



St Stephen's Tockholes CE Primary School  
*'Small enough to care, big enough to inspire'*

## 'Your establishment's' Off-site Visits Policy

(A model policy for establishments/services in Blackburn with Darwen)

Enter school/service name here and delete as appropriate.



**BLACKBURN**  
with  
**DARWEN**  
BOROUGH COUNCIL

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## 1. Importance of Off-site Visits

We believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes *St Stephen's Tockholes CE Primary School* a supportive and effective learning environment.

Supporting Off-site visits and Adventurous Activities across the school is a key driver in engaging, inspiring and enthusing young people, enabling learning and development through real life experiences and helping all our young people to realise their potential. The school remains committed to promoting such experiences and recognises the impact and value they can have on children and young people's learning and development.

The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty
- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Students are active participants not passive consumers and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## 2. Purpose, Status & Remit

This document outlines St Stephen's Tockholes CE Primary School's policy and procedures for Off-site visits. It includes the use of standard operating procedures and generic risk assessments for local, routine visit in order to reduce bureaucracy and help support staff to manage visits in a simple and effective way. The level of planning should be proportionate to the complexity of the visit.

Any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy. This excludes local, routine sports fixtures and off-site swimming lessons where separate policies and procedures are in place (eg the BwDBC School Swimming Policy). Where no policies and procedures are in place for such activities then this policy should be followed.

All staff are required to plan and execute visits in line with this policy. Staff are particularly directed to be familiar with the roles and responsibilities of key staff.

This policy must be approved by Governors and should be reviewed on an annual basis or when required in response to any incident or lessons learned.

### 3. BwDBC Requirements for Off-site Visits & Adventurous Activities and OEAP National Guidance

St Stephen's Tockholes CE Primary School adopts the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#) which is available in the 'Guidance' section on the BwDBC EVOLVE website.

All staff are required to plan and execute visits in line with the 'BwDBC Requirements for Off-site Visits and Adventurous Activities'.

The 'BwDBC Requirements for Off-site Visits and Adventurous Activities' is underpinned by the National Guidance [www.oeapng.info](http://www.oeapng.info).

### 4. EVOLVE

EVOLVE ([www.blackburnvisits.org](http://www.blackburnvisits.org)) is the web based planning, notification, approval, monitoring and communication system, used by BwDBC.

All staff leading or accompanying visits should have an EVOLVE login giving access to the BwDBC EVOLVE website. Staff requiring a login should see the EVC (Educational Visits Coordinator) who is able to set up logins for staff.

Staff should see the section in this document named 'Types of Visits' for details of what needs to be recorded on EVOLVE.

All relevant BwDBC guidance is available on EVOLVE.

### 5. Roles and Responsibilities

#### 5.1 Visit Leaders

Visit Leaders are responsible for the planning of visits but should involve both accompanying staff and the children in this process.

Staff must not sign any contracts; enter into any agreements; pay any money or deposits; or advertise visits with pupils/ young people until outline permission has been obtained from the Head Teacher/ Senior Manager.

Staff must make appropriate checks of any third party providers.

Visit Leaders should refer to:

- Section 5.1 of the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#)
- The [Visit Leader Checklist](#) from the National Guidance

#### 5.2 EVC (Educational Visits Coordinator)

The lead EVC is currently Miss Melissa Bolton overseen by the Acting Headteacher (s) and Executive Headteacher. Mrs Karen Riding is the administrator for EVOLVE in school.

Date of the last EVC training course attended :  
**In house training led by Andy Lavin 19.11.2015.**

(This should be within the last 3 years - the EVC should attend a full BwDBC EVC training day, and thereafter attend EVC update training at least once every 3 years.)

The EVC will support and challenge colleagues over visits. They are the first point of call for advice on visit related matters. The EVC will check final visit plans before submitting them to the head/senior manager for approval.

The EVC should refer to:

- Section 4 of the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#)
- The [EVC Checklist](#) from the National Guidance

### 5.3 The Head Teacher/Senior Manager

The Head Teacher has responsibility for monitoring and final approval of all visits.

The Head Teacher should refer to:

- Section 5.3 of the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#)
- The [Head or Manager Checklist](#) from the National Guidance

### 5.4 The Governors

The Governors will be informed of Level 1 and Level 2 visits on a termly/annual basis. They will be informed of/ asked to approve in principle all Level 3 visits prior to them taking place. Visits are included on the agenda of Governor meetings allowing Governors to fulfil their role as 'critical friend' in the scrutiny of all visits and in particular Level 3 visits.

Governors will review and approve this policy on an annual basis and will maintain an overview and monitoring role to ensure that all visits are carried out in accordance with this establishment policy and the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#) .

The Governors should refer to:

- Section 5.4 of the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#)
- The [Management Board and Governor Checklist](#) from the National Guidance
- The [Member of a Management Board or Governing Body - responsibilities](#)

## 6. Staff Competence

We realise that staff competence is the single most important aspect of safe visit management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role
- Supervision by Senior staff of more complex visits where appropriate
- Regular CPD for all staff involved with visits, including: risk management, emergency procedures, visit leader training, group management, first aid

In deciding whether any member of staff is competent to be a visit leader the head teacher will take into account the following factors:

- Level of relevant experience
- Any relevant training undertaken (including any relevant qualifications – eg hill walking)
- The emotional and leadership ability of any prospective visit leader to make on-going risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

Accompanying staff should have clearly defined roles, be involved in the planning process and be competent to carry out the roles to which they are assigned.

## 7 Types of visits

There are three types of visits:

- Level 1
- Level 2
- Level 3

See the table below for further details.

