

# John Perry Primary School



## **Educational Visits Policy**

Date: September 2024

To be reviewed: September 2026

## 1. Overview

The Governors and staff of John Perry Primary School acknowledge the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils.

As stated in the Guidance document [Health and Safety on Educational Visits](#) (26<sup>th</sup> November 2018), schools should appoint an educational visits coordinator (EVC) and make sure they have the training they need. The EVC will ensure that the planning and supervision of all visits and adventurous activities meet DfE's requirements and LEA guidelines.

Our current EVC is Ms Marta Cabero (Deputy Head Teacher).

To enable children and staff to gain a full and enjoyable educational visit, it is essential that the following guidelines are adhered to. These guidelines are to be read in conjunction with the regularly updated information provided by the Local Authority (see Appendix 1).

School visits benefit young people in many ways, including:

- being able to apply a different range of skills than those used in the classroom
- enabling, supporting and complementing the work of the curriculum, experimental (first hand) and memorable learning
- assessing and managing risks (safety)
- developing latent talents, abilities and interests, which can be motivational and have lifelong relevance.

## 2. Definitions

### **Adventure Activities**

Activities that take place in challenging environments that can present technical or environmental complexity in the organisation or delivery of the activity. Many adventure activities have well established National Governing Bodies that train, assess and validate the competency of staff to lead in the activity.

### **Educational Visits**

All visits with a group of young people that leave a school site, to journey to another location, either during the school day, or for extended periods beyond the school day. This usually does not include work experience or activity in schools on split sites. The activity is planned and organised by the school.

### **Off-site Activities**

Activities that occur away from the base of regular work with children or young people organised by staff who work within Children's Services.

### **Learning Outside the Classroom (LOtC)**

Activity that takes place on the school site, and further afield. Some of this work will be

covered by Educational Visits.

### **3. Duties and Responsibilities**

#### **The Governing Body**

The Governing Body needs to:

- ensure that the Head Teacher and the EVC have adhered to the LEA guidelines.
- ensure that residential and overseas visits are approved as necessary by the LA.
- agree to all residential visits, trips abroad and those involving outdoor and adventurous activities. In these instances, to ensure that bookings are not completed until external providers have met all the necessary assurances.
- ensure that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence.
- ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?
- ensure measures exist to obtain parental consent on a basis of full information
- investigate parental complaints.
- review annually the EV policy and procedures including incident and emergency management systems.

The Governing Body may also wish to consult the [National Governance Association](#) to obtain further guidance about their responsibilities.

#### **Head Teacher**

It is the responsibility of the Head Teacher:

- to ensure that the Educational Visit Co-ordinator (EVC) is competent to oversee the co ordination of all off-site education, and support the EVC in attending relevant training courses.
- to ensure that visits comply with regulations and guidelines provided by the LEA, schools governing body and the school's own Health and Safety policy
- to ascertain that the group leader is competent to monitor risks and supervise the trip throughout the visit

It is also the responsibility of the Head Teacher to ensure that:

- adequate child protection procedures are in place
- all necessary actions have been completed before the visit takes place
- the risk assessment has been completed and appropriate safety measures are in place
- group leaders are allowed sufficient time to organise visits properly
- non teacher helpers on the visit are appropriate to supervise children
- ratios of staff to pupils are appropriate
- the LA or Governing Body has approved the visit if necessary

- parents/carers have signed consent forms
- arrangements have been made for the medical and special educational needs of the pupils
- adequate first aid provision will be in place
- the mode of transport is appropriate
- travel times out and back are known in school
- there is adequate and relevant insurance cover
- they have the address and phone number of the visits venue and have a contact name
- a school contact has been nominated and the group leader has the details
- the group leader, helpers and nominated contact have a copy of the agreed emergency procedures
- the group leader, helpers and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other helpers next of kin.
- there is a contingency plan for any delays including a late return home.

The Head Teacher may appoint a member (or members) of their staff to carry out these duties on their behalf. Where such appointments are made, the Head Teacher remains responsible for the standard to be achieved and, as such, they must monitor the performance of these appointed persons (Educational Visits Coordinators or EVC) to ensure that the required tasks are being carried out correctly and competently.

EVC's should have sufficient authority (i.e. they should normally be a senior member of staff) to enable them to undertake their role and should be provided with the necessary information, instruction, training and supervision to enable them to discharge their duties effectively.

