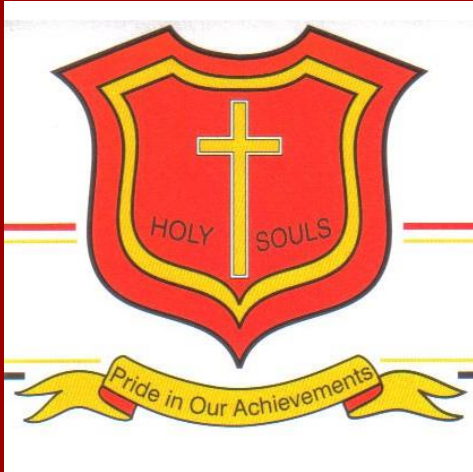


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Off-Site Visits Policy

Date Agreed by Governors: 11th July 2024

Governor Review Date: Summer 2027



'Your establishment's' Off-site Visits Policy

Holy Souls RC Primary School.



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Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement.

Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

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 Holy Souls RC 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 the school 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

Holy Souls RC 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.

4. EVOLVE

EVOLVE (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. The Administration Assistant also has a login for EVOLVE.

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. The Administration Assistant will support them in the planning.

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 www.oeapng.info

5.2 EVC (Educational Visits Coordinator)

The EVC is Danielle Ellison.

Date of the last EVC training course attended: 9/5/2019.

(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 will monitor visits on a regular basis.

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 www.oeapng.info

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 www.oeapng.info

5.4 The Governors/ Management Board

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 www.oeapng.info
- The Member of a Management Board or Governing Body – responsibilities National Guidance www.oeapng.info

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	Local, routine, low risk (Please see the Level 2 definition to help clarify. If in doubt then count it as a Level 2)	Not Recommended: • EV1 Form (or similar) • One-off 'whole time at establishment consent' (or at least annual consent) • generic risk assessment (Reducing paper work while maintaining a proportionate level of planning) Some schools may decide to record all visits on EVOLVE including Level 1 visits.	• MUST BE SUBMITTED 7 DAYS BEFORE THE VISIT • 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 • Provisional agreement should be obtained from the Head/Manager before any commitment is made • EV1 Form (one page Visit Form for Level 1 Visits) completed by Visit Leader and submitted to EVC with all planning documentation (or alternatively complete visit form on EVOLVE - in accordance with school policy) • Checked and submitted by EVC • Approved by Head/Manager (delegated approval from LA)
Level 2	Out-of-borough (Any visit involving travel outside Blackburn with Darwen) Or In-borough trips that are of a more complex nature (eg large scale sponsored walk; night time theatre visit; involvement in a large scale public event/gathering)	Yes	• MUST BE SUBMITTED 14 DAYS BEFORE THE VISIT • Provisional agreement should be obtained from the Head before any commitment is made – Schools may wish to use the Visit Proposal Form (VPF) (or something similar) • Visit Form completed on EVOLVE by Visit Leader/Administration Assistant • 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) • Checked and submitted by EVC • Approved by Head/Manager (delegated approval from LA)
Level 3	Overseas Residential Adventurous	Yes	• MUST BE SUBMITTED 6 WEEKS BEFORE THE VISIT • Provisional agreement should be obtained from the Head/Governors before any commitment is made – Schools/Services may wish to use the Visit Proposal Form (VPF) (or something similar) • Visit Form completed on EVOLVE by Visit Leader • 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) • Checked and submitted by EVC • Authorised by Head/Manager • Approved by Local Authority

