

# EVOLVE – EDUCATIONAL VISITS POLICY

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## Kinsale School

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<b>Owner name</b>	Philippa Whipp
<b>Title</b>	Headteacher

## Table of Contents

Key staff involved in Evolve and Local Area Visits .....	4
Context .....	5
Other policies relating this this document .....	5
Application.....	6
Types of Visit and Approval .....	6
Roles and Responsibilities .....	7
The Educational Visits Coordinator (EVC) .....	7
Visit Leaders .....	7
The Headteacher .....	7
School Governors .....	7
Staff Competence.....	8
Emergency Procedures .....	8
Educational Visits Checklist .....	9
Parental Consent .....	10
Inclusion .....	10
Medication .....	10
Charging/ funding for visits .....	10
Transport .....	11
Insurance .....	11
Other topics .....	12
Swimming Lessons .....	12
Duke of Edinburgh .....	12
Considerations .....	12
Heartbeat moments .....	12
Further information .....	13
Appendix 1 - S.T.A.G.E.D document .....	13
Appendix 2 - Emergency Procedure .....	15
Appendix 3 - Visit Leader Checklist .....	16
General .....	16

Kinsale School - Evolve

Staffing ..... 16

Activities ..... 17

Group ..... 17

Environment ..... 18

Finally ..... 18

Appendix 4 – Evolve ‘visit form’ process - flowchart ..... 19

## Key staff involved in Evolve and Local Area Visits

<b><u>Role</u></b>	<b><u>Name(s)</u></b>
Headteacher	Philippa Whipp
SENDCo	Abigail Seymour
EVC	Scott Gordon
Designated Safeguarding Lead	Philippa Whipp

## Context

We believe that educational visits are an integral part of the entitlement of every pupil to a broad and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes *Kinsale School* a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for practicing, learning and using new skills in a wide variety of environments.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

### Other policies relating this this document

This policy is informed by the overarching OFG Educational Visits policy, which can be found on Evolve under the 'Resources' tab. One main point to consider is the classification of Types of trip differs from how it is entered into Evolve, however the Type A, B and C definitions are stated below in the 'Types of visit' section.

## Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, *Kinsale School*:

1. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info) (as recommended by the LA).
2. **Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.**  
[https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=evolvevisits.co.uk](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=evolvevisits.co.uk) – Use 'Evolve Visits' from dropdown list.

All staff are required to plan and execute visits in line with this school policy, Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## Types of Visit and Approval

There are three types of visit on Evolve:

1. **Visits/activities within the 'Local Area' that are part of the normal curriculum and take place during the normal school day. (OFG - Type A)**  
These follow the guidance set out in Kinsale School's 'Local Learning Area Visits Policy'
2. **Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc. (OFG - Type A (activities near open water Type B))**  
These are entered on EVOLVE by the visit leader and submitted to the EVC for outline approval, then resubmitted once all information is completed – so the EVC can grant approval for the trip. \*Trips near open water are classified as Type B and will need permission at the discretion of the Head of Service\*
3. **Visits that are overseas, residential, or involve an adventurous activity. (OFG - Type B (Type C if these are activities are high risk and carried out onsite))**  
These follow point 2 above.

Visits outside of the Local Learning Area must be requested **at least 4 weeks prior** to the trip date. This ensures there is sufficient planning time for:

- Staffing allocation and cover.
- Approval from EVC/ Head – following any potential questions/ adaptations.
- Booking tickets/ requesting petty cash.
- Making the students (and parents) aware of the trip (and plan).
- Vehicle bookings.
- Organising lunches.

## Roles and Responsibilities

### The Educational Visits Coordinator (EVC)

**The Educational Visits Coordinator (EVC)** is *Scott Gordon* who will support and provide guidance to colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, will grant outline approval for initial trip information and will check final visit plans on EVOLVE before granting approval. The EVC will consider the impact of the trip on other planned trips and the cover available. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

### Visit Leaders

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE. They should obtain outline approval for a visit from the EVC or Head prior to making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. Visits leaders are responsible for entering all relevant information onto EVOLVE and submitting the visit details to the EVC and Head for approval. Visit leaders should liaise with colleagues regarding other planned trips to see if there are any avoidable clashes.

### The Headteacher

**The Headteacher** has responsibility for authorising visits alongside the EVC (named above), and for approving those that are overseas, residential or adventurous. The Headteacher is responsible for approving funding for all trips.

### School Governors

**The School Governor** role is that of a 'critical friend'. Some adventurous or residential activities may be passed to the School Governors for feedback and review.

## Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- Where staff are new to visits, they are encouraged to assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher and EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

In order to assess whether a trip has adequate supervision, the visit leader must complete the 'S.T.A.G.E.D document', downloadable from EVOVLE resources (see Appendix 1). This ensures that the visit leader has considered staffing ratios and other potential issues for the trip.