### **Educational Visits Coordinator (EVC)**

Having an EVC is the most certain means by which schools can gain the necessary knowledge, judge arrangements and make certain that arrangements for visits are appropriate. EVC's are responsible for undertaking any tasks devolved to them by their Head Teacher. Once appointed, EVC's have an additional responsibility to ensure that they bring any significant failings relating to compliance with this policy and its associated procedures to the attention of their Head Teacher.

The EVC will support staff with completion of the necessary paperwork (risk assessments, applications, letters to parents) on request.

### **Nominated Group Leader**

Group leaders, who must be a member of the teaching staff, but not an ECT, have a common law duty of care towards the pupils in their charge. Group leaders must recognise their responsibilities:

- Obtain the EVC's prior agreement before any off-site visit
- Follow LA guidance (see Appendix 1) and adhere to this Policy
- Appoint a deputy (preferably another teacher, but definitely another member of school staff)
- Have ownership of the risk assessments
- Pre-visit the site if possible

- Ensure all the appropriate paperwork is in place prior to the visit
- Evaluate the trip after the event and feedback to EVC
- Clearly define each helpers role and ensure all tasks have been assigned
- Be able to control and lead pupils of the relevant age group
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place
- Be aware of child protection issues
- Ensure adequate first aid provision is in place
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- Undertake and complete a comprehensive risk assessment
- Review all undertaken visits/activities
- Ensure that teachers and helpers are fully aware of what the proposed visit entails
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- Ensure staff pupil ratio is appropriate for the group
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency
- Ensure all helpers have details of the school contact
- Ensure that all helpers have details of the medical or special needs of the pupils

## **Teachers**

Outdoor learning, educational visits and educational workshops in school are a key feature of our provision. We are committed to providing inspirational, real-world educational experiences for our pupils through visits and visitors to enrich and enhance their learning experiences, deepen knowledge and understanding and increase skills and confidence.

In order to achieve this, teachers are expected to organise at least one educational visit and two visitors to the school during the academic year.

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances. They should:

- Follow the instructions of the group leader and help with control and discipline
- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great

## **Adult Volunteers**

Additional adults on the visit should be clear about their roles and responsibilities during the visit. They must:

- Do their best to ensure the health and safety of everyone in the group
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline

- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

## **Pupils**

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other helpers including those at the venue
- Dress and behave sensibly and responsibly
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it

Any pupil whose behaviour may be considered to be a danger to themselves or to the group should be brought to the attention of the school EVC or the Headteacher prior to the visit for further advice and support.

## **All Staff**

All staff must:

- conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils
- inform the Group Leader if they are unsure of their ability to perform any supervisory function requested of them
- recognise the limits of their responsibilities and act within those at all times.
- report to the Group Leader any concerns they may have regarding pupil behaviour and well-being during the visit.

Greater levels of responsibilities will normally be assigned to teachers than to adult helpers and a higher standard of care is expected of them.

## **Parents and Carers**

Parents/Carers should be able to make an informed decision on whether their child should go on a visit. The Group Leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions.

The Group Leader should also tell parents how they could help prepare their child for the visit, e.g. reinforcing the visit's code of conduct.

Parents/Carers should also be asked to agree the arrangements for sending a pupil home early (for instance, during a residential visit) and **need to understand that they would expected to pay any costs involved.**

Parents/Carers will need to:

- Provide the group leader with emergency contact numbers
- Sign the consent form
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit
- Give information about dietary requirements or any other information needed to ensure the child can fully and safely participate in the visit

#### **4. Approval for Visits**

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the EVC.

Approval of day visits will usually be at the discretion of the EVC (in consultation with the Headteacher). However, visits which are either:

- overseas
- residential
- involving an adventurous activity
- go anywhere near water e.g. pond dipping or river investigations.

will require the additional approval of the LEA; Barking and Dagenham Council request the forms 'at least a month prior to the residential visit and 2 months for overseas visits'. Approval of the Governing Body is also required for visits of this type.

It is the responsibility of the Group Leader to complete the necessary forms and the accompanying risk assessment paperwork.

It is the EVC's responsibility to check that all the necessary paperwork has been completed before submitting all the documentation to the Headteacher for approval.

All forms are then submitted to the Local Authority via the e-portal EVOLVE for approval.