## 8 Visit planning and Approval

Table 1	Definition of visit	Do these visits need to be recorded on EVOLVE?	Approval process
Level 1	<p><b>Local, routine, low risk</b> (Please see the Level 2 definition to help clarify. If in doubt then count it as a Level 2)</p>	<p><b>No</b></p> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• <b>EV1 Form</b> (or similar)</li> <li>• One-off ‘whole time at establishment consent’ (or at least annual consent)</li> <li>• generic risk assessment (Reducing paper work while maintaining a proportionate level of planning)</li> </ul> <p>Some schools may decide to record all visits on EVOLVE including Level 1 visits.</p>	<ul style="list-style-type: none"> <li>• <b>MUST BE SUBMITTED 7 DAYS BEFORE THE VISIT</b></li> <li>• Although all visits should be part of a planned programme it is recognised that some visits may need to take place at short notice, alternatively blanket approval may be appropriate for certain types of visits – please see the EVC for further details</li> <li>• Provisional agreement should be obtained from the Headteacher before any commitment is made</li> <li>• <b>EV1 Form (one page Visit Form for Level 1 Visits) completed by Visit Leader and submitted to EVC with all planning documentation</b> (or alternatively complete visit form on EVOLVE - in accordance with school policy)</li> <li>• <b>Checked and submitted by EVC</b></li> <li>• <b>Approved by Headteacher (delegated approval from LA)</b></li> </ul>
Level 2	<p><b>Out-of-borough</b> (Any visit involving travel outside Blackburn with Darwen)</p> <p><b>Or</b></p> <p><b>In-borough trips that are of a more complex nature</b> (eg large scale sponsored walk; night time theatre visit; involvement in a large scale public event/gathering)</p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• <b>MUST BE SUBMITTED 14 DAYS BEFORE THE VISIT</b></li> <li>• Provisional agreement should be obtained from the Headteacher before any commitment is made – Schools/Services may wish to use the <a href="#">Visit Proposal Form (VPF)</a> (or something similar)</li> <li>• Visit Form completed on EVOLVE by Visit Leader</li> <li>• All planning documentation must be attached to the Visit Form on EVOLVE (Including: itinerary, any specific risk assessments, parental info letters, parental meeting presentations, any info from providers, any other relevant info)</li> <li>• <b>Checked and submitted by EVC</b></li> <li>• <b>Approved by Head/Manager (delegated approval from LA)</b></li> </ul>
Level 3	<p><b>Overseas Residential Adventurous</b></p>	<p><b>Yes</b></p>	<ul style="list-style-type: none"> <li>• <b>MUST BE SUBMITTED 6 WEEKS BEFORE THE VISIT</b></li> <li>• Provisional agreement should be obtained from the Headteacher before any commitment is made – Schools/Services may wish to use the <a href="#">Visit Proposal Form (VPF)</a> (or something similar)</li> <li>• Visit Form completed on EVOLVE by Visit Leader</li> <li>• All planning documentation must be attached to the Visit Form on EVOLVE (Including: itinerary, any specific risk assessments, parental info letters, parental meeting presentations, any info from providers, any other relevant info)</li> <li>• <b>Checked and submitted by EVC</b></li> <li>• <b>Authorised by Head/Manager</b></li> <li>• <b>Approved by Local Authority</b></li> </ul>

## 9 Planning a visit – the visit leader’s job list

Table 2	Planning a visit – the visit leader’s job list
All visits	<p><b>The visit leader will ensure the following steps are completed for all visits:</b></p> <ul style="list-style-type: none"> <li>• Obtain provisional agreement from the Headteacher before any commitment is made</li> <li>• Funding arrangements and charging policy agreed</li> <li>• Where practicable a pre-visit should be carried out to check suitability, gather information and to inform risk assessment and planning</li> <li>• Ensure the visit:               <ul style="list-style-type: none"> <li>○ Has clear learning outcomes</li> <li>○ Has activities appropriate to the group</li> <li>○ Is planned to maximise benefits to the children while managing significant risks</li> <li>○ Has effective supervision in place/ is appropriately staffed</li> <li>○ Has a designated deputy leader</li> <li>○ Complies with the safeguarding policy</li> </ul> </li> <li>• Record the visit plan on the <b>EV1 Form or on EVOVLE</b></li> <li>• The school’s Generic Risk Assessment for Off-site visits (see Appendix 1) must be implemented by staff for all visits. Where there are any additional significant risks they should be included in an Event Specific Risk Assessment, recorded on the EV5 Form and attached to the visit form <b>(EV1 or on EVOLVE)</b> - see Section 7.4 of this document.</li> <li>• Involve all staff in reviewing and writing the risk assessment and the planning</li> <li>• Involve children in the planning of the visit, and how it will be managed, wherever possible</li> <li>• Ensure parents are kept fully informed</li> <li>• Ensure appropriate consent is in place. ‘Blanket’ consent for Level 1 visits (annual or ‘life at the school’ consent). Specific consent for Level 2 &amp; Level 3 visits.</li> <li>• Plan and execute the visit in accordance with the ‘BwDBC Requirements for Off-site Visits and Adventurous Activities’.</li> <li>• Ensure all other staff, accompanying adults, children and any external provider are:               <ul style="list-style-type: none"> <li>○ Fully briefed about their roles and responsibilities during the visit</li> <li>○ Know what to do in the event of an emergency</li> <li>○ Are given information they need about individual pupil needs</li> </ul> </li> <li>• Fully brief the base contact back at school and ensure they have access to/copies of all relevant information</li> <li>• Make suitable checks on any external providers. Where possible use providers with the <b>Learning Outside the Classroom Quality Badge</b> (see BwDBC Requirements for Off-site Visits &amp; Adventurous activities – Section 13.12)</li> <li>• Refer to <a href="#">Visit Leader Checklist</a> from the National Guidance</li> </ul>
Level 2 & Level 3	<p>All of the above bullet points apply (from the ‘All visits’ section) as well as the follow points:</p> <ul style="list-style-type: none"> <li>▪ All Level 2 &amp; Level 3 visits must be entered and approved on EVOLVE</li> <li>▪ Specific parental consent is required for Level 2 &amp; Level 3 visits</li> <li>▪ All relevant information must be included. The following (where applicable) must be attached to the EVOLVE Visit Form:               <ul style="list-style-type: none"> <li>○ Itinerary</li> <li>○ Event-specific Risk Assessment/s (as required)</li> <li>○ Information provided to parents/pupils</li> <li>○ Parents meeting presentation (where applicable)</li> <li>○ Copy of EV4 Provider Form (Only required if the provider <b>does not</b> hold an LOTC Quality Badge)</li> <li>○ Any other relevant information</li> </ul> </li> </ul> <p>This information must be available to view on EVOLVE before approval is granted.</p>
Required for all visits	<ul style="list-style-type: none"> <li>▪ Visit Leader holds the following:               <ul style="list-style-type: none"> <li>○ List of staff and young people on visit</li> <li>○ EV7 Emergency card (including 24hr Emergency Contact details where appropriate)</li> <li>○ First Aid kit</li> <li>○ Any other relevant documentation/items (eg medication/ contact details where appropriate)</li> </ul> </li> <li>▪ Emergency contact (at the base) holds the following:               <ul style="list-style-type: none"> <li>○ List of staff and young people on visit</li> <li>○ EV7, EV8a &amp; EV8b Emergency cards (Including Visit Leader contact details while on the visit)</li> <li>○ Any other relevant documentation (eg medical/ contact details)</li> <li>○ And should have 24/7 access to all Visit details and documentation</li> </ul> </li> </ul>