## Emergency Procedures

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit downloadable from Evolve resources (see Appendix 2). All staff on visits are familiar with this plan and it is reviewed at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Outcomes First Group legal team.



## Educational Visits Checklist

Kinsale School's Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources (or Appendix 3). This has been adapted from the OEAPNG's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

When submitting outline approval, the following checklist should be completed:

- Name
- Type
- Purpose
- Dates
- Visit Times
- Staffing
- Attendees
- Attachments:
  - o S.T.A.G.E.D document (Appendix 1)

Checklist for submitting full EVC for approval:

- Venues/ external providers
- Travel arrangements
- Event specific plan
- Attachments
  - o Visit leader checklist (Appendix 3)
  - o Risk assessment for venue and activity (where possible)
  - o Individual student Risk Reduction Plans (where relevant to the trip)
  - o Itinerary for the trip

## Parental Consent

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. The school obtains blanket consent at the start of each year for certain other routine activities and School Learning Area visits.

Is additional parental consent required?:

- If the trip occurs within school hours and is part of the curriculum – no.
- If the trip is a reward or adventurous activity – yes.
- If the trip is an overnight/ after school hours – yes.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting through a traditional paper consent form.

## Inclusion

All pupils will have access to educational visits as part of their curriculum, any adjustments will be made to ensure that no pupil misses opportunities to participate in educational visits. School trips that are part of the school curriculum will be fully funded by the school. Any extra curricular trips and visits may require a donation towards travel arrangements.

## Medication

Any medication that is required whilst on a will be managed in line with Kinsale School's medication policy. The visit leader is responsible for ensuring safe storage, transport and administration of medication whilst on a trip.

## Charging/ funding for visits

The Visit Leader will seek funding from the Headteacher for all trips. If Kinsale School will not fund the visit then the Headteacher will identify how the visit will be funded.

## Transport

Trips will likely involve use of the school vehicles, which all have comprehensive insurance. It is the responsibility of the driver to complete pre-use checks before the trip commences and hand the completed for to reception.

Only approved drivers are able to drive the school vehicles, drivers must meet the following criteria:

- Be over the age of 21
- Hold a current full UK driver's licence for minimum of 2 years.
- Complete a school driver form with the School Receptionist (Zoey Cook)
- Must complete an online DVLA driving licence check and obtain a reference number.
- Present no concerns about ability to drive school vehicles.
- Be a competent driver with adequate experience to drive.
- Must not have had any motor insurance proposal declined, policy cancelled or have been asked to pay a premium for motor insurance.
- If the driver has a DVLA notifiable condition – they will be asked whether they have reported condition and have approval to drive without restrictions.
- Must make the school aware of any traffic convictions or accidents within the last 5 years.
- If they are required to wear corrective lenses for driving – eyesight must have been examined within the last 2 years.
- If they are currently taking medication that can result in drowsiness or impair driving – they will be asked if they are willing to take medical exam via GP to confirm fitness to drive if we deem it appropriate to do so.

For occasional trips a coach, and driver, may be hired. In these circumstances, the Visit Leader will need to seek approval for funding from the Headteacher as well as approval from the EVC to book the coach.

**Staff are not to use their own cars to transport students under any circumstance.**

## Insurance

Kinsale School has Public Liability insurance that covers the following areas:

- Employer liability
- Public liability
- Products liability
- Abuse liability
- Medical malpractice
- Public indemnity
- Material damage

## Other topics

### Swimming Lessons

Swimming lessons are part of Kinsale School's curriculum offer. Whilst not included in the Local Learning Area Policy, permission for swimming lessons will be sought through the package of consent sent out to parents/ guardians in September.

Swimming lessons will be facilitated by a trained swimming instructor provided by Thetford Leisure centre. Only one pupil per cubicle is permitted.

### Duke of Edinburgh

Duke of Edinburgh is part of Kinsale School's curriculum offer for some pupils. Whilst not always included in the Local Learning Area Policy, permission for trips and visits within normal school hours will be sought through the package of consent sent out to parents/ guardians in September.

If a trip is conducted out of school hours and/or includes an overnight stay additional permission will be sought for this trip.

### Considerations

Due to the diverse range of pupils at Kinsale School there is likely that additional resources will be needed for some pupils/ groups and not for others. A list below shows items that should be considered by the trip leader:

- Clothing description for pupils (if attending busy locations or if there are pupils more likely to abscond).
- Medication – particularly allergy.
- First aid kit – if not using a school vehicle as part of the trip.
- Suitable/ change of clothing.
- Visual resources (plan of the day, choice boards, social story of trip and normal methods of communication).

### Heartbeat moments

Heartbeat moments are trips and/or experiences that are special to the pupils. These could be the first trip to a theme park, museum or out of Wales. Trips of this nature need to be experimental in nature and planned for with in the broader curriculum. It is important that these trips occur and are not based on rewarding good behaviour, therefore a pupil can be stopped from attending the trip.

