
- Staff sufficient
 - First Aid
 - Specialist
- Risk assessments and control measures

Conducting trips and visits

Dynamic Risk assessing

Throughout the visit the trip planner must continue to dynamically risk assess situations as they arise. The HSL can help the trip planner to prepare for this and the option of completing a L1 Health and Safety qualification. If the plan must be deviated from outside of planned contingencies this is the first line of defence against needless incidents.

Checking in

Staff must keep in open communication with other staff and learners when on a trip. This can include for bigger groups headcounts and count off practices as well as briefings at the beginning of a trip and at transitional periods (e.g. before getting off a bus). Learner counts must happen before leaving a location. A list of learners should be carried by all staff. When arriving at a new location, staff and learners will agree a rendezvous point should they become separated. Learners briefed on what to do if they become separated before setting off for the trip.

Emergencies

In cases of emergency the order of priorities is:

- Assess the situation

- Safeguard the group
- Call emergency services
- Attend to casualties
- Inform

See Appendix E for emergency procedure guidelines

First Aid kit

For trips where a First Aid kit can be presumed (e.g. locations: public attractions, wildlife parks, theatres; transport: public transport, private coach) plasters and alcohol wipes will be carried. For trips where more than 30 minutes can be expected to pass without access to another First Aid kit, staff will bring a full First Aid kit (see Appendix F for contents) and at least one trained First Aider.

Accidents and incidents

Any accidents and incidents on trips will be reported and recorded in line with the Health & Safety Policy for analysis by the HSL.

Record keeping and information sharing

A digital trip log is kept for each trip including all the relevant paperwork, feedback and financial records. Any identifying information (such as emergency contacts) will be removed after the trip.

Training

Staff training, learning and development are highly encouraged and facilitated by the NEST. All staff are expected to complete minimum training requirements as outlined in our Staff Training Plan and additional learning and related continued professional development are strongly supported.

All staff receive induction training delivered both internally and externally. Induction training includes the following topics relevant to trips and visits:

- Keeping Children Safe in Education – parts 1 & 5 and annex A & B
- NEST Responsibilities and Privileges system
- NEST Community Contract
- Read DfE and HSE guidance linked above
- This policy

The trip planner will also ensure at least 1 member of staff attends who has completed additional pertinent training:

- First Aid Training
- Health and Safety Training

All staff training is logged and stored in our staff records. Refresher courses are facilitated according to best practice.

Review

This policy will be reviewed annually at a minimum. Updated policies will be made available locally and on our website (www.thenest-ed.uk). Ad hoc amendments will be made as new information becomes available and to align with any legislative changes as they arise. Stakeholder feedback, particularly that of learners and caregivers, will be invited and incorporated as much as is practicable. Where quantitative data are available these will be analysed and embedded in policies updates.

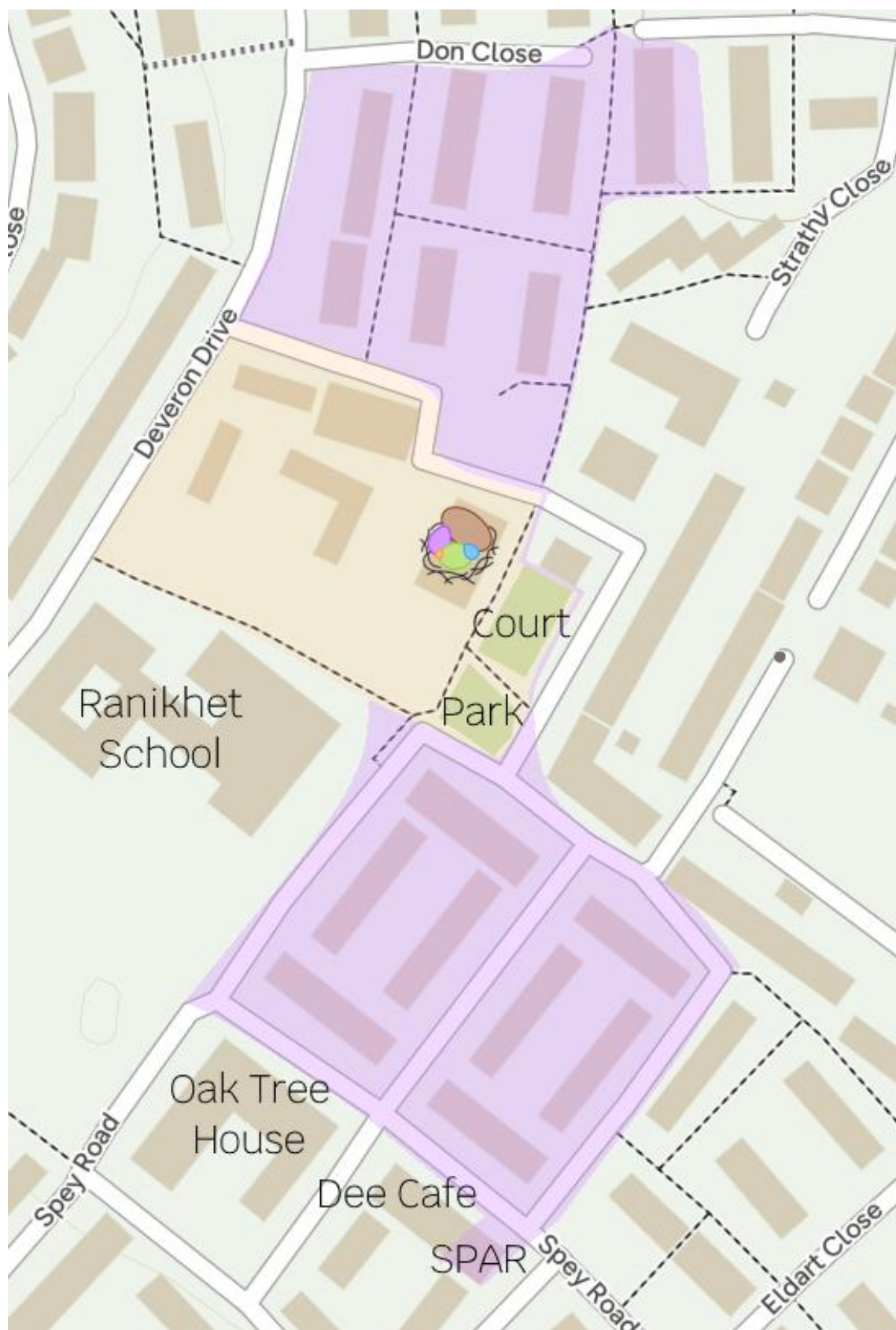
After trips, learners will be asked key questions linked to skills development and these data will be analysed for where trips could be improved or successes repeated.

