

Policy Number	T42
Target Audience	Staff, Parents and Pupils
Approving Committee	Executive Committee
Last Review Date	27.02.2025
Next Review Date	Jan 2028
Policy Author	M Platt

Version Control			
Version No	Date Approved	Reviewed By	Changes
V2	26.11.18	Mr. Royle	Local Learning Area section added to cover local trips as part of the curriculum. These trips now no longer need a full evolve risk assessment as long as the procedures set out in the section are followed.
V3	13.09.21	Mr. Royle	RHS Bridgewater has been added to the local area visits section and doesn't require a full evolve for a visit.
V4	9 th July 2024	M Platt	Reviewed
V5	27 th Jan 25	M Platt/J Royle	Clarified the point at which school would call parents when their child is upset on a residential.
V6	27 TH Feb 25	MP/ Governor	Reviewed and updated section 20
V7	5 th March 25	Exec	Amended minor typos and training dates of EVC

1 Contents

1.	Importance of Off-site Visits.....
2.	Purpose, Status & Remit
3.	SCC Requirements for Off-site Visits & Adventurous Activities and OEAP National Guidance.....
4.	EVOLVE.....
5.	Roles and Responsibilities
5.1	Visit Leaders
5.2	EVC (Educational Visits Coordinator).....
5.3	The Head Teacher
5.4	The Governors.....
6.	Staff Competence
7	Types of visits
8	Visit planning and Approval
9	Planning a visit – the visit leader’s job list
10	Guidance for Visit Leaders.....
11	Parental Consent
12	Risk Management
13	Monitoring
14	The Establishment Self-Assessment Form/ Compliance Checklist
15	Induction, training, apprenticeship, succession planning
16	Assessing venues and external providers
17	Volunteers.....
18	Emergency Procedures.....
19	Behaviour
20	Inclusion.....
21	Insurance.....
22	Finance.....
23	Transport.....
24	First Aid arrangements.....
25	Local learning area.....
26	Appendix.....

1. Importance of Off-site Visits

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

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

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

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

2. Purpose, Status & Remit

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

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

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

This policy should be reviewed frequently or when required in response to any incident or lessons learned.

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

St. Andrew's C.E. Primary School adopts the 'SCC Requirements for Off-site Visits and Adventurous Activities' which is available in the 'Guidance' section on the SCC EVOLVE website.

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

The 'SCC Requirements for Off-site Visits and Adventurous Activities' is underpinned by the National Guidance www.oeapng.info.

4. EVOLVE

EVOLVE (www.salfordlavisits.co.uk) is the web based planning, notification, approval, monitoring and communication system, used by SCC.

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

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

All relevant SCC guidance is available on EVOLVE.

5. Roles and Responsibilities

5.1 Visit Leaders

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

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

Staff must make appropriate checks of any third party providers.

Visit Leaders should refer to:

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

5.2 EVC (Educational Visits Coordinator)

The EVC is Jamie Royle (Date of the last EVC training course attended: 5th Dec 2024.
(This should be within the last 3 years - the EVC should attend a full SCC EVC training day, and thereafter attend EVC update training at least once every 3 years.)

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

The EVC should refer to:

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

5.3 The Head Teacher

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

The Head Teacher should refer to:

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

5.4 The Governors

Governors will review and approve this policy and will maintain an overview and monitoring role to ensure that all visits are carried out in accordance with this establishment policy and the 'SCC Requirements for Off-site Visits and Adventurous Activities'.

The Governors should refer to:

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

6. Staff Competence

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

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

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

- Level of relevant experience
- Any relevant training undertaken (including any relevant qualifications – eg hill walking)

- The emotional and leadership ability of any prospective visit leader to make on-going risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the children, the venue and the activities to be undertaken

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

7 Types of visits

There are three types of visits:

- Level 1
- Level 2
- Level 3

See the table below for further details.

8 Visit planning and Approval

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

			<ul style="list-style-type: none"> • Authorised by Head/Manager • Approved by Local Authority
--	--	--	---

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

Table 2	Planning a visit – the visit leader’s job list
All visits	<p>The visit leader will ensure the following steps are completed for all visits:</p> <ul style="list-style-type: none"> • Obtain provisional agreement from the Head before any commitment is made • Funding arrangements and charging policy agreed • Where practicable a pre-visit should be carried out to check suitability, gather information and to inform risk assessment and planning • Ensure the visit: <ul style="list-style-type: none"> ○ Has clear learning outcomes ○ Has activities appropriate to the group ○ Is planned to maximise benefits to the children while managing significant risks ○ Has effective supervision in place/ is appropriately staffed ○ Has a designated deputy leader ○ Complies with the safeguarding policy • Record the visit plan on the on EVOLVE • The school’s/service’s Generic Risk Assessment for Off-site visits (see Appendix 1) must be implemented by staff for all visits. Where there are any additional significant risks they should be included in an Event Specific Risk Assessment, recorded on the EV5 Form and attached to the visit form on EVOLVE) - see Section 7.4 of this document. • Involve all staff in reviewing and writing the risk assessment and the planning • Involve children in the planning of the visit, and how it will be managed, wherever possible • Ensure parents are kept fully informed • Ensure appropriate consent is in place. ‘Blanket’ consent for Level 1 visits (annual or ‘life at the school’ consent). Specific consent for Level 2 & Level 3 visits. • Plan and execute the visit in accordance with the ‘SCC Requirements for Off-site Visits and Adventurous Activities’. • Ensure all other staff, accompanying adults, children and any external provider are: <ul style="list-style-type: none"> ○ Fully briefed about their roles and responsibilities during the visit ○ Know what to do in the event of an emergency ○ Are given information they need about individual pupil needs • Fully brief the base contact back at school and ensure they have access to/copies of all relevant information

