



Shadsworth Infant School's Off-site Visits Policy

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



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BLACKBURN WITH DARWEN BOROUGH COUNCIL EDUCATIONAL VISITS GUIDANCE

2025





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Review of Strategy

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Importance of Educational Visits and Adventurous Activities

Blackburn with Darwen Borough Council (BwDBC) recognises the value of educational visits and adventurous activities and fully supports and encourages those that are well planned and managed effectively. BwDBC promotes such positive learning experiences and encourages children and young people to take advantage of the fantastic opportunities provided by our various establishments and services. Supporting educational visits and Adventurous Activities across the Borough 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.

Rochdale Borough Council works in partnership with Blackburn with Darwen Borough Council to provide Educational Visits Advisory Services to BwDBC schools and other establishments.

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1. About This Guidance

1.1 Employer Guidance

This guidance, 'BwDBC Educational Visits Guidance', is the employer guidance for all staff employed by schools who have purchased the Educational Visits SLA with BwDBC.

Staff must follow their employer's guidance. It will be against the employer guidance that staff will be judged in the event of an incident. This guidance is based on recognised good practice and underpinned by the Outdoor Education Advisors Panel National Guidance (OEAP NG).

1.2 Purpose

This document provides concise and supportive guidance for the planning and management of on and off-site educational visits and adventurous activities. It supports a common sense and proportionate approach to health and safety and risk management to promoting the safety and wellbeing of all participants. It does not apply to; alternative provision, work-experience placements or work-related learning.

1.3 Status

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety on educational visits with the employer.

It is a legal requirement that employees follow their employer's guidance. Therefore, BwDBC employees must follow this guidance document.

This guidance recognises and refers to [OEAP NG](#) as the National Guidance for Educational Visits and Outdoor Learning – see [Section 2](#) National Guidance for further details.

Where another employer (such as the Governing Body of a Voluntary Aided, Foundation, Academy or Free school) wishes to adopt the BwDBC Educational Visits Policy, along with the LA's systems and processes for supporting and monitoring educational visits and adventurous activities, they should produce a policy statement that makes this clear.

When a BwDBC employee commissions a third party to provide any educational visits or adventurous activities, they must ensure that the commissioned agent has either:

- adopted the BwDBC Educational Visits Policy **or**
- systems and procedures in place where the standards are not less than those required by BwDBC as stipulated in this guidance.

1.4 The Local Authority/Employer

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety on educational visits with the employer.

For community schools, community special schools, voluntary controlled schools, maintained nursery schools, pupil referral units, and statutory youth groups, the employer is the local authority. These establishments **must** adhere to this guidance document.

For voluntary aided schools, foundation schools, academies and free schools, the employer is usually the governing/managing body. Although welcome to do so, these establishments are not



obliged to use the guidance of the LA. If using LA guidance, this should be clearly stated. If not using LA guidance, establishments are advised to ensure that the guidance and systems in place meet or exceed the standards set by the LA.

Where the LA is the employer, the Governors should not normally be expected to approve visits, although they should have an overview of the visits that take place and should confirm that appropriate policies and procedures are in place. Where the Governing body is the employer, the governors' responsibilities will be the same as those of the LA. In this case the establishment's educational visits policy must make it clear if the establishment is following LA guidance.

Please also refer to the following [OEAP](#) documents:

- 3.1a Requirements and Recommendations for Employers.
- 3.1b Establishment Roles and their interdependence.
- 3.2a Underpinning Legal Framework and Duty of Care.
- 3.4f Member of a Management Board or Governing Body.

1.5 Remit

This guidance applies to all BwDBC employees (and any employees whose employer has adopted this guidance) whose work involves any of the following:

- Employees who directly supervise, facilitate or oversee young people undertaking experiences beyond the boundary of their normal operational base.
- Employees who directly supervise, facilitate or oversee young people undertaking Adventurous Activities.

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

1.6 Statutory Responsibilities of the Local Authority/Employer

As an employer, BwDBC is required to ensure that its employees are provided with:

- appropriate guidance relating to educational visits and adventurous activities.
- employer-led training courses to support the guidance to ensure that it is understood (e.g. EVC training, Visit Leader training).
- suitable systems and processes that encourage good practice, help to monitor and ensure that those trained are kept updated.
- access to further competent advice (e.g. from an adviser that has proven expertise and experience, as well as a professional understanding of the guidance, the training and expectations set by current good practice).

1.7 How to use this Document

This document has been designed to be used electronically so that all the links and references can be accessed. It is also updated on an on-going basis. Please ensure that the latest version is being used which is available from www.blackburnvisits.org. (Check the version reference number, which can be found at the bottom of each page.)



All the sections highlighted in blue text (except for the section headings) are either internal or external links. If any of the links do not work, please contact martin.ashworth@rochdale.gov.uk.

1.8 EVOLVE

BwDBC uses the web-based system [EVOLVE](#) to facilitate the efficient planning, management, approval, and evaluation of visits.

All staff that lead or accompany visits should have their own EVOLVE account, set up by their establishment's Educational Visits Coordinator (EVC), Head account holder or LA.

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2. National Guidance

This guidance (see Employer Guidance) recognises and is underpinned by the following National Guidance outlined in Sections 2.1 and 2.2.

2.1 DfE Advice on Health and Safety on Educational Visits

The [DfE Advice on Health and Safety on Educational Visits](#) is a short document regarding all aspects of health and safety advice for schools, which can be used in conjunction with this policy.

2.2 Outdoor Education Advisor's Panel National Guidance

This web-based guidance is the recognised National Guidance for Educational Visits, endorsed by a number of bodies including the DfE (Department for Education), NAHT (National Association of Head Teachers) and the NEU (National Education Union).

There is a wealth of information and guidance on the [OEAPNG](#) website, which is designed to support staff, managers, governors, employers and parents in the provision of high-quality educational visits and Outdoor Learning.

There are 3 ways of navigating the site and finding what you want:

- Select your role from the list on the right-hand side (e.g. Visit Leader, EVC or Head/Manager) which will provide a list of relevant documents for your role.
- Select the 'Content' tab at the top of the page to get a full list of documents organised by categories.
- Use the search option to find documents relating to a specific e.g. ratios.

It is strongly recommended that all staff involved in leading, managing and overseeing educational visits familiarise themselves with the OEAPNG website so that the relevant guidance can be accessed when needed.