## 10 Guidance for Visit Leaders

All Visit Leaders should be familiar with the 'Specific guidance for your role' (for Visit Leaders) which can be found by accessing the [OEAPNG website](#) and selecting the Visit Leader role on the right hand side of the page. This will bring up all relevant documents for the role of Visit Leader.

The following OEAP documents may be of particular interest and can be found in the 'Specific guidance for your role' (for visit Leaders) section on the OEAPNG website.

- Visit or Activity Leader Responsibilities
- Visit Leader Checklist
- Group Management and Supervision
- Good Practice Basics
- Ratios and Effective Supervision

## 11 Parental Consent

Staff must ensure that appropriate consent is in place:

- 'Blanket' consent for Level 1 & Level 2 visits (annual or 'life at the school' consent).
- Specific consent for Level 2 & Level 3 visits and for visits that extend beyond the school day.

## 12 Risk Management

The school's **Generic Risk Assessment for Off-site visits** (see Appendix 1) must be implemented by staff for all visits. Where there are any additional significant risks they should be included in an **Event Specific Risk Assessment**, recorded on the EV5 Form and attached to the visit form (EV1 or on EVOLVE).

### Level 1 Visits

It is expected that routine, low risk visits (Level 1 visits) will be managed using the **generic risk assessment**.

For Level 1 visits, a routine check of the generic risk assessment to make sure the precautions remain suitable and sufficient is all that may be required. Where additional factors apply such as a group with unusually challenging behaviour; extreme weather; an inexperienced leader; then an event-specific risk assessment may be required to cover any additional issues.

### Level 2 & Level 3 Visits

For Level 2 and Level 3 (more complex) visits an event-specific risk assessment must be considered. Any additional significant issues must be recorded along with appropriate control measures. There is no need to repeat any issues already covered adequately on the generic risk assessment.

Please note any additional risk assessment must be attached to the EV1 or EVOLVE visit form for monitoring by the EVC and Head/Manager before approval can be given.

### On-going risk assessments

This is what the staff do on a visit to keep the group safe – '*active risk management*'. It involves continuously assessing situations as they unfold and adjusting your response to effectively manage any issues/risks that may arise. This is not a written risk assessment.

All staff are responsible for carrying out effective on-going risk assessments based on competence, experience and common sense. Staff teams must be suitably competent and experienced so that they are able to effectively manage any situations they are likely to encounter on the visit.

### What to consider when carrying out an Off-site visit risk assessment

When considering whether there are any significant risks that need managing it is recommended that staff use the following model:

#### STAGED:

<b>S</b> taffing	(Including competence, experience, ratios, effective supervision)
<b>T</b> imings	(Timings, itinerary, downtime)
<b>A</b> ctivities	(Programme, activities to be undertaken. Who will lead? Adventurous?)
<b>G</b> roup	(Additional needs: learning, behaviour, disabilities, medical. Challenging group?)
<b>E</b> nvironment	(Venue, accommodation, weather, water levels, crowds, other users, culture)
<b>D</b> istance from base	(Including transport arrangements, support systems, residential visits, visits abroad)