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

Table 2	Planning a visit – the visit leader’s job list
All visits	The visit leader will ensure the following steps are completed for all visits: • Obtain provisional agreement from the Head before any commitment is made • Funding arrangements and charging policy agreed • Where practicable a pre-visit should be carried out to check suitability, gather information and to inform risk assessment and planning • Ensure the visit: ○ Has clear learning outcomes ○ Has activities appropriate to the group ○ Is planned to maximise benefits to the children while managing significant risks ○ Has effective supervision in place/ is appropriately staffed ○ Has a designated deputy leader ○ Complies with the safeguarding policy • Record the visit plan on the EV1 Form or on EVOLE • The school’s/service’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 EVOLE) - see Section 7.4 of this document. • Involve all staff in reviewing and writing the risk assessment and the planning • Involve children in the planning of the visit, and how it will be managed, wherever possible • Ensure parents are kept fully informed • Ensure appropriate consent is in place. ‘Blanket’ consent for Level 1 visits (annual or ‘life at the school’ consent). Specific consent for Level 2 & Level 3 visits. • Plan and execute the visit in accordance with the ‘BwDBC Requirements for Off-site Visits and Adventurous Activities’. • Ensure all other staff, accompanying adults, children and any external provider are: ○ Fully briefed about their roles and responsibilities during the visit ○ Know what to do in the event of an emergency ○ Are given information they need about individual pupil needs • Fully brief the base contact back at school and ensure they have access to/copies of all relevant information • Make suitable checks on any external providers. Where possible use providers with the Learning Outside the Classroom Quality Badge (see BwDBC Requirements for Off-site Visits & Adventurous activities – Section 13.12) • Refer to Visit Leader Checklist from the National Guidance
Level 2 & Level 3	All of the above bullet points apply (from the ‘All visits’ section) as well as the follow points: ▪ All Level 2 & Level 3 visits must be entered and approved on EVOLE ▪ Specific parental consent is required for Level 2 & Level 3 visits ▪ All relevant information must be included. The following (where applicable) must be attached to the EVOLE Visit Form: ○ Itinerary ○ Event-specific Risk Assessment/s (as required) ○ Information provided to parents/pupils ○ Parents meeting presentation (where applicable) ○ Copy of EV4 Provider Form (Only required if the provider does not hold an LOfC Quality Badge) ○ Any other relevant information This information must be available to view on EVOLE before approval is granted.
Required for all visits	▪ Visit Leader holds the following: ○ List of staff and young people on visit ○ EV7 Emergency card (including 24hr Emergency Contact details where appropriate) ○ First Aid kit ○ Mobile phone ○ Any other relevant documentation/items (eg medication/ contact details where appropriate) ▪ Emergency contact (at the base) holds the following: ○ List of staff and young people on visit

- EV7, EV8a & EV8b Emergency cards (Including Visit Leader contact details while on the visit)
- Any other relevant documentation (eg medical/ contact details)
- And should have 24/7 access to all Visit details and documentation

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:

Staffing	(Including competence, experience, ratios, effective supervision)
Timings	(Timings, itinerary, downtime)
Activities	(Programme, activities to be undertaken. Who will lead? Adventurous?)
Group	(Additional needs: learning, behaviour, disabilities, medical. Challenging group?)
Environment	(Venue, accommodation, weather, water levels, crowds, other users, culture)
Distance 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 Head 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/Headteacher and will be overseen by the Governors/ Management Team.

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/Head 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

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.

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

The children will be expected to uphold the same behaviour out on visits as in school. The behaviour policy should be followed. In extreme cases of misbehaviour, parents will be contacted to discuss whether or not their child is permitted on future visits.

20 Inclusion

The school/service 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 Inclusion Support Team. The views of the young person and the parent/carers should be included in the discussion.

21 Insurance

Insurance is with Blackburn with Darwen

22 Finance

- Staff must get clearance from the Headteacher around costings before the letter goes out to parents
- Parents will be given as much notice as possible about any forthcoming visits
- Parents will have the option to pay on Agora or via cheque or cash
- Parents will have the option to pay in instalments
- Consideration will be given to children who are entitled to pupil premium funding
- No child will miss out on a school visit due to their parents not paying for it

23 Transport

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

24 First Aid arrangements

All visits will be accompanied by at least one first aider.

- A first aid kit will be carried on all visits
- Inhalers will be taken on all visits

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

Off Site Visits Policy

Reviewing Committee Curriculum 5th February 2020

Next review spring term 2023

Ratified at Full Governors Body meeting on 25th March 2020

Signed *M Wells*

Chair of Governors