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3. Role of the Educational Visits Coordinator (EVC)

All establishments must appoint an EVC who will support the Head of Establishment and help to fulfil the health and safety obligations for educational visits. In small establishments, the EVC may also be the Head teacher or Manager.

The EVC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person with extensive teaching experience from the Senior Leadership Team (SLT) of the establishment.

The EVC should attend a BwDBC EVC training day, and thereafter at least once every 3 years. Training records are held on EVOLVE.

The EVC should support the head of establishment in ensuring that competent staff are assigned to lead and accompany visits (see section on competence to lead), as well as providing support for approvals and other decisions.

The EVC should oversee the management of the EVOLVE website for the establishment and ensure that all staff leading or accompanying visits have their own EVOLVE account.

The EVC should ensure that staff leading and accompanying visits receive appropriate training and support.

All EVCs must be familiar with the specific guidance for their role. Refer to [OEAP NG](#) EVC (on the 'Roles' list).

In particular, EVCs should be familiar with the following [OEAP](#) documents:

- 3.4j EVC Responsibilities.
- 3.3a EVC Checklist.
- 3.1b Establishment Roles and their interdependence.

3.1 Admin Support for the EVC

Admin support for the EVC is sometimes provided in some establishments by non-teaching staff. Where such support is used it is important that it is the specifically competent and experienced EVC (normally a member of the senior leadership/ management team with significant experience of leading visits) that makes the important decisions such as competence to lead, appropriate ratios and effective supervision and submits the visit form to the Head/Manager for approval. To designate an admin support EVC, contact: thomas.booth@rochdale.gov.uk.

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4. Other Roles and Responsibilities

All persons involved in a visit have a specific responsibility, which they should be clear about prior to the visit taking place. Follow the links below to see the 'Specific Guidance for Your Role' on the [OEAPNG](#) website.

4.1 Visit Leader

All visit leaders should be familiar with the specific guidance for their role on [OEAPNG](#).

The following OEAP documents are of particular note:

- 3.4k Visit or Activity Leader
- 3.3e Visit Leader Checklist
- 4.2a Group Management and Supervision
- 4.3a Good Practice Basics
- 4.3b Ratios and Effective Supervision
- 3.2c Charging for School Activities

4.2 Assistant Leader

All Assistant Leaders should be familiar with the specific guidance for their role on [OEAPNG](#).

The following OEAP document is of particular note:

- 3.4l Assistant Leader

4.3 Head/Manager

All Heads/Managers should be familiar with the specific guidance for their role on [OEAPNG](#).

The following OEAP documents are of particular note:

- 3.1b Establishment Roles and their interdependence
- 3.1a Requirements and Recommendations for Employers
- 3.4g Head Teachers/ Managers
- 3.3b Head or Manager's Checklist
- 3.2c Charging for School Activities

4.4 Governing Body/Management Board

All members of a Governing Body/Management Board should be familiar with the specific guidance for their role on [OEAPNG](#).

The following OEAP documents are of particular note:

- 3.1b Establishment Roles and their interdependence
- 3.1a Requirements and Recommendations for Employers
- 3.4f Member of a Management Board or Governing Body
- 3.3c Checklist - Management Board / Governing Body
- 3.2c Charging for School Activities



4.5 Employers

All employers should be familiar with the specific guidance for their role on [OEAPNG](#).

The following OEAP documents are of particular note:

- 3.4a Director of Children's Services
- 3.1b Establishment Roles and their interdependence
- 3.1a Requirements and Recommendations for Employers
- 3.2a Underpinning Framework and Duty of Care
- 3.2b Monitoring

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5. Establishment Educational Visits Policy

Each establishment must have an Educational Visits policy. It should be readily available to staff and regularly reviewed. It must also be uploaded onto [EVOLVE](#).

There is a BwDBC Model Educational Visits Policy available for establishments to use as a starting point. This can be found on EVOLVE in the “Guidance” section of “Resources”. It can be individualized to reflect the establishment procedures whilst ensuring that it works effectively alongside this document.

Establishments may wish to designate a Local Learning Area (LLA) within which frequent, low risk Level 1 visits go ahead according to an agreed set of Standard Operating Procedures (SOPs). This should be identified, along with the SOPs in the establishment policy. Visits within the LLA can be recorded in the Local Area Visits module on Evolve. Establishments wishing to designate an LLA should contact thomas.booth@rochdale.gov.uk to discuss and arrange training.

See [OEAP National Guidance](#) document 5.3b How to write an establishment visits policy.

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6. Approval and Notification

Certain categories of visits will require either Approval by or Notification to the Local Authority (LA) (see section 6.1). For visits where approval is not required by the LA then the approval is delegated to the Head/Manager.

ALL visits must be approved by the LA/Employer or the Head/Manager in advance of the visit in accordance with this guidance.

The approval and notification process within the establishment should be clearly detailed in the Establishment's Educational Visits Policy.

6.1 This Section at a Glance

Level/ Category	Definition of Visit	Do these visits need to be recorded on EVOLVE?	Approval Process
Level 1	Local, Routine, Low Risk	No, recommended: <ul style="list-style-type: none">EV1 Form (or similar)One-off 'whole time at establishment consent' (or at least annual consent)Standard Operating Procedures (SOP's) or risk assessment	<ul style="list-style-type: none">Information provided and recorded by Visit Leader (On EV1 or EVOLVE)Checked and submitted by EVCApproved by Head/Manager (delegated approval from LA) (Head/Manager may delegate approval of Level 1 visits to a suitably competent and experienced member of the senior leadership team. The Head/Manager still carries the responsibility and should monitor visit approvals regularly. Where this arrangement exists, it should be clearly stated in the establishment's Educational Visits Policy).
Level 2	Visits further afield or Local Visits that are of a more complex nature. (e.g. visit involving a long journey, large scale sponsored walk, nighttime theatre visit, involvement in a large-scale public event/gathering)	Yes	<ul style="list-style-type: none">Visit Form completed on EVOLVE by Visit LeaderChecked and submitted by EVCApproved by Head/Manager (delegated approval from LA)
Level 3	Overseas, Residential, Adventurous, Onsite Adventurous	Yes	<ul style="list-style-type: none">Visit Form completed on EVOLVE by Visit LeaderChecked and submitted by EVCAuthorised by Head/ManagerApproved by Local Authority



6.2 Approval Times Required

In order to ensure that EVCs and HTs can manage their workload, the following timescales should be adhered to:

- **Level 1 Visits** - It is recommended that Level 1 visits should be submitted to the EVC by the Visit Leader (via the EV1 Form [or similar] or EVOLVE along with any other relevant information) **7 days** prior to the visit date. Establishments may wish to amend this to reflect their circumstances.
- **Level 2 Visits** - It is recommended that Level 2 visits should be submitted to the EVC by the Visit Leader (via EVOLVE) **at least 14 days** prior to the visit date. Establishments may wish to amend this to reflect their circumstances.
- **Level 3 Visits** - It is recommended that Level 3 visits should be submitted to the EVC by the Visit Leader (via EVOLVE) **at least 6 weeks** prior to the visit date. The visit should then be authorised by the Head/Manager and submitted to the Local Authority for approval **at least 28 days** prior to the visit date.