#### Procedures for risk management:

1. All staff must be familiar with and use the **Generic Risk Assessment** for all visits.  
(see Appendix 1)
2. Any additional significant risks that are not covered by the generic risk assessment must be recorded on an **Event Specific Risk Assessment** (on an EV5 Form)
3. When completing the risk assessment/ planning the staff should ask the following question:  
***What are the really important things we need to do keep the group safe?***
4. The **On-going Risk Assessment** is really important – this is what the staff do during the visit to keep the group safe (see the Ongoing risk assessment section above)
5. All staff have a responsibility to review risk assessments after every visit, including the generic risk assessment. If there are any issues with the generic risk assessment then staff should bring them to the attention of the EVC immediately.
6. All staff going on the visit should be involved in the planning process which should include the checking and writing of any risk assessments. The visit leader should take the lead with the planning but as a rule should not complete risk assessments on their own. Ideally risk assessments will be the product of discussions between the staff team.
7. Young people should be included in the risk assessment process where appropriate. This can help them learn how to managing risk for themselves.
8. All staff, volunteers and young people must be briefed appropriately regarding the risk assessments prior to departure.
9. Staff only need to record **significant risks**. Risk assessments should be proportionate, simple and easy to use.
10. Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. Visit Leaders should **not** ask for copies of providers' risk assessments. It is appropriate, however, to ask for any information that they publish that is specifically aimed at helping Visit Leaders to manage their visit.

## 13 Monitoring

The role of monitoring is shared between the EVC, the Headteacher, the staff and the Governors. The checking and approval process is a very important part of monitoring and is shared between the EVC, Head and Governors.

Field monitoring is also recognised as important. Staff are encouraged to peer monitor and give feedback to colleagues. In addition the EVC, Head or other experienced senior staff should carry out monitoring visits from time to time in order to support staff and encourage good practice.

Any such monitoring should be intelligently targeted to support staff where appropriate and to identify and share good practice.

## 14 The EV3 Form – The Establishment Self-Assessment Form/ Compliance Checklist

The [EV3 Form](#) will be completed annually by the EVC and Headteacher and will be overseen by the Governors.

A copy will be provided to the Governors.

An electronic copy of the completed EV3 Form will be emailed to the [Education Consultant \(Learning Outside the Classroom\)](#).

Any action points raised by the EV3 Form should form the basis of an action plan and training programme for the coming year. This process can help to fulfil the school's Health & Safety requirements and can help to inform any inspection regime eg Ofsted.

## 15 Induction, training, apprenticeship, succession planning

The EVC must attend a full BwDBC EVC training day, and thereafter attend EVC update training at least once every 3 years.

New staff are trained by the EVC so that they are familiar with the procedures for Off-site Visits as part of their induction. This is included and recorded as part of their induction programme.

All staff should undergo regular training in relation to Educational Visits. This could be on an annual basis and should be at least every 3 years or when significant changes are implemented. The training could be led by the EVC and Headteacher or by the [Education Consultant for Learning Outside the Classroom](#). BwDBC Visit Leader training (Part 1 & Part 2) is available from the [Education Consultant for Learning Outside the Classroom](#) and includes training in risk management, group management, current guidance, visit procedures and EVOLVE.

An apprenticeship model should be used so that inexperienced staff can shadow experienced and competent visit leaders until they are ready to lead visits themselves. This model also allows for effective succession planning.

Training records are kept by the EVC.

Records of any relevant staff qualifications (eg Mountain Leader Award or First Aid qualification) including a scanned copy of the certificate should be saved on the member of staff's profile on EVOLVE. (See Section 16: [BwDBC Requirements for Off-site Visits and Adventurous Activities](#)).

## 16 Assessing venues and external providers

To confirm that all aspects of the operation of the provider are satisfactory, the establishment must ensure that either:

a) The Provider holds an LOTC Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

*or*

b) An **EV4 Provider Form** has been satisfactorily completed by the provider

Note: If a Provider holds an **AALA licence** (and/or any other accreditation) but not an LOTC Quality Badge, then an EV4 Provider Form is still required.

Visit Leaders should not ask for

Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. Visit Leaders should **not** ask for copies of providers' risk assessments. It is appropriate, however, to ask for any information that they publish that is specifically aimed at helping Visit Leaders to manage their visit.

## 17 Volunteers

Volunteers will require a Criminal Record Check if they are involved in a regulated activity. Staff should discuss this with the EVC and the 'Designated Person' (DP) to establish if a check is required. Criminal Record Checks are now carried out by the DBS (Disclosure and Barring service).

Volunteers should be inducted/ briefed and assessed as competent to carry out their assigned role. They will also require supervision by staff.

## 18 Emergency Procedures

The BwDBC Emergency procedures for visits can be found on the home page of the [BwDBC EVOLVE website](#) (select the Emergencies link on the red band).

In the event of an incident staff must use the EV7, EV8a and EV8b – by doing so staff will be led through the correct procedure.

Both the visit leader and the base contact should have 24/7 access to all the details of the visit, including medical and next of kin information for both the staff and the young people.

The visits emergency procedures should key into the school's emergency planning.

## 19 Behaviour

Young people will be expected to follow a code of conduct while on Off-site Visits. Where possible the young people will be involved in setting them up so that they can retain some ownership. On occasions parents may be asked to sign the code of conduct as well.

Careful thought will be required to determine how mobile phones and other electronic devices will be managed if needed. Although at St Stephen's children are not permitted nor need mobile phones in school time.

## 20 Inclusion

The school ethos supports inclusions in all areas of school including visits. We encourage integration through participation with peers.

All visits must comply with the Equality Act 2012.

Staff must plan early to overcome any inclusion issues. Reasonable adjustments must be made to accommodate any young person with disabilities as long as the adjustments don't unduly impinge on the rest of the group.

Expectations of staff must be reasonable, so that what is required of them is within their competence and is reasonable.

Staff should discuss any issues with the EVC, the SENCO and where appropriate the BwDBC SEN Support Team. The views of the young person and the parent/carers should be included in the discussion.