## Further information

More information and guidance is available from

- EVOLVE user guides
- EVOLVE resources website

Information and guidance can also be found in the 'Resources' section of the Evolve website.

## Appendix 1 – S.T.A.G.E.D document

Staffing	<ul style="list-style-type: none"><li>• Numbers, names</li></ul>
Transport	<ul style="list-style-type: none"><li>• School minibus, walk or alternative</li></ul>
Activity	<ul style="list-style-type: none"><li>• High/ low risk, new to students, activity risk assessment obtained?</li></ul>
Group	<ul style="list-style-type: none"><li>• Potential risks, challenges, dynamics to be aware of</li></ul>
Environment	<ul style="list-style-type: none"><li>• Busy, open, suitable for school visits, Low/ high risk, venue risk assessment obtained?</li></ul>
Distance	<ul style="list-style-type: none"><li>• From school and travel time</li></ul>

Within this document it is crucial to identify potential issues and how they will be managed.

## Appendix 2 – Emergency Procedure

The school’s emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the Senior Leadership Team, or will be able to contact an experienced Senior Leader at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from Outcomes First Group in the event that an incident overwhelms the establishment’s emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
  - a) A Kinsale Emergency ‘Card’ - below
  - b) An OEAP National Guidance Emergency action card (*Available via [www.oeap.info](http://www.oeap.info)*)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.
8. If an incident occurs, the visit leader is responsible for ensuring all aspects are reported in line with organisational policies, a few common procedures:
  - a) Accidents – accident report completed
  - b) Negative incident – Sleuth report completed within 24 hours

<b>Kinsale School Emergency Card</b>	
School Address	Kinsale School Llanerch Y Mor, Kinsale Hall, Holywell CH8 9DX
School phone number	<a href="tel:01745562500">01745 562500</a>
Useful What.Three.Words references	
School Gate	<a href="http://birthdays.prettiest.slopes">///birthdays.prettiest.slopes</a>

## Appendix 3 – Visit Leader Checklist

This list is designed to be a prompt for visit planning, and a final check. The relevance of each point, and the complexity of the responses, depends on the nature of the visit. Information about good practice can be found elsewhere in National Guidance (the numbers in brackets refer to some relevant documents).

### General

- The intent of the visit is clear, integral to the establishment's curriculum/programme, and focuses on the learning and development of the participants ([4.3a](#)).
- The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks ([4.3c](#)).
- There is access to first aid appropriate to the group and environment ([4.4b](#)).
- Suitable insurance is in place ([4.4c](#)).
- There are alternative options (a 'Plan B') as necessary ([4.1a](#)).
- There are emergency procedures for which leaders and emergency contacts have been prepared ([4.1c](#), [4.1g](#)).
- I have access to sufficient funds and an effective means of communication in case of emergency.
- External providers and facilities meet expected standards ([4.4g](#)).
- Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment ([3.2i](#)).
- The visit meets the requirements of my employer and establishment.
- Evaluation and review arrangements have been agreed ([4.2c](#), [5.1d](#)).

### Staffing

- I am clearly identified and approved as the Visit Leader and am aware of my responsibilities ([3.4k](#)).
- All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved ([3.2d](#), [4.2a](#)).
- There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies ([4.3b](#)).
- If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff ([4.4h](#)).
- Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing



them.

- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my Educational Visits Coordinator (EVC) informed during the planning process.

## Activities

- The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants.
- The risks involved in specific activities have been considered ([7a to 7z](#)).
- The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.
- There is sufficient suitable equipment available.
- Travel/transport arrangements are appropriate ([4.5a](#)).

## Group

- Parents have been fully informed about the visit, and have given their consent if this is required ([4.3d](#)).
- Any contracts with participants/parents, including any charges, meet my establishment's requirements ([3.2c](#), [3.2i](#)).
- Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider ([4.4j](#)).
- Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
- Plans for the visit comply with current guidance about epidemics (such as coronavirus [4.4k](#)).
- Participants have been well informed about what is expected of them.
- Safeguarding issues are addressed ([4.3e](#)).
- Inclusion issues are addressed ([3.2e](#), [4.4i](#)).
- Medication issues are addressed ([4.4d](#)).
- Dietary issues are addressed.



## Environment

- Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered ([7i](#), [7i](#)).
- Accessibility issues are addressed ([4.4i](#)).
- I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources ([4.4g](#)).
- Where remote supervision will be used, the environment is suitable ([4.2a](#)).
- Any accommodation is safe and suitable ([4.2b](#)).
- If visiting overseas, documentation and other issues are addressed ([7r](#)).
- Security is addressed, especially for residential and overseas visits ([4.2b](#), [7r](#)).
- The risk of terrorism has been considered ([4.4e](#)).

## Finally

- My decision is that this visit is well prepared and should take place.
- The visit plan has been approved by my establishment/employer if required.

## Appendix 4 – Evolve 'visit form' process - flowchart