Other than submission to the LA, establishments should decide what time scales for approval are appropriate for their setting and include these in the establishment educational visits policy.

Some flexibility will be required to accommodate a degree of spontaneity especially with Level 1 visits.

In exceptional circumstances where a short notice opportunity has arisen for a Level 3 visit, please contact the LA.

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7. Emergency Procedures

All establishments for whom BwDBC is the employer must follow the BwDBC Children's Services and Education Department document Educational Visits: Dealing with incidents and emergencies.

All other establishments who have adopted this guidance should also follow this document (Educational Visits: Dealing with incidents and emergencies). Where they do not then they should have equally robust emergency procedures in place that meet or exceed the standards set by BwDBC.

There is also a 'quick guide' for use in the event of an incident; a log sheet for keeping a written record of an incident; and copies of the emergency cards (EV7 and EV8) both of which can be found on [EVOLVE](#) by selecting the link on the home page under important documents/forms.

A completed **EV7** and **EV8** must be in place for every visit.

In addition, the following must be in place for every visit:

Visit Leader: Group list, EV7, First Aid kit and mobile phone must be taken on every visit.

Emergency contact: The Emergency Contact back at base should hold a Group list, all contact details, the EV8 (C EV7 for reference) and have 24/7 access to all Visit details. The Emergency Contact should not be part of the visit team.

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8. Planning

8.1 Planning Visits

EVOLVE provides a means of recording planning during the planning phase, and enables the EVC and Head teacher to monitor, contribute and support the activity.

A pre-visit is recommended wherever possible and, in some instances, may be considered essential. Some tour operators provide free or low-cost staff pre-visits for complex international visits.

The extent of planning required is related to the complexity of the visit. See the following [OEAPNG](#) documents:

- 3.3e Checklist – Visit Leader
- 4.3a Good Practice Basics
- 4.2a Group management and supervision

This planning process by the leader may be compared to the expectation of a teacher or youth worker to plan a lesson/session, which is relevant to the needs of the group.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

8.2 What Information is Required and How to Manage it

Planning and recording for educational visits should be proportionate to the level of risk involved. A “suitable and sufficient” risk assessment must be in place for all educational visits.

Level 1 Visits - Information required and how to manage it:

- EV1 form (or school equivalent) completed and retained by the EVC, or visit entered on EVOLVE (recommended).
- Annual consent for Level 1 C 2 if your establishment uses this (see Section 8.10 for full information about consent); Parental Consent and when it is required).
- Standard operating procedures if used by the school for local area visits (included within establishments Educational Visits Policy and uploaded on to EVOLVE or attached to the visit form).
- Event-specific Risk Assessment may be required to record any additional significant issues (e.g. relating to variables such as the group or the weather). This should be attached to the visit form.
- 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 (or first aider as appropriate).
 - School mobile phone.
 - Any other relevant documentation/items (e.g. medication/ contact details where appropriate).
- Emergency contact (at the base) holds the following:



- List of staff and young people on visit.
- EV7, EV8a C EV8b Emergency cards (Including Visit Leader contact details while on the visit).
- Other relevant documentation (e.g. medical/ contact details where appropriate).
- Access to all visit details and documentation and these should be available 24/7. It is recommended that Level 1 visits are recorded on EVOLVE.

Establishments have the option to simplify planning and recording Level 1 visits by designating a Local Learning Area (LLA). Any frequent, low risk and routine visits within the LLA can be risk assessed under Standard Operating Procedures (SOPs) that are agreed through the governing body or management board and included in the establishment visits policy. For more information on how to set up an LLA, contact thomas.booth@rochdale.gov.uk.

Level 2 & Level 3 Visits - Information required and how to manage it (what should go on EVOLVE)

All Level 2 and Level 3 visits must be entered on EVOLVE. All planning details should be attached to the associated Visit Form.

All relevant information should be included and attached to the visit form as follows:

- Itinerary.
- Event-Specific Risk Assessment(s) - as required.
- Letter to parents.
- Any further information provided to parents/pupils.
- Copy of EV4 (required for adventurous and farm visits where the provider does not hold the Council for Learning Outside the Classroom Quality Badge (CLOTc QB)).
- Public Liability Insurance (required for adventurous and farm visits where the provider does not hold the CLOTc QB).
- EV7 and EV8.
- Any other relevant information.

This information should be available to view on EVOLVE before approval is granted.

In addition:

- Group list, EV7, First Aid kit and mobile phone must be taken on every visit along with medical information and contact details where appropriate.
- The Emergency Contact back at base should hold a Group list including all contact details and the EV8 (C EV7 for reference) and have 24/7 access to all visit details and documentation.

See [Appendix 1](#) – Visit Leader “to do” list

8.3 Risk Management

Risk management is an inherent part of visit planning. It should be proportionate to the complexity of the visit being undertaken and evidenced. Schools should not use generic risk assessments. The evidence may include:

- standard operating procedures (SOPs).
- event specific risk assessments.



- other visit planning documents.