## 21 Insurance

The school holds : School Journey Insurance through BwDBC  
School Insurance arrangements: Zurich Municipal  
Certificate of Employer's Liability No: QLA-07H062-0113  
Valid 01.04.2015  
Expires: 31.03.2016

## 22 Finance

There must be clear procedures for staff to follow including:

- initial approval of financial plans/ costings
- Requirements for accounting, banking and reporting?
- How much contingency to build in and what to do with any excess after the visit
- Management of 'voluntary contributions'/ what to do if you don't get enough money in to break even?
- Any arrangements in place for young people unable to afford a visit

## 23 Transport

We follow the guidance in the Transport section of the BwDBC Requirements for Off-site Visits & Adventurous Activities – Section 13.15.

Please note: Where a school runs a minibus it must have a minibus policy.

## 24 First Aid arrangements

See - [BwDBC Requirements for Off-site Visits and Adventurous Activities](#), Section 13.16

All school staff attending are First response trained. In addition to this qualification, EYFS staff hold the paediatric first aid certificate and the school's registered first aider is: Mrs Karen Riding.

## 25 Appendix A

Add generic risk assessments here – eg standard operating procedures that all staff agree to follow on all educational visits (The following examples of the BwDBC Generic Risk Assessments can be found in the [‘Forms’](#) section of the [EVOLVE website](#))

All staff should review these collectively and have the opportunity to discuss and amend them so they reflect the groups and types of activities undertaken.

They should then be included in the Establishment Policy and become the standard operating procedures which all staff must then work to.

Staff should use the generic risk assessments as a starting point, staff should consider any additional significant issues/risks that may arise and record them on an additional EV5 Form.

For simple visits the Generic Risk Assessment may be sufficient if there are no significant additional issues to consider.

The risk assessments/risk management plan should be discussed by and shared with all accompanying staff/adults.

See ‘Section 13.3 Risk Management’ in the [BwDBC Requirements for Off-site Visits and Adventurous Activities](#) and in particular the subsection on: ‘Making effective use of generic risk assessments’

**GENERIC RISK ASSESSMENT – All visits**

Visit details.....All visit..... Carried out by .....A LAvin..... Date reviewed .....July 2013.....

<p><b>ISSUES</b> (List significant hazards) Consider staff, activities, the group, environment (inc venues), distance</p>	<p><b>HOW TO MANAGE IT</b> What procedures will we have? (Control measures)</p>	<p>PARENTS</p>	<p>STAFF</p>	<p>PUPILS</p>
<p>1. Staffing</p>	<ul style="list-style-type: none"> <li>• Ensure effective supervision is in place - deploying suitably competent/experienced staff and appropriate ratios (there are no fixed ratios – staff ratios should be dictated by the risk assessment based on an assessment of need after considering all the influencing factors such as:                             <ul style="list-style-type: none"> <li>○ The venue</li> <li>○ The activity</li> <li>○ The staff team (experience, competence??)</li> <li>○ The group (age, ability, maturity, behaviour, special needs, medical issues???)</li> <li>○ Distance from base (How easy is it to get support to the staff team in the event of an incident?)</li> <li>○ The environment</li> </ul> </li> <li>• Ensure staff and ratios are appropriate for the specific group/ venue/ activity/ environment etc</li> </ul>			
<p>2. Activities</p>	<ul style="list-style-type: none"> <li>• Ensure that activities are age appropriate and that they appropriate for the ability of the group.</li> <li>• Staff leading activities must be suitably competent and experienced (and where necessary - appropriately qualified – eg canoeing)</li> <li>• Discuss with the visit leader/ provider where necessary.</li> <li>• The visit leader and accompanying staff should directly monitor any activities delivered by a provider to ensure that they appear safe and represent good quality provision. Any concerns should be raised immediately and if the visit leader/ accompanying</li> </ul>			
<p>3. Down time</p>	<ul style="list-style-type: none"> <li>• Ensure effective supervision is in place during any downtime (including lunch times) especially in relation to any specific issues identified (Eg. where there is any access to roads, water, potential falls from height, playgrounds/climbing equipment, busy</li> </ul>			
<p>4. Welfare and wellbeing of young people</p>	<ul style="list-style-type: none"> <li>• Ensure welfare and wellbeing of the young people is considered and supported effectively throughout the visit.</li> <li>• Establishment staff to raise any concerns/issues with instructors/the provider where relevant.</li> </ul>			
<p>5. Additional needs – Learning / behaviour/ medical etc</p>	<ul style="list-style-type: none"> <li>• Ensure that full consideration has been given to any individual/ additional needs and that specific risk assessments and appropriate support are in place where required.</li> <li>• Ensure that any relevant information is shared with establishment staff and instructors/ provider where appropriate.</li> </ul>			
<p>6. Lost young person/ young person separated from group</p>	<ul style="list-style-type: none"> <li>• Avoidance - Ensure effective supervision is in place to prevent this happening.</li> <li>• Split large groups in to small cells and allocate a member of staff to be responsible for each cell</li> <li>• Regular head counts especially before any departures/ after any changeovers</li> <li>• Set clearly defined boundaries</li> <li>• Brief pupils on the itinerary, the supervision arrangements and how the group is going to be managed</li> <li>• Brief pupils on what to do if separated from the group</li> <li>• In a venue or specific area – identify a central meeting point (ensure any expectations are age/ability appropriate)</li> <li>• Where young people carry mobiles then a list of pupil contact numbers should be held by the visit leader (NB – no pupil numbers should be saved on staff personal mobiles – in line with ‘Safer Working Practice’).</li> <li>• Provide pupils with emergency cards with visit leader contact number (mobile), school contact details, venue/hotel contact details – with a note to contact police if these numbers can’t be reached</li> <li>• Brief pupils on who to approach for help if needed (eg stay where you are, don’t wonder off – approach someone in a uniform or someone behind a till – give them the emergency card and ask them to contact the visit leader).</li> </ul>			