Appendices

Appendix A – Trip Matrix

Type	Example	Consent required	Min. staff ratio
Direct learning area	Playpark, basketball court, skate round building, run lap of hoardings	Induction blanket caregiver consent	Not directly supervised – visible from Dee Space
Ad hoc supervised local area	Nature walk, shop at lunch, local park or outdoor gym		1:4
Local area unsupervised	Going to the shop at lunch, walk to “the stairs”, walk round the estate	Additional caregiver consent after demonstrating their responsibility	Not directly supervised
Low risk trips	Museum, theatre, wildlife park, leisure centre, historic, cultural sites	Caregiver consent on a trip-by-trip basis	1:3
Trips with increased risk	Trampolining, water-sports, climbing, karting	Specific waiver/consent according to provider regulations	1:2

Appendix B – Map of Site



Appendix C – Trip Checklist

- ☐ Trip planner
- ☐ Purpose
- ☐ Risk Assessment – written, approved, printed and brought
- ☐ Location
- ☐ Venue – has site visit?
- ☐ Equipment, clothing for weather and activities
- ☐ Transport – communication about delay or early
- ☐ Food – allergies and preferences – relevant?
- ☐ Contact lists – caregivers list and trip list emergency contacts
- ☐ Contingencies and emergencies
- ☐ Programme – made available to learners and caregivers
- ☐ Specific learners – individual risk assessment, medication, allergies
- ☐ Staff – DBS, briefed, assigned to learners, ratio
- ☐ Risky activities – What are they Advice sought?
- ☐ Finance and insurance
- ☐ Follow up planned – admin and welfare and feedback
- ☐ Approval from director
- ☐ Learner and caregiver briefing
- ☐ Caregiver consent

Appendix D – Information for Caregivers

- Timeline of events including locations
- Date
- Objectives
- Method of travel
- Emergency contact procedures and trip planner and staff names
- Insurance details where relevant
- Clothing/footwear etc to be taken (prohibited items)
- Spending money guidance
- Code of conduct

Appendix E – Emergency guidelines

- Assess the nature and extent of the emergency.
- Make sure all group members are safe from danger and are looked after.
- Member of staff to call for relevant emergency services. They will want:
 - Precise location
 - Description of the accident
 - Time of the accident
 - Number of casualties (then details of each casualty)
 - Nature of injuries

- Total number in the group
- Your telephone numbers
- Render first aid and attend to any casualties.
- Supervise and support the group and arrange for the return to base.
- Begin emergency contact protocol (e.g. activate phone tree, call activity).
- If learners taken to hospital, they are accompanied by a member of staff with all relevant medical information. The rest of the group needs sufficient supervision if this happens.
- Check in with staff and learners and that they know what they need to be doing. Revise and re-allocated as necessary.
- Record:
 - Location, time, date of incident
 - Type of incident
 - Names of casualties and details of their injuries
 - Names of others involved
 - Action taken so far
 - Actions planned next (by whom)
 - Written account of incident
 - Any vital evidence
- Notify insurers if necessary
- Complete accident report as soon as possible
- Avoid interacting with media if relevant

Appendix F – First Aid Kit Contents

A minimum of equipment in a first aid kit should include:

- Guidance card giving general first aid advice
- Plasters in a variety of different sizes and shapes
- Small, medium and large sterile gauze dressings
- Triangular bandages
- Crepe rolled bandages
- Safety pins
- Disposable sterile gloves
- Tweezers
- Scissors
- Alcohol-free cleansing wipes
- Sticky tape
- Cream or spray to relieve insect bites and stings
- Burn gel
- Antiseptic cream
- Distilled water for cleaning wounds
- Eye wash and eye bath