Risk management is the responsibility of the whole staff team led by the visit leader. Refer to [National Guidance](#):

- 4.3c Risk Management – an overview
- 4.3f Risk Management – some practical advice
- 4.3g Risk management – what to record and how

What to consider when carrying out an educational visit risk assessment

As part of assessing the risk of educational visits, outdoor learning and adventurous activities, visit leaders should determine the appropriate supervision arrangements by considering factors including 'STAGER':

- **Staffing** e.g. Consider whether the adults have undertaken training, what level of experience they have and whether they know the group. Consider what level of competence is necessary (e.g. skill, knowledge, understanding, fitness) from all of the supervising adults. Ensure that all adults are competent for the roles that are assigned to them.
- **Timings** e.g. Consider the time of year; this could be the beginning of the academic year or the end of year with relationships differing. Daylight hours also vary throughout the year, does that affect the weather or travel conditions; what staff might need to carry? Religious/Festival days might have a reduction in facilities or transport timetables. Consider the availability of Base Contacts and their personal commitments.
- **Activity** e.g. Consider the nature of the intended activity and whether it requires specialist knowledge and/or equipment. Consider whether the activities might be affected by the location (crowds, remoteness, access etc.). Consider transport arrangements.
- **Group** e.g. Consider the characteristics of the group and what prior experience they have of the activity and environment; also consider their ability and maturity. If any of the group has behavioural, medical or learning needs, ensure that these can be managed appropriately.
- **Environment** e.g. Consider the impact that the weather may have on the group, activity or travel arrangements. Be aware that environmental conditions can change dramatically and ensure that there is a Plan B where appropriate. Where relevant to the location and activity, the visit leader must have a good understanding of how water levels can change and be able to make appropriate judgements.
- **Remoteness** e.g. Consider how far the activity or visit is from the normal support mechanisms of the school and whether it is close enough to rely on immediate support from the school, or further afield where it cannot. The type of transport being used may impact on the level of supervision required (e.g. a coach journey may require a smaller supervision ratio than a visit using public transport). If the visit involves an overnight stay, a higher level of first aid competence may be necessary, and staff may need to operate a supervision rota for longer residential visits.



Reviewing Standard Operating Procedures (SOPs)

SOPs should be reviewed and updated in response to any issues that may arise. Where there have been no issues reported, SOPs should be reviewed on an annual basis with the review date and the reviewer's name recorded.

External provider checks and risk assessments

Visits that include adventurous activities commonly involve delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity.

When an establishment is using a provider for teaching and instruction:

- The provider is responsible for the risk management of their provision.
- The Visit Leader is responsible for pastoral care (wellbeing, behaviour, medical, SEND) and the risk management of any aspects of the visit, which they lead themselves, including all non-taught time and travel.

Refer to [National Guidance](#): 3.2a Underpinning Legal Framework and Duty of Care

Where they are available, Visit Leaders should take advantage of nationally accredited provider assurance schemes to select suitable providers.

Where a provider holds a [Council for Learning Outside the Classroom \(LOtC\) Quality Badge \(QB\)](#), there is no need to seek further assurances regarding safety. However, Visit Leaders should ensure that an EV4 Provider Statement is completed (only for adventurous and farm visits) if no QB is held, and a copy of the provider's public liability insurance certificate is obtained (both should be attached to the visit form). Certain adventurous activities require an Adventurous Activities Licence (AALA/AALS) which will either be captured through a QB or a Provider Statement.

When using any provider, establishments should ask themselves the questions on checklist 4.4f below. If using a provider, they should normally hold a minimum of £10 million Public Liability insurance.

See the following [National Guidance](#) documents for further information:

- 4.4f Checklist - Assessing a Provider
- 4.4g Selecting External Providers and Facilities
- 4.4h Using External Providers
- 6a FAQs: Asking for a provider's risk assessments
- 6c FAQs: Duty of care when working with providers

8.4 Staffing, Ratios and Effective Supervision

Early Years groups

Ratios for Early Years are specified and must be adhered to; see [Statutory Framework for the Early Years Foundation Stage](#). However, staff should be aware that the specified ratios may not be adequate to provide effective supervision on educational visits and must consider whether additional staff are required for a specific visit.



All establishments

Supervision can be direct, indirect (within clear boundaries), or remote. In practice, these three types of supervision form a continuum ranging from, for example, physically holding the hand of a child to a group of competent young people checking in with supervisors perhaps once a day during their self-managed expedition or exchange visit.

Visits must have 'effective supervision' in place that has been approved by the EVC and Head/Manager.

For all visits the visit leader, EVC and Head of establishment will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- the type, level, and duration of activity.
- the nature and requirements of individuals within the group, including those with additional needs.
- the experience and competence of staff and other adults.
- the venue, time of year and prevailing/predicted conditions.
- the contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Head Teacher is not satisfied that an appropriate level of supervision exists.

Alcohol

As alcohol affects judgement and decision-making ability, participants should always be supervised by alcohol-free leaders. This includes overnight during a residential. Expectations of staff should be formalised in employer or establishment policy as to what is (and what is not) acceptable regarding staff alcohol consumption in order for there to be a clear understanding. Some Insurance Policies also have a statement regarding alcohol consumption, check the Establishment Policy regarding alcohol consumption matches with the Insurance Policy stance.

For establishments where BwDBC is the employer, this is covered in the Alcohol and Drugs Policy (contact: thomas.booth@rochdale.gov.uk for a copy). That policy states that staff must not consume or be under the influence of alcohol, non-prescribed drugs or non-commercially available drugs at work. For the avoidance of doubt, that means that for the duration of any residential trip, all staff on that trip are required to refrain from consuming alcohol or any substance that could impair their ability to fulfil their duties and safeguard children.

See the following [National Guidance](#) documents for further information:

- 4.2a Group management and supervision
- 4.2d Indirect Supervision of Younger Children
- 4.3b Ratios and effective supervision
- 3.2g Vetting and Disclosure and Barring Service (DBS) Checks
- 6b FAQs: Ratios for visits
- 6j FAQs: Taking a family member on a visit
- 7.2p Drinking, Drugs and Smoking



8.5 Competence to Lead

The competence of the visit leader is the single most important factor in keeping the group safe and should be covered in the visit risk assessment. The EVC and/or Head of Establishment should therefore refer to the National Guidance documents below when assessing competence to lead a visit.

Staff who wish to lead (i.e. supervise or instruct) an adventurous activity, as defined in the table in section 14, must first upload details and scanned copies of all relevant qualifications (e.g. instructor certificates, first aid, etc.) to the 'My Profile' section of their EVOLVE account.

See [National Guidance](#) documents:

- 3.2d Approval of Leaders
- 6h FAQs: Adventure activity qualifications
- 7a Adventure activities

8.6 Learning Outcomes/Purpose of Visit

When making the decision to lead/plan an educational visit it is essential to consider the justification for the visit, how it fits into the curriculum and what the pupils/students will gain from the experience i.e. what are the learning outcomes for the activity.

The High-Quality Outdoor Education guide can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

See [National Guidance](#) documents:

- 2.1b Learning Outcomes
- 5.1c Self-evaluation and the Ofsted framework
- 8.2a Learning Outcomes Mind Map

8.7 Evaluating Visits

Visits should be evaluated with the outcomes informing future planning. All stakeholders should be considered when carrying out evaluations. There is the opportunity to use the evaluation tool on EVOLVE which enables staff to comment on the learning outcomes identified on the EVOLVE visit form.