7. Environment/venue/weather/ time of year	<ul style="list-style-type: none"> <li>• Consider the venue and any significant issues it may present (including group management in busy public areas and on roads) discuss any such issues with the staff team and young people and ensure they are managed appropriately through effective on-going risk management</li> <li>• Group management on roads (eg walking to venues) should be carefully planned. Set procedures and arrangements should be in place such as: <ul style="list-style-type: none"> <li>○ Group split in to sub groups, with a designated member of staff responsible for each sub group</li> <li>○ Where appropriate the young people can be organised to walk in pairs (2 by 2) – with more mature groups or smaller groups this may not be necessary</li> <li>○ Member of staff at the front, member of staff at the back and other staff deployed in ‘positions of most usefulness’ throughout the group – overseeing their own sub-group where possible</li> <li>○ If possible and if ratios allow it, it is good practice for the Visit Leader <u>not</u> to have direct responsibility for supervising a sub-group so that they can focus on the bigger picture and manage the whole group, they can manage any issues more effectively and support other members of staff as required.</li> <li>○ When walking next to a hazard (eg road/ river or reservoir/ cliff edge/ castle ramparts etc) then the group should be positioned on the safe side with the staff creating a ‘barrier’ or buffer zone between the hazard and the group</li> <li>○ Procedures for crossing roads should be carefully planned and where possible practiced with the young people so that everyone understands the procedure. Where possible ‘green man’ crossing points should be used (although where there is a central ‘island’ the group may need splitting into smaller groups to cross the road). Different crossing techniques may be need in different situations. Staff should be flexible and the group well briefed before any crossing. Staff must consider their own safety as well as the safety of the group.</li> </ul> </li> <li>• Consider weather/time of year/ varying water levels (where relevant) and how to manage – eg appropriate clothing, sun cream, avoid dangerously high water levels, operate well within day light hours</li> <li>• Carefully consider any water margin activities and ensure that effective supervision is in place</li> <li>• Brief the group accordingly</li> </ul>			
8. Distance from base	<ul style="list-style-type: none"> <li>• Consider need for additional staffing or access to additional support if operating a significant distance from base</li> </ul>			
9. Plan B	<ul style="list-style-type: none"> <li>• Ensure that a planned and risk assessed alternative activity/ Plan B is in place where appropriate</li> </ul>			



Visit details.....All visits	<b>GENERIC RISK ASSESSMENT – Transport</b>	Carried out by .....	Date:			
<b>ISSUES</b> (List significant hazards) Consider staff, activities, the group, environment (inc venues), distance	<b>HOW TO MANAGE IT</b> What procedures will we have? (Control measures)			PARENTS	STAFF	PUPILS
Traffic accident Coach	<ol style="list-style-type: none"> <li>10. Coach hired from coach company with good reputation – company’s PSV Operators licence and insurance checked</li> <li>11. Visual check of coach/bus – any concerns should be reported immediately. If there are serious concerns then do not travel.</li> <li>12. Coaches have seat belts which staff ensure are used</li> <li>13. Buses without seat belts are avoided whenever possible and never used on high speed roads</li> <li>14. Effective supervision in place</li> <li>15. Suitable embarkation points used (e.g. coach park, on to wide pavement)</li> <li>16. Close supervision and head counts during any breaks in journey and getting on and off coach</li> <li>17. Code of conduct for behaviour on coach</li> <li>18. Emergency procedures known to staff, what if!</li> <li>19. Adequate ventilation into coach, especially during hot weather</li> <li>20. Bus evacuation procedure for accident or breakdown – ongoing risk assessment – is it safer to stay on or get off??</li> </ol>					
Use of private vehicles	<ul style="list-style-type: none"> <li>• Driver confirms car is insured to carry pupils</li> <li>• Copies of insurance, TAX, MOT held by establishment</li> <li>• Emergency procedures in place</li> <li>• Seatbelts worn at all times</li> <li>• Permission obtained from parents</li> <li>• Communication organised</li> <li>• Confirm pick up and drop off locations</li> <li>• Brief staff with regard to safer working practice</li> </ul>					
Minibus travel	<ul style="list-style-type: none"> <li>• All drivers hold current MIDAS certificate</li> <li>• The guidance detailed in the <i>BwDBC Requirements for Off-site Visits &amp; Adventurous Activities (Minibus section)</i> must be followed</li> <li>• Driver ensures seatbelts are used</li> <li>• Luggage in vehicle securely fastened and clear of aisles (all passengers must have access to 2 exits)</li> <li>• If planning to drive abroad be fully aware of <b>ALL</b> the conditions you need to meet and contact the Education Consultant (Learning Outside the Classroom)</li> <li>• Care always taken in parking in suitable place for disembarkation</li> <li>• Close supervision and head counts during any breaks in journey and getting in and out of bus</li> <li>• Buses with side facing seats not used</li> <li>• Emergency procedure info carried on bus (EV7 and emergency contact details etc)</li> <li>• Ensure effective supervision is in place (normally driver +1)</li> <li>• Plan breaks on longer journeys (at least 15 mins every 2 hours)</li> </ul>					