#### **5. Planning a Visit**

##### **Note on Pre-Visits and Risk Assessments:**

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be reassessed from time to time.

When undertaking a risk assessment, a number of variables need to be taken into account:

- the number of pupils involved
- the age of the pupils, their sex, ability and general behaviour
- the previous experience of the group undertaking off-site visits
- the time of day and time of year
- the travel arrangements
- the hazards at the environment being visited
- the numbers, experience and quality of staff and volunteers
- the nature of the activities
- the special educational or medical needs of the pupils
- the quality and suitability of available equipment
- seasonal weather conditions
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to carry on
- the need to monitor the risks throughout the visit

##### **Before the visit:**

1. Ensure the visit adds value to the educational experience of our pupils. There must be a clear curriculum link so that the visit enhances the learning experience of our children and puts the learning in context
2. Seek verbal agreement from a member of SLT.
3. A member of staff – usually a teacher- will be the nominated Group Leader with responsibility for making provisional bookings for the visit – place, transport, ascertain costs involved and liaise with the school's Finance Officer and liaise with the catering staff (if packed lunches are required)
4. Complete a preliminary visit to complete the Risk Assessment. Also, complete Individual Risk Assessment for children with special needs or disabilities. These must be approved by the school's Inclusion Lead or SENDCo
5. The necessary risk assessments, letters to parents, EVA1 form and any other documentation has to be given to a member of SLT or the EVC. Visits will not be authorised until all the statutory paperwork – especially the Risk Assessment – has been completed and checked by a member of SLT
6. The school's EVC will upload all documentation to EVOLVE.
7. Confirm your provisional bookings.
8. Obtain parental permissions for the visit (including medical permissions for residential visits)

### **On the Day of the Visit**

1. Collect first aid kit(s) and accident forms.
2. Collect all necessary medication
3. Collect all packed lunches (if needed)
4. Ensure all children wear high visibility vests
5. Brief supervising adults
6. Give supervising adults their group list (if not previously done)
7. Ensure that at least one supervising adult is contactable by mobile phone and that the school office has the number.
8. Count pupils before you leave school and at regular intervals during the day. Mobile phone(s) should be switched on during the entire visit, including outward and homeward journeys.

**IF THE TRIP INVOLVES PUPILS FROM RECEPTION, YEAR ONE OR YEAR TWO, STAFF SHOULD ALWAYS BRING A SPARE SET OF CLOTHING IN CASE OF WETTING. This can be obtained from the school office.**

### **After the Visit**

The Group Leader, accompanying staff and, if appropriate the other supervising Adults, will identify what went well and what could be improved or changed in order to inform future planning. Any feedback will then be passed on verbally to the EVC.

### **6. Cost**

In line with the school's Charging and Remissions Policy, it may necessary to ask for donations towards a visit or to cover the cost of a workshop delivered by an external agency to be conducted during the normal school day, in order to cover the cost of transport, entrance fees, etc. For residential activity visits, costs will be calculated to cover any board, lodgings, transport and activities as planned.



## 7. Records and Communications

Records of a visit can provide a very useful and informative way of demonstrating the accountability of the school towards its pupils.

Reports of any accidents or incidents should also be kept on file by the EVC. It is the responsibility of the staff to give such documentation to the EVC.

Parents should always be made aware when their children are leaving the school premises. Even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school, parents should be sent a brief note explaining the offsite activity.

Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to educate that child. **The refusal of the parent not to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.**

## 8. First Aid

There should be a qualified first aider on every visit. A first aid kit should be taken on every visit.

## 9. Staff/Pupil Ratios

There are no legal requirements relating to staff/pupil ratios, however the following **guidelines** on staff pupil ratio should be followed as a starting point:

- Early Years = higher than 1 adult for every 6 pupils
- Key Stage 1 = 1 adult to every 8 pupils
- Key Stage 2 = 1 adult to every 10 pupils

These ratios should take into account:

- Sex, age and ability of the group
- Pupils with special educational or medical needs
- Nature of activities
- Experience of adults in off site supervision
- Duration and nature of the journey
- Competence of staff, both general and on specific activities
- Requirements of the organisation/location to be visited
- Competence and behaviour of pupils

Where there is more than one teacher on the visit, a Group Leader should be appointed who has the authority over the whole group. When parents/carers are taken on visits, they should be carefully selected. They must be fully briefed before the visit. It should also be noted that for **the protection of both adults and pupils, all adults should ensure that they are not alone with a pupil whenever possible.** All adults on a visit should clearly understand their roles and responsibilities at all times. It should always be clear that the teacher is responsible for the group at all times.