8.8 Choosing an External Provider/Tour Operator

When choosing a new provider first-hand experience or information/reviews from other professionals who have already used that provider is often the best approach. Staff may wish to contact thomas.booth@rochdale.gov.uk for advice or search "Kaddi" in "Resources" on EVOLVE for reviews from schools who have used the same provider.

8.6 Inclusion and SEND

As public bodies, schools have public sector equality duties. Therefore, when planning visits and activities schools must bear this in mind and aim to ensure as far as possible that activities are available to all, irrespective of special educational or medical needs or protected characteristics (disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation).



Behaviour

Time out of school may have a positive impact on children who struggle to learn in a classroom environment. Careful consideration should be given to excluding a child or young person from a visit.

Refer to [National Guidance](#):

- 3.2e Inclusion.
- 4.4i Special Educational Needs and Disabilities.
- DfE Equality Act 2010: Advice for School.

8.10 Parental Consent

The DfE outlines the legal framework for consent in “Health and safety: advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies”.

Parental consent is needed for all educational visits and activities organised by nursery schools.

All establishments should obtain consent for any activity which is perceived to involve a higher level of risk, such as a level 2 visit involving a long journey, an adventurous activity or residential visit in the UK or overseas. Otherwise, establishments that children attend as part of their day-to-day education or training need obtain consent only for visits taking place outside the establishment’s normal hours.

Consent is not required for children to participate in educational visits (such as local studies and visits to a museum or library) that take place during the establishment’s normal hours, and which are a part of its secular curriculum (Education Act 2002 section 29).

While parents do not have the option to withdraw their child from the curriculum, except for religious or sex education, they should be informed that a visit or activity is to take place. Asking for consent when it is not needed can lead to some parents assuming they can withhold consent and so withdraw their child from a curriculum visit when this is not the case.

‘Blanket consent’ reduces the burden on staff and parents. This could be obtained at enrolment or on an annual basis, (but separate arrangements must be in place for ensuring that contact details, medical and dietary information etc. are kept up to date).

Where blanket consent is sought it should make clear the nature and extent of the applicability of this consent (consent is required for all visits organised by establishments other than schools).

Examples where specific consent should be obtained include:

- Residential visits including camping and in-school sleepovers
- Adventurous activities
- Overseas visits

Obtaining blanket consent can help to avoid situations arising where the consent form for a trip has not been returned by the day of departure. This can create practical problems and stress for staff and parents.



Whilst ‘verbal consent’ may be a practical way to manage a problem on the morning of departure, it is far from ideal and should be regarded as a last resort. A note should be made of the time and date of the phone call, who made it and who gave consent.

Examples of consent forms can be found on [EVOLVE](#). Go to “Resources”, click on the “Forms” tab and scroll down.

Refer to [National Guidance](#) document 4.3d Parental Consent.

8.11 Transport

Careful thought must be given to planning transport to support educational visits as statistics demonstrate that it is more hazardous to travel to an activity than to engage in it. The Head teacher or Service Manager should ensure that coaches and buses are hired from a reputable company. There is no list of approved coach companies.

Transporting young people in private cars requires careful consideration. Schools will have their own procedures (for safeguarding purposes) where staff transport children in private cars and these should be carefully adhered to at all times. (Appropriate insurance must also be in place).

Minibuses

Blackburn with Darwen Borough Council requires all employees driving minibuses to hold current MiDAS training and certification.

Refer to [National Guidance](#) documents:

- 4.5a Transport general considerations
- 4.5b Transport in minibuses
- 4.5c Transport in private cars
- 4.5d Seat belts and child restraints
- 4.5e Hiring a coach
- 4.5f Checklist - Assessing a Coach Hire Provider
- Driving school minibuses: advice for schools and local authorities
- ROSPA Minibus Safety – a code of practice

8.12 First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (e.g. urban, remote, water, etc.).

A course such as the Emergency First Aid at work (1 day) course may be suitable for routine urban visits, however the nature of the visit may indicate that a higher-level qualification is appropriate (e.g. a 2- or 3-day qualification), especially in circumstances where it is likely that access by the emergency services may be delayed.

Based on the nature of the particular visit, the Visit Leader/EVC/Head should make a professional judgement regarding the level of first aid required. However, any residential visit or adventurous activity should be accompanied by, or have access to, a qualified first aider. For residential visits, the first aid cover must be available 24/7.

A first aid kit appropriate to the visit should be carried, and there should always be someone who is nominated to deal with first aid issues.



All EYFS providers are under a legal obligation to adhere to the first aid requirements relating to EYFS settings as set out in the Statutory Framework for the Early Years Foundation Stage

Refer to [National Guidance](#) document 4.4b First aid

8.13 Insurance

It is the Head's/Manager's responsibility (on behalf of the employer) to ensure that appropriate insurance cover is in place to cover staff, volunteers and children participating in Educational Visits.

Educational Visit/Travel Insurance

Establishments should ensure they have appropriate insurance in place. This should include checks to ensure that cover is provided for visits abroad, adventurous or hazardous activities e.g. Winter sports (including artificial skiing and snow slopes in the UK).

Unusual activities may need to be discussed with the Educational Visits Advisory Service and establishments need to ensure that suitable insurance is in place.

The Risk Protection Arrangement (RPA) is an alternative to commercial insurance for schools. Under RPA, the UK Government covers the losses instead of commercial insurance. Blackburn with Darwen Borough Council no longer offer an Insurance Service Level Agreement (SLA) for educational visits cover.

For Council Services, BwDBC holds Public and Employer's Liability insurance. Public Liability provides indemnity for legal liability to pay compensation for personal injury or property damage sustained by a third party which results from the Council's negligence. Employers Liability provides indemnity for legal liability to pay compensation for bodily injuries sustained by employees (and voluntary helpers acting under the direction of Council staff), which have resulted from the Council's negligence. The indemnities cover activities such as off-site activities and visits organised by the Council. For Council Services that fall under this Policy; there is currently no travel policy cover in place, so please ensure you plan for this should the cover be required.

These insurance policies do not cover BwD LA Schools – if you are a school, please ensure you contact your insurance provider for further advice. Heads and Service Managers should note that insurance cover may be invalidated if they fail to adhere to the requirements of this policy and advice within National Guidance.