Service stations and other breaks	<ul style="list-style-type: none"> <li>• Brief pupils: re purpose and timing of stops</li> <li>• How and where to contact staff</li> <li>• Consider routine for supervision on continental travel, reference to late hours/early morning stops</li> <li>• Remain in pairs or threes (buddy system – each responsible for named other)</li> <li>• Remind re moving traffic (driving on right abroad)</li> <li>• Careful head counts at all times (confirm all are present and correct before departure!)</li> <li>• Stranger danger, brief pupils</li> </ul>			
On foot	<ul style="list-style-type: none"> <li>• Plan to avoid fast roads wherever possible</li> <li>• Supervision on pavements, roads and especially crossing of any fast roads is pre-planned</li> <li>• Use Pelican and Zebra Crossings where possible</li> <li>• Consider crossing points (pre-planned where possible) – ensure good lines of sight, good holding and collection areas and clear communication</li> <li>• Consider high visibility clothing/reflective where appropriate</li> <li>• Methods of communication across the group (eg on country roads or on noisy/busy roads)</li> <li>• Staff and pupils briefed (and rehearsed where age appropriate) on the arrangements to be applied</li> <li>• Consider arrangements: eg staff at front and back (and spread out along group/any 1-1 issues covered); staff road side and alert</li> <li>• Pupils are briefed re hazards and behaviour required</li> <li>• Pupil code of conduct</li> <li>• Check clothing and footwear, are laces tied?</li> <li>• Controlling traffic can be extremely hazardous and should be avoided</li> </ul>			
Ferry crossing	<ul style="list-style-type: none"> <li>• Close supervision on vehicle deck</li> <li>• “Rules” established and pupils briefed especially re open deck area - consider direct supervision on deck (not permitted in dark or if sea is rough)</li> <li>• Remain in pairs or threes (buddy system - each responsible for named other)</li> <li>• Meeting point agreed throughout crossing and on docking, (numbered stairway to coach deck)</li> <li>• Careful head count before disembarkation</li> <li>• Planned procedure for missing pupils eg member of staff to leave as foot passenger</li> <li>• Brief pupils regarding any remote supervision on ferry, code of conduct stresses importance of procedures</li> <li>• Central meeting point identified and staffed at all times</li> <li>• Mobile phones must not be relied on for communication (no signal at sea!)</li> <li>• All staff and pupils briefed on dangers of finger entrapment/amputation in heavy doors (eg toilets and cabins)</li> <li>• Consider and manage issues around alcohol consumption (and buying from duty free) on ferry</li> <li>• Staff must remain alcohol free so that they can provide effective supervision and manage any incidents effectively</li> </ul>			

Use of public transport: trains, tram, underground, bus and air travel	<ul style="list-style-type: none"> <li>• Journey is planned and assessed- key risk points identified</li> <li>• Careful supervision particularly in crowded areas and entry, exit and change points with head counts</li> <li>• Member of staff to get on (go in) first and member of staff to get on (go in) last – to avoid any young people being stranded on their own without a member of staff (same when getting off (coming out))</li> <li>• Large groups divided into small groups each with a member of staff responsible for each sub-group</li> <li>• Emergency plan in place- pupils briefed where they are going, what to do if separated from group</li> </ul>			
Airports, passport control, train stations, ticketed venues etc – staff and pupils separated due to issues that may arise	<ul style="list-style-type: none"> <li>• Careful supervision particularly in crowded areas and entry, exit and change points with head counts</li> <li>• Member of staff to go in/through first and member of staff to go in/through last – to avoid any young people being stranded on their own without a member of staff</li> <li>• Large groups divided into small groups each with a member of staff responsible for each sub-group</li> </ul>			

The activity must only take place if the residual risk following implementation of control measures is deemed to be acceptable.

# GENERIC RISK ASSESSMENT: Residential Visit Accommodation

Number 1 of 2 Sheets

Risk Assessment Form

School:  
 Group Leader:  
 Other Staff:

Location:  
 Purpose:  
 Group Size: M F Total Ratio:

Initial Risk Rating

Residual Risk Rating

Hazards Identified (Task/Activity/Situation/Process/Stressor)	Persons at Risk	Risks Identified		Control Measures		Action Points & Comments	Tick if all in place
Fire	Pupils Staff	Death	H	<ul style="list-style-type: none"> <li>• Check accommodation meets national standards</li> <li>• i.e meets fire officer recommendations /or has fire certificate</li> <li>• Whole group to be briefed on fire escapes, alarms, equipment, meeting point and procedures</li> <li>• Practice fire drill on first night/register order</li> <li>• Brief pupils re fire safety procedures</li> <li>• Keep dorm floors clear</li> <li>• Code of conduct re inflammable substances</li> <li>• Prepare what if and on going risk assessment</li> <li>• Consult with SENCO regarding pupils with any special needs</li> <li>• Consider evacuation for pupils with disabilities</li> </ul>	L	Pre visit check and/or check of information/assurance from reputable tour operator Check on arrival. Take up any issues, such as locked fire doors, with management Inform group re fire procedures on arrival	
Child protection	Pupils Staff	Injury, death	H	<ul style="list-style-type: none"> <li>• School has exclusive use of sleeping accommodation where possible</li> <li>• Where group does not have sole occupancy all rooms should be grouped together (eg same floor) and not mixed in with other guests</li> <li>• Staff accommodation adjacent to and on the same floor as pupils</li> <li>• External doors and windows secure against intrusion</li> <li>• Check room proximity to fire escapes and intruder access</li> <li>• Pupils should have room keys with rooms locked at night, staff have access to a master key</li> <li>• All staff have room plan and know who is where</li> <li>• Pupils can easily contact staff throughout the night</li> <li>• Pupils are checked into rooms at "lights out"</li> <li>• Use advice and guidelines from "Child-Safe"</li> <li>• Adults with unsupervised access will require CRB</li> </ul>	L	Pre visit check and/or check of information/assurance from reputable tour operator <a href="http://www.child-safe.org.uk">www.child-safe.org.uk</a>	