## 10. Head counts

Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue. All adults should carry a list of all the pupils and

adults involved in the visit. Pupils should be easily identifiable by wearing a high visibility jacket. The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

## **11. Insurance**

John Perry Primary school has a 'Personal Injury and Travel Insurance group policy'. The schedule of benefits is held on file, and a copy can be obtained from the Head Teacher on request.

## **12. Emergency Planning, Critical Incident Support and Reporting**

Planning for all school visits must include a robust emergency contact system. This should provide direct contact between visit leaders and named school leaders who remain in school. Such chains of contact will ensure that there is always a responsible adult available in the school community who can then contact parents and where necessary, verify that the emergency services have been contacted. Visit leaders and school leaders must ensure a robust process which can be tested, ensuring a guaranteed system is available 24 hrs a day for the duration of the journey.

Contact Numbers:

- School Office Number: 020 8270 4622
- LBBB Emergency Number: 0208 594 8356
- LA out of hours contact number: 020 8215 3000
- Fire, police and medical emergencies: 999

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent/carer would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

If an accident happens the priorities are:

- To assess the situation
- Safeguard the uninjured members of the group
- Attend to the casualty
- Inform the emergency services
- Inform school or the home contact
- Ensure that a teacher accompanies any casualties to hospital if necessary and the rest of the group are supervised.
- Notify the police if needed
- Ascertain telephone numbers for any future calls
- Write down accurately all relevant facts and witness details and preserve all vital evidence
- Keep a written account of all events, times and contacts after the incident
- Complete an accident report form as soon as possible
- No one in the group should speak to the media and no names should be provided
- No one in the group should discuss any legal liability with other parties

In an emergency the group leader would usually take control of the situation. The home contact's main responsibility is to link the group with the school and to provide assistance as necessary. This named person should have all the information about the visit.

### **13. Transport**

The Group Leader should consider:

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance
- Stopping points on longer journeys

### **Supervision**

If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc. PLEASE SEE THE FINAL SECTION ON PROCEDURES FOLLOWING A BREAKDOWN OF COACH OR MINIBUS

### **14. Residential visits**

- Staff ratio should be at least 1 member of staff for every 10 pupils
- There should be a member of staff on standby who is able to join the trip if someone on the trip is needed elsewhere
- A telephone tree of contact numbers should be established prior to the visit in case of emergency
- The group should ideally have adjoining rooms with teachers' quarters next to the pupils rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- There should be appropriate and safe heating and ventilation
- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel
- Where the reception is not staffed 24 hours a day, security should be in force to stop unauthorised visitors
- All staff employed at the centre should be checked on their suitability for working with young people
- Locks on doors should work in the groups rooms but appropriate access should be available to teachers at all times
- There should be drying facilities
- There should be adequate space for storing clothes, luggage, equipment
- There should be adequate lighting
- There should be provision for children with special needs and for those who fall sick Balconies should be stable, windows secure, electrical connections safe

- Where possible pupils should not be lodged on ground floor rooms
- The fire alarm must be audible throughout the whole accommodation
- There should be recreational facilities for the group
- There should be an appropriate number of supervisors on duty during the night
- As soon as possible after arrival a fire drill should take place

## 15. COACH/MINIBUS BREAKDOWN/ACCIDENT GUIDANCE

### Motorways

These are the safest roads in the country but cause the most problems when it comes to knowing what to do in the event of a breakdown or an accident.