Refer to [National Guidance](#) document 4.4c Insurance

Refer to [Risk Protection Arrangement](#)

8.14 Charges for School Activities and Visits Charging and Remissions

BwDBC Heads/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996. Refer to [National Guidance](#) document: 3.2c Charging for School Activities and DfE document: Charging for School Activities.

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6. Monitoring of Visits and Procedures

Head teachers and Service Managers should ensure that visits and visit management procedures are monitored to ensure the requirements of this guidance are being carried out. This monitoring should be along similar lines to the evaluation of Teaching and Learning in the classroom. It should be clear in the establishment visit policy who is responsible for carrying out this monitoring.

Types of monitoring by the EVC and Head/Manager include:

- Submission of visit forms and approval process on Evolve.
- Discussions with visit leader/staff team.
- Feedback from staff, pupils, parents.
- Asking pupils about the visit.
- Field monitoring (this should take place from time to time to help confirm that practice on the ground meets expectations).
- Field monitoring by the LA.

Refer to [National Guidance](#) document: 3.2b Monitoring

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10. Adventurous Activities

For the purposes of this document, a range of activities are classed as adventurous and require an enhanced level of planning and scrutiny. The list below gives examples of activities and clarifies whether they should be regarded as adventurous and is not exhaustive. This includes on-site adventurous activities such as mobile climbing walls and obstacle courses, which should also go onto EVOLVE. If in doubt over the classification of an activity, class it as adventurous in the first instance. Unusual activities may need to be discussed with thomas.booth@rochdale.gov.uk to ensure that insurance is in place.

Normal, Routine	Adventurous Activities
Athletics	Gorge Scrambling
Bike Training	Mine Exploration
Cinema	Mountain Biking, BMX and Cyclocross
Park	Caving
Places of Worship	Fell Running
Shopping	Kayaking
Sports Fixture	Climbing - Rock
Swimming Lessons	Climbing - Artificial Structures (e.g. indoor)
Theatre	Hillwalking
Restaurants	Abseiling
Sports Centre	Mountaineering
Ice Skating	Canoeing
Professionally Lifeguarded Pools	Potholing
Roller Skating	Sailing
Forest Schools (no bladed tools)	Skiing, Snowboarding, Related Activities (inc. dry slope)
Bush Craft (no bladed tools)	Rafting or improvised rafting
Geography Fieldwork (everyday environment)	Stand-up Paddle Boarding
Field Studies	Surfing
Laser Quest	Windsurfing
Segway	Orienteering in Open Country
Cycling	Body Boarding
Orienteering in Parks (e.g. Witton)	Beach Schools
Parkour using gym equipment	Bush Craft (with bladed tools)
	Forest School (with bladed tools)
	Geography Fieldwork (hazardous environment)
	Parkour (outdoors)
	Zorbing
	Archery
	Trampolining
	Coasteering
	Scuba Diving
	Snorkelling
	Open Water Swimming
	High Ropes Course Activities
	Non-Lifeguarded Swimming Pools
	Karting and Motorsports
	Camping
	Horse Riding
	Air Activities (Excluding Commercial Flights)
	Paintball*
	Trampoline/Inflatables Park*
	Aqua Parks
	Overseas Expeditions*
	Other Activities (e.g. initiative exercises) involving skills inherent in any of the above

*Consult the Educational Visits Adviser before booking this activity.



The responsibility for the safety of participants in an adventurous activity will rest with either:

- An external provider - see the section on Choosing an External Provider/ Tour Operator
- Or
- A member of your establishment's staff - see the section on Approval of establishment staff to lead Adventurous Activities. This person must be specifically approved by the LA to lead the activity, via EVOLVE.

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11. Walking – Adventurous or Non-Adventurous

Walks in parks or on non-remote country paths where a road going ambulance can access are not regarded as adventurous and therefore do not require approval by the Local Authority.

11.1 Open Country Activities

For the purposes of LA approval, 'open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact the LA if you think this might apply.

Open-country activities are regarded as 'adventurous' and therefore these visits require LA approval. The following local venues are all over 300m in height. As such they fall into the adventurous category and therefore walks to these venues need to be entered on EVOLVE and require Local Authority approval.

- Darwen Tower
- Winter Hill
- Pendle Hill
- Holcombe Hill

Please contact thomas.booth@rochdale.gov.uk information on minimum levels of technical competence to lead walks in open country.

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12. Swimming

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency / lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities.

12.1 Swimming Pools – Lifeguarded (Non-Adventurous)

LA Approval is not required.

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For publicly lifeguarded pools abroad, the establishment's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.
- Unless suitably qualified, the establishment's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or indirect supervision.
- For swimming lessons, the LA establishment should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

12.2 All Other Swimming Pools – Including Hotel Pools (Adventurous)

Establishments should check the lifeguarding position in advance.

LA Approval is not required for this activity if qualified lifeguarding is provided at the pool.

If lifeguarding arrangements are not provided at the pool, then the visit leader will bear the full responsibility for ensuring swimming safety, and approval to lead the activity will be required via EVOLVE. Please contact thomas.booth@rochdale.gov.uk for further information on minimum levels of technical competence required.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency).
- If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
- To communicate effectively with pool users.
- To anticipate problems and prevent accidents.



- To intervene to prevent behaviour which is unsafe.
- To carry out a rescue from the water.
- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

12.3 Open Water Swimming e.g. River, Lake, Sea (Adventurous)

LA Approval is required via EVOLVE.

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought. Please contact thomas.booth@rochdale.gov.uk for further information on minimum levels of technical competence required.

See [National Guidance](#) document 7o Natural Water Bathing.

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13. Activities Near or in Water

13.1 Water Margin Activities – Activities Near/Next to Water (Non-Adventurous)

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow* water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

* 'Shallow' typically means up to the knees of the participants.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

At the outset the establishment must decide whether the activity:

- a) Falls within the definition in bold above - in which case the below guidance applies,
- b) Exceeds the definition in bold above - in which case this is a Water based activities – activities in/on water (adventurous).

All staff involved in water-margin activities should be conversant with the guidance contained within National Guidance document 7i Group Safety at Water Margins. This document must be made available to all supervising adults in advance of the visit.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate (e.g. water levels too high), and for which parental consent has been obtained if necessary.

LA approval is not required for water-margin activities, but the leader must have previous relevant experience and must have been assessed as competent to lead the activity by the EVC and/or Head of Establishment.