Hazards Identified (Task/Activity/Situation/Process/Stressor)	Persons at Risk	Risks Identified		Control Measures		Action Points & Comments	Tick if all in place
Domestic Hazards	Pupils Staff	Injury, death	H	<ul style="list-style-type: none"> <li>Accommodation has tourist board rating/other external validation of standards</li> <li>On arrival, staff and pupils to report any faulty items found in rooms</li> <li>If pupils are involved in domestic activities be aware of burns, scalding, sharp implements</li> <li>Appropriate first aid in place</li> <li>Appropriate clothing and footwear within accommodation</li> <li>Code of conduct for behaviour and pupil briefing re expectations</li> </ul>	L	Pre visit check and/or check of information/assurance from reputable tour operator If outdoor centre is it within AALA scope?	
Hygiene	Pupils Staff	Illness	H	<ul style="list-style-type: none"> <li>Tourist board rating/environmental health endorsement or similar</li> <li>Visual inspection of washing facilities, lighting, heating, ventilation and catering</li> <li>If pupils involved in food preparation brief and enforce good hygiene eg hand washing</li> <li>Pupils involved in washing dishes briefed on safe practice</li> <li>Brief pupils on toilet hygiene</li> <li>Medical form identify possible sources of infection</li> <li>Incidents of ill health to be reported to group leader immediately</li> </ul>	L	Pre visit check and /or check of information/assurance from reputable tour operator All members of group to work to highest standards of hygiene through residential Involve pupils in risk assessment prior to visit	
Night time Tendencies	Pupils	Injury Illness	H	<ul style="list-style-type: none"> <li>Information gained from parents re pupils illnesses, sleepwalking, bed wetting etc</li> <li>Staff aware and prepared for incidents</li> <li>Suitable supervision arranged to meet the needs of pupils</li> <li>Pupils able to contact staff at night</li> <li>Staff aware where pupils with special needs are sleeping</li> </ul>	L	Use LEA recommended parental consent form	
Night time supervision: noise, disruption to sleep, pupils in wrong dormitories.				<ul style="list-style-type: none"> <li>Designated lights out time for all young people</li> <li>Young people briefed on the importance of sleep for energy levels and enjoyment</li> <li>Staff sleeping areas adjacent to young peoples rooms</li> <li>Supervision on corridors until pupils asleep</li> <li>Regular patrols by staff</li> <li>Staff rooms identified to pupils in case of problems.</li> </ul>			
Special Needs	Pupils	Injury	H	<ul style="list-style-type: none"> <li>Accommodation meets any special needs of anyone in the group</li> <li>Consult with SENCO regarding requirements</li> <li>Risk assessment identifies special provisions</li> </ul>	L	Pre visit check as necessary	

TV/internet/ mobiles/other electronic devices	Pupils Staff	Exposure to inappropriate materials. Grooming	<ul style="list-style-type: none"> <li>• Block any in appropriate materials being accessed on TVs</li> <li>• Block WiFi in rooms</li> <li>• Have a clear code of conduct covering these behaviours/ issues</li> <li>• Close monitoring by staff</li> <li>• Ensure parents are fully informed of the facilities in hotel/ rooms</li> <li>• Ban mobiles/hand held internet devices from visit?? (Age dependent??)</li> <li>• Young people could have unlimited internet access while in bedrooms through their own mobile contract or via the hotel WiFi – if this is a potential issue then it will require discussions with young people and parents, clear expectations and procedures and close monitoring by staff.</li> <li>• Limit time spent in rooms</li> <li>• Young people not allowed in other people’s rooms</li> </ul>			
Inappropriate behaviour, intimate relationships, injury, damage to room	Young people		<ul style="list-style-type: none"> <li>• Limit time spent in rooms</li> <li>• Young people not allowed in other people’s rooms</li> <li>• Have a clear code of conduct covering such behaviours/ issues</li> <li>• Close monitoring by staff</li> <li>• Male and female rooms in separate areas where possible (maybe on different floors?) and separated by staff rooms</li> <li>• Where balconies are shared by more than one room then staff should carefully consider the room plan and be extra vigilant</li> </ul>			
Venue: hotel and grounds			<ul style="list-style-type: none"> <li>• Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings</li> <li>• Clear procedure/rules put in place where necessary eg regarding balconies/water features/play grounds etc</li> <li>• Boundaries set by staff including any no go areas</li> <li>• Procedures in place about not leaving the premises</li> <li>• Pupils briefed accordingly</li> </ul>			
Swimming pools			<ul style="list-style-type: none"> <li>• All swimming activities should be supervised by an appropriately qualified lifeguard</li> <li>• Where a hotel has a swimming pool the visit leader and the EVC must study the relevant section in the ‘BwDBC Requirements for Off-site Visits &amp; Adventurous Activities’</li> <li>• The visit leader and the EVC should discuss the matter with the <a href="#">School Development Consultant for Learning Outside the Classroom</a> (in good time and well in advance of the visit).</li> </ul>			

<b>Downtime</b>			<ul style="list-style-type: none"><li>• Down time should be limited and appropriate to the group</li><li>• If rooms are accessible during down time then staff should be on hand to supervise</li><li>• Staff should be involved in actively supervising any down time – any particular areas of concern should be identified and more closely supervised to ensure that ‘effective supervision’ is in place at all times</li></ul>		
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