1. Breakdown – the coach is on the hard shoulder, it is daylight, the coach hazard lights are working, immediately contact the police either by roadside SOS telephone or mobile phone, give location from the nearest marker post, or sign. Keep the party on the coach unless professional judgement indicates that it is unsafe to do so. However, evacuation should be considered as a last resort.
2. As above, but it is dark and the lights on coach have failed. In this situation staff should consider evacuating the coach. One adult should be deployed to find a suitable place behind the crash barrier, where the party can be kept together and closely watched. Pupils should be evacuated in small groups under the supervision of an adult.
3.
  - (a) An accident occurs involving the coach. Immediately contact the police. Keep the children calm and check for injuries.
  - (b) Where has the coach stopped? Is it on the hard shoulder or on the carriageway?
  - (c) If it is on the hard shoulder then as point 1 above.
  - (d) If the vehicle is still on the carriageway ensure that all traffic has come to a stop on the motorway before even attempting to get the children off the coach, especially if it is necessary to use the emergency exit on the offside of the coach. Ensure that an adult is the first off the coach so that the children can be taken onto the hard shoulder in small groups and away from the carriageway.
  - (e) In the event of an accident on the motorway try to be aware of what other vehicles are involved – especially goods vehicles. If a vehicle is carrying hazardous materials, they will be displaying a HAZCHEM marker board. If there is a possibility that one of these is involved, then when the adult gets 13 off the coach to find the safest place for the pupils, be aware of which way the wind is blowing, and try to keep up wind of the lorry. If it is necessary to evacuate the coach staff should be aware of the wind direction and assemble the party up-wind of the lorry. However, it may be wiser to keep pupils on the coach.
  - (f) In the unlikely event that the accident involves the coach actually leaving the carriageway onto the grass verge or even down a banking it is important to try and make a rapid assessment of the situation. If the coach driver is unconscious it may be necessary to stop the engine. There should be an emergency stop button both in the coach, and outside, they should be clearly marked, and will only need pressing.

- (g) Call the police. It is not necessary to call all three emergency services. If you are not sure of the location, ask the driver, or find the nearest marker post at the side of the motorway.
- (h) Assess what injuries there are. If it is safe to do so evacuate the party. This should only be done when someone has identified the safest exit from the vehicle, and to assess where the pupils are going to be assembled. If it is not safe to get the pupils off the coach then leave them in position until the emergency services arrive. There may be diesel fuel leaking from the coach. This will not be a fire hazard but will make the grass or road surface very slippery. If this is the case a further call to the police should be made to inform them of the leaking diesel.
- (i) In the highly unlikely event that a fire starts on a coach it will almost certainly start at the rear of the coach or underneath in the centre. If the fire is at the rear get the pupils off the coach by the front exit starting with pupils at the back. If the fire is in the centre then both front and rear exits will have to be used. Remember when using the rear offside exit to check that it is safe to exit and be aware of other traffic. There will be a fire extinguisher on the coach easily visible.
- (j) In all the above situations the driver should be trained and be aware of what action is necessary in an emergency.

#### **“A” Class Roads/Non Motorway Roads**

- (a) In the event of any of the above happening off the motorway all of the above applies. When trying to find a safe place for the pupils care should be taken in selecting a site. It may be necessary to enlist the help of the occupiers of premises at the roadside so the pupils are completely clear of the carriageway.
- (b) If it is only a breakdown and the coach is in a built up area and vehicle speeds are relatively slow, it will always be safer for the children to remain on a coach and for them to remain seated with their seatbelts still fastened.
- (c) Obviously if the accident or breakdown is on a country road or dual carriageway then the same care must be taken as on the motorway, the children will need extra attention particularly after an accident, so everyone needs to be extra vigilant

## **Barking and Dagenham Educational Visits Guidance**

*Last updated November 2023*

### **Overview of the policy for the management of educational visits and learning outside the classroom**

The Local Authority require all maintained and voluntary controlled schools and other children's services establishments to have the following in place. Whilst this is not mandatory for academies, schools within academy trusts are strongly advised to have this in place.

- A policy for learning outside the classroom that adopts and follows Outdoor Education Advisers Panel (OEAP) national guidance.
- Ensure that they have a member of staff employed as an Educational Visits Co-ordinator (EVC), who has completed an accredited Outdoor Education Advisers Panel (OEAP) EVC training course.
- Ensure that their EVC attends revalidation courses at least every 3 years.
- Have access to a named OEAP adviser (listed as a registered or accredited member on the [OEAP website](#)) for advice, support and further training. In the case of Barking and Dagenham, please email [educationcoreteam@lbbd.gov.uk](mailto:educationcoreteam@lbbd.gov.uk) in the first instance.
- Have systems in place that require the Local Authority to scrutinise and approve higher risk visits that are either adventurous, international, residential or involve the planned use of water outdoors.