13.2 Water Based Activities – Activities in/on Water (Adventurous)

The following are not regarded as adventurous activities for the purposes of LA approval:

- Swimming in publicly lifeguarded pools – see section 12.1 Swimming pools – lifeguarded (non-adventurous)
- Water-margin activities as defined in section 13.1 Water Margin Activities – activities near/next to water (non-adventurous)
- Commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities, and as such require LA approval.

Any establishment staff wishing to lead Water Based activities must be specifically approved by the LA to lead the activity, via EVOLVE.



In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered and prepare accordingly. Local advice must be sought where appropriate, e.g. Coastguard, Harbour Master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body standards must be worn at all times by all participants in water-based activities, except, at the discretion of the activity leader, where the activity:

- takes place in a swimming pool, or
- is 'swimming', or
- is an activity for which personal buoyancy would not normally be worn by young people.

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14. Snowsports

Snowsports (e.g. skiing and snowboarding) are regarded as adventurous activities, and the visit therefore requires LA approval.

A member of staff intending to organise a snow sport visit (but not instruct, lead or supervise on snow) should hold the [Snowsport Course Organiser Award \(SCO\)](#), administered by Snowsport England and must have previously accompanied at least one educational Snowsports visit.

All participants including staff should wear a helmet while taking part in Snowsports. In some countries, this is a legal requirement for young people.

14.1 Supervision on the Slopes

Young people may only participate in Snowsports when under the direction of a person who is appropriately qualified and competent. This would normally be an instructor employed by the local ski school. Establishments should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day.

When considering supervision on the slopes the following points must be taken into account:

- All participants must receive instruction from qualified instructors. This should be for at least 4 hours a day split between the morning and the afternoon. The instructors must be able to communicate effectively with the group and should have good English unless MFL development is a particular aim of the visit. Where participants are to receive instruction from any instructors that are not provided by the registered local ski school, the EVC/Visit Leader should contact thomas.booth@rochdale.gov.uk to confirm that any instructors to be used are competent, appropriately qualified and carry adequate insurance cover.
- Although the instruction will be in the hands of the ski school instructor, the visit leader and the other accompanying staff retain responsibility for monitoring the organisation of the lessons, the quality of instruction and the behaviour and wellbeing of the young people.
- The visit leader or another member of staff on the visit should accompany (i.e. ski with) each of the lesson groups. This should include being directly involved in supervising the groups during lunch times/breaks. Where this is not possible all groups must be effectively monitored on a frequent and regular basis. Where any such alternative arrangements are necessary (except where they are imposed during the visit e.g. due to illness/injury) they should be discussed with thomas.booth@rochdale.gov.uk prior to departure.
- Any staff intending to lead groups on the snow must hold an appropriate qualification (e.g. The Alpine Ski Course Leader Award (ASCL)), a 2 day Outdoor First Aid qualification and have been approved by the LA via EVOLVE - see the section on Approval of establishment staff to lead Adventurous Activities. Staff must always operate within the remit of their qualification. Any such activities must be in addition to the instruction provided by the ski school instructors. Under the ASCL qualification, staff can only lead on runs that the students have already done or at the same level of difficulty that they have already received instruction on. When skiing in France or Italy, staff must be able to prove that they are a teacher and work at the school. Follow guidance from Snowsport England at all times.



- Young people must not participate in off-piste activities unless they are under the direction of the ski school and part of the agreed package of activities. Alongside suitable insurance cover.
- If there are any problems with lessons or equipment the visit leader or accompanying staff should raise the issue(s) with the instructor, ski school, ski hire shop or tour operator's representative immediately.

14.2 Preparation

A course of ski/snowboard lessons and fitness training is highly recommended prior to the trip, if possible, using an indoor snow slope or a dry ski slope. This will help to familiarise the group with the equipment and provide the opportunity to learn some of the basics (or rediscover their ski legs), helping the young people to get the most out of the visit.

14.3 USA & Canada

Important: Owing to unacceptable liability waiver requirements, currently LA establishments should not use the following resorts: Vail, Beaver Creek, Breckenridge, Keystone and Heavenly Lake Tahoe, until further notice. For other resorts in USA or Canada, the establishment must check the liability position with the LA and other appropriate parties prior to making a commitment.

Refer to [National Guidance](#) document 7v Snowsport visits.

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15 Other Visits

15.1 Residential Visits

Refer to [National Guidance](#) documents:

- 4.2b Residential
- 4.2a Group management and supervision
- 3.2a Underpinning Legal Framework and Duty of Care
- 4.4k Coronavirus
- 4.4L Transgender Young People and Visits
- 4.4m Young People in a Sexual Relationship
- 6q FAQs: Staff Supervising Mixed-Sex Groups

15.2 Farm Visits

Contact thomas.booth@rochdale.gov.uk if you would like to visit a working farm i.e. one not set up for school groups.

Refer to [National Guidance](#) document 7g Farm visits

15.3 Duke of Edinburgh (DofE)

DofE training and expeditions must be entered on EVOLVE like any other visit. On EVOLVE they must be categorised as “Adventurous” and will require approval by the Local Authority. In addition to the usual required attachments, visit leaders should include maps of the proposed routes. There should be enough members of competent staff for the numbers of students, and qualifications should be uploaded into EVOLVE.

The requirements for expeditions change from November 2023 and allow for expeditions in urban and restricted areas. Any establishment considering using areas such as this should contact thomas.booth@rochdale.gov.uk at the planning stage.

Refer to [National Guidance](#) documents

- 7b Duke of Edinburgh's Award expeditions
- 7k Unaccompanied Expeditions
- 7L Camping

15.4 Overseas Visits

For all visits, it is essential that consideration is given to the following:

- Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs. Where the legal drinking age in the country to be visited is different to that of the UK, follow the law in that country or the UK, whichever is more stringent. Any prescribed medications should be in their original pharmacy packaging and with the prescription.
- Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- Transport systems have been assessed as safe for use.



- Health concerns such as endemic communicable diseases and entry requirements such as vaccinations.
- Access to appropriate medical care and prescription medications.

The visit leader should consider the relevant country information from the Foreign, Commonwealth and Development Office. All relevant FCDO information should be circulated amongst the staff team.

Refer to [National Guidance](#) documents:

- 6u FAQs: Leaving the European Union
- 4.2a) Group Management and Supervision
- 4.2b Residential
- 4.3e Safeguarding
- 7p Drinking, drugs and smoking
- 7r Overseas Visits
- 7q Overseas expeditions

15.5 Exchange Visits and Homestays

Refer to [National Guidance](#) document 7f Exchanges and home stays. Section 8 of National guidance contains information collection forms in Spanish, French, Italian, German, Welsh and Mandarin which schools can edit to their needs.