*N.B. For the purposes of OEAP National Guidance, an adventurous activity is defined as an activity which is exciting and challenging and which involves significant inherent risk of harm, without which the activity would lose much of its value, and/or which takes place in a remote or hazardous location.*

### **Evidencing School's Arrangements**

For those schools that are maintained schools or have an SLA in place, the Local Authority's Health and Safety Team conduct an audit (usually every 3-4 years) which

supports schools to consider whether they have suitable arrangements in place with regards to managing educational visits.

## **Training courses**

All Educational Visits Co-ordinators (EVCs) in maintained schools are required to undertake an approved training course. The course remains valid for 3 years.

The Local Authority will commit to delivering this course annually, with virtual and face to face options available. Other training providers are also available. Visit the [OEAP website](#) to find out more.

## **Plan an off-site visit**

Planning a visit may appear to be a daunting process. This guidance aims to ensure that staff have access to practical advice, support and guidance. The initial contact for advice about learning outside of school should be the Educational Visits Coordinator (EVC) in your establishment.

The [Outdoor Education Advisers' Panel National Guidance website](#) provides advice for planning visits, checklists and up-to-date information for your role as a:

- Visit Leader
- Assistant Leader
- EVC
- Headteacher
- Governing Body

## **Emergencies**

In the event of an emergency, as well as emergency services, visit staff should contact their school alerting their senior management team. Schools and establishments should ensure that emergencies are included in their risk assessments. A list of contact details for [wider emergency services](#) is given on Barking and Dagenham's website.

Details of how to contact the Local Authority are given [here](#). Maintained schools must inform the LA as soon as possible if there is a serious incident. Should you need to contact the LA out of hours by phone, the out of hours contact number is 020 8215 3000, where the on duty Silver Command will be notified if necessary.

## **Specific activities**

Schools are encouraged to use the [Outdoor Education Advisers' Panel National Guidance website](#) as a starting point for all detailed advice and guidance. A range of [advice is available for specific activities](#).

## **Choosing a provider – quality badges**

The Outdoor Education Advisers Panel accepts the [Learning Outside the Classroom Quality badge](#) as evidence of robust safety and quality management systems. [Check to see whether the provider has a quality badge](#).

If your provider doesn't hold the LOfC Quality badge you should use the 8.1q provider statement form to ensure they adhere to national standards. You can download this from the [OEAP website](#).

## Choosing a provider – Licenses

[The Adventurous Activities Licensing Service \(AALS\) licence](#) or Adventure Mark badge are required for providers that offer adventurous activities that are in scope. It is important that schools only use providers that hold such licenses for adventurous outdoor activities, and that they are in date.

[Check to see if your provider holds a licence](#)

## Risk Assessments

Assessing and managing risks is part of the process of good planning and delivery of any educational visit. Where schools are using outside providers, activity specific risk assessments should be provided. However, it is important that the Visit Leaders and EVC read them carefully to assure themselves appropriate steps are being taken and to better understand the risk assessment process, and how they can best support the activity in staying safe.

Where the school is leading an activity, the school has responsibility to ensure a thorough and up to date risk assessment is in place, that has been signed off by the EVC as a minimum. Risk assessments must include travel to and from the provider or setting, and these should be led by the school.

Risk assessment must also account for the specific needs for all the group. This may include, but not be limited to, medical needs, physical needs, emotional needs, as well as personal emergency evacuation plans (PEEP) where applicable.

*N.B. Reviewing risk assessments for activities at Trewern Outdoor Education Centre is not required, as it is Local Authority managed provision.*

## EVOLVE – Educational Visit management system

The Local Authority continues to fund [EVOLVE](#) as the educational visit management system. Licenses are in place for all schools and Local Authority establishments, including academies.

Training on the EVOLVE system will be offered annually for those that need it. Should your school require staff specific training, then please contact [educationcoreteam@lbbd.gov.uk](mailto:educationcoreteam@lbbd.gov.uk) as bespoke training can be provided. Guidance on how to use the system, including creating and amending staff accounts can be found on [EVOLVE's help pages](#) (log in required).

The Local Authority only funds the core EVOLVE system for schools. Schools may opt to purchase [EVOLVE+](#) which allows them to sync EVOLVE with their school MIS system, send messages to parents and pupils, and more.



For general enquires regarding EVOLVE, please contact [educationcoreteam@lbbd.gov.uk](mailto:educationcoreteam@lbbd.gov.uk).