15.6 Overseas Expeditions

Overseas Expeditions (for the purposes of this document) are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

There are stringent requirements on Overseas Expedition providers, and establishments may therefore need to allow up to 18 months for LA approval to be granted. A 'Note' (for the attention of the LA) should be added to the EVOLVE Visit Form as soon as possible during the planning stages.

Overseas Expeditions will only be approved by the local authority if the provider either:

- Holds an LOtC Quality Badge / is a member of the Expedition Providers Association (EPA)

Or

- Conforms to the Royal Geographical Society BS 8848

For providers that do not hold the LOtC Quality Badge, BS 8848 should be referred to when the proposal is initiated. Overseas expedition providers are required to comply with the minimum standards specified in this document.

When planning an expedition and selecting a provider, establishments should particularly consider the educational aims of the venture, that appropriate progression takes place, and that the requirements relating to 'Best Value' are met. Refer to [National Guidance](#) document 7q Overseas expeditions.

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16. Infection Prevention and Control (IPC) Measures

For Educational visits, whether in the UK or abroad follow the guidance outlined in Chapter 6 of “Health protection in education and childcare settings” and your setting’s version of the “Infection Prevention, including COVID-19, in Education and Childcare Settings” risk assessment, as well as any in place at the destination or required by the provider. Be aware that different rules may be in place in each of the Home Nations, and in the case of overseas visits, the country your establishment is visiting. Have contingency plans in place to cover the possibility that an individual becomes symptomatic on the visit, and to cover self-isolation requirements if the visit is overseas.

See the following [National Guidance](#) documents:

- 4.4k Coronavirus
- 7r Overseas Visits

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17. Accidents, Incidents and Near Misses

Any accident, incident or near miss on an educational visit should be reported. To avoid duplication, write the incident up in the usual way when reporting to your HCS provider, then attach a copy to the visit form with a note for the attention of the LA.

If a child has gone missing, even for a short time, complete the LAs missing child report form. This is available on the Services for Schools website, Evolve and in Appendix 2.

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Appendix 1

Things to do	
All visits	
1	Obtain provisional agreement from Head/Manager before any commitment is made
2	Funding arrangements and <u>charging</u> policy agreed
3	Pre-visit carried out where practicable
4	Clear learning outcomes linked into the curriculum
5	Planned activities are appropriate to the needs of the group
6	Activities will maximize the benefits to the pupils while managing significant risks
7	Effective supervision is in place i.e. the visit is appropriately staffed
8	There is a designated deputy leader
9	This visit complies with the safeguarding policy
10	This visit has been recorded on an EV1 form or on EVOLVE
11	A visit specific risk assessment /Standard Operating Procedures (SOPs) are in place
12	The risk assessment/SOPs are attached to the visit form (either EV1 or on EVOLVE)
13	All staff on the visit have been involved in writing the risk assessment where possible
14	Pupils have been involved in the planning and risk assessment process where possible
15	Parents have been kept fully informed
16	Appropriate consent is in place. 'Blanket' consent for Level 1 visits, specific consent for visits with a higher degree of risk or which extend beyond the school day
17	Visit has been planned and executed in accordance with BWDBC Educational Visits Guidance
18	Accompanying adults/providers/pupils have been briefed about their roles and responsibilities
19	Accompanying adults/providers/pupils have been briefed about what to do in an emergency
20	Accompanying adults/providers have been briefed about the needs of individual pupils
21	Base contact has been fully briefed and has access to all relevant documentation
22	Suitable checks on external providers have been made
23	Reference to the appropriate <u>Visit Leader Checklist</u> on OEAP NG has been made
Level 2 & 3 visits	
24	Entered and approved on EVOLVE
25	Specific parental <u>consent</u> gained
26	Itinerary Visit attached to visit form on EVOLVE
27	Visit specific attached to visit form on EVOLVE
28	Information provided to parents/pupils attached to visit form on EVOLVE
29	Parents meeting presentation attached to visit form on EVOLVE (if applicable)
30	EV4 and public liability insurance if an external provider does not have the CLoC Quality Badge
Required for all visits	
31	Visit leader holds the following: <ul style="list-style-type: none">• List of all adults and pupils on the visit• EV7 Emergency procedures card (including 24hr contact where appropriate)• First aid kit• Mobile phone• Any other relevant information e.g. medication, parents contact details
32	Base contact holds the following: <ul style="list-style-type: none">• List of all adults and pupils on the visit• EV7, EV8a & EV8b Emergency procedures cards including visit leader contact details• Any other relevant information e.g. medication, parents contact details, staff next of kin• 24/7 access to all visit details and documentation

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Appendix 2



Reporting a Safeguarding Incident when a child exits school unsupervised or is 'lost'.

This form should be completed and submitted to the safeguarding SEO immediately in the event of:

- a child leaving the school premises unsupervised at any time during the period of the school day
- Becoming separated or lost from school supervision whilst outside of the school premises e.g. on a trip/visit

Details of school	
Name of school:	
Telephone number:	

Details of person reporting the incident	
Surname:	
Forename:	
Position in school:	
Date/time of report:	

Details of child/ren involved in the incident			
	1	2	3
Surname:			
Forename:			
URN:			
Age:			

Incident details			
Date of incident			
Time of incident			
Location of incident			
Describe exactly what happened (Including supervision arrangements, staff to student ratio and any injuries or harm to staff or pupils)			



Immediate actions as a result of the safeguarding incident Include: <ul style="list-style-type: none">• Has anyone received treatment as a result of injury or harm during the incident?• Have parents been informed? Provide responses• Have the police been informed? Provide incident report number• Has the LADO been informed? Give details• Has advice been sought from other agencies?• Immediate actions taken to reduce immediate risk and further harm to pupils or staff

Details of any investigation following the incident
Further actions to be taken

Completed forms to be emailed to victoria.weddle@blackburn.gov.uk. It is essential that all incidents of this nature are reported to the Education department using this form.

Immediate support can also be accessed by contacting victoria.weddle@blackburn.gov.uk (07977 761997) or michelle.holt@blackburn.gov.uk (07950 103479).

If the incident occurred out of school e.g. on an educational visit, swimming lesson, sports event etc., please also attach a copy of this form to the visit form and add a note for the attention of the LA or email directly to thomas.booth@rochdale.gov.uk.

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