	<ul style="list-style-type: none"> • Make suitable checks on any external providers. Where possible use providers with the Learning Outside the Classroom Quality Badge (see SCC Requirements for Off-site Visits & Adventurous activities – Section 13.12) • Refer to Visit Leader Checklist from the National Guidance
Level 2 & Level 3	<ul style="list-style-type: none"> ▪ All Level 2 & Level 3 visits must be entered and approved on EVOLVE ▪ Specific parental consent is required for Level 2 & Level 3 visits ▪ All relevant information must be included. The following (where applicable) must be attached to the EVOLVE Visit Form: <ul style="list-style-type: none"> ○ Itinerary ○ Event-specific Risk Assessment/s (as required) ○ Information provided to parents/pupils ○ Parents meeting presentation (where applicable) ○ Copy of EV4 (if required) ○ Any other relevant information <p>This information must be available to view on EVOLVE before approval is granted.</p>
Required for all visits	<ul style="list-style-type: none"> ▪ Visit Leader holds the following: <ul style="list-style-type: none"> ○ List of staff and young people on visit ○ EV7 Emergency card (including 24hr Emergency Contact details where appropriate) ○ First Aid kit ○ Any other relevant documentation/items (eg medication/ contact details where appropriate) ▪ Emergency contact (at the base) holds the following: <ul style="list-style-type: none"> ○ List of staff and young people on visit ○ EV7, EV8a & EV8b Emergency cards (Including Visit Leader contact details while on the visit) ○ Any other relevant documentation (eg medical/ contact details) ○ And should have 24/7 access to all Visit details and documentation

10 Guidance for Visit Leaders

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

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

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

11 Parental Consent

Staff must ensure that appropriate consent is in place:

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

12 Risk Management

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

Level 1 Visits

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

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

Level 2 & Level 3 Visits

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

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

On-going risk assessments

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

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

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

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

STAGED:

Staffing	(Including competence, experience, ratios, effective supervision)
Timings	(Timings, itinerary, downtime)
Activities	(Programme, activities to be undertaken. Who will lead? Adventurous?)
Group	(Additional needs: learning, behaviour, disabilities, medical. Challenging group?)
Environment	(Venue, accommodation, weather, water levels, crowds, other users, culture)
Distance from base	(Including transport arrangements, support systems, residential visits, visits abroad)

Procedures for risk management:

1. All staff must be familiar with and use the **Generic Risk Assessment** for all visits. (see Appendix 1)
2. Any additional significant risks that are not covered by the generic risk assessment must be recorded on an **Event Specific Risk Assessment** (on an EV5 Form)

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

13 Monitoring

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

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

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

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

The EV3 Form will be completed annually by the EVC and Headteacher and will be overseen by the Governors.

A copy will be available to the Governors.

An electronic copy of the completed EV3 Form will be emailed to the [Educational Visits Adviser](#).

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

15 Induction, training, apprenticeship, succession planning

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

New staff are supported by the EVC so that they are familiar with the procedures for Off-site Visits.

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

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

Training records are kept by the school office.

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

16 Assessing venues and external providers

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

a) The Provider holds an LOTC Quality Badge www.lotcqualitybadge.org.uk

or

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

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

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

17 Volunteers

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

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

18 Emergency Procedures

The SCC Emergency procedures for visits can be found on the home page of the [SCC EVOLVE website](#) .

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

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

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

19 Behaviour

Young people will be expected to follow a code of conduct while on Off-site Visits. Where possible the young people will meet with staff so that they are aware of the behaviour expectations. On occasions parents may be asked to sign the code of conduct as well.

Careful thought will be required to determine how mobile phones and other electronic devices will be managed.

20 Inclusion

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

All visits must comply with the Equality Act 2012.

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

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

Staff should discuss any issues with the EVC, the SENCO and where appropriate the SCC Inclusion Support Team. The views of the young person and the parent/carers should be taken into consideration.

We positively encourage all children to partake in residential trips and to take an active role in the activities on offer so that they reap the obvious benefits to their development. From time to time children on a residential visit may become upset. This is often due to a little homesickness or the child feeling insecure in a new and different environment. When this happens, staff can almost always resolve the issue quickly, enabling the child to continue to enjoy the visit. Rarely does such upset require any further intervention.

However, if, in the view of the Group Leader or Headteacher, a child is so upset that the situation appears irretrievable, then the Group Leader or Headteacher may decide to communicate with the child's parents or carers to seek a solution. The outcome may require the parent or carer to make arrangements to have the child taken home.

21 Insurance

The School insures through the Local Authority and therefore uses Zurich Municipal.

22 Finance

There must be clear procedures for staff to follow including:

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

23 Transport

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

24 First Aid arrangements

Wherever possible on local low risk activities i.e. those not requiring Local Authority approval, there will always be a qualified first aider on school visits. Where this is not possible there will be a designated member of staff responsible for dealing with first aid matters and this member of staff will have a working knowledge of first aid and will have participated in a one day First Aid Course within the last three years.

On all higher risk activities i.e. those requiring Local Authority approval there will be a qualified first aider present.

First Aid kits carried will be appropriate to the activities undertaken and determined by risk management.

First Aid kit is to be carried at all times for each participating group if they are to be split. This first-aid container shall be:

- maintained in a good condition;
- suitable for the purpose of keeping the items
- in good condition;
- readily available for use; and
- prominently marked as a first-aid container

In the event of an accident or near miss during an offsite activity an 'Incident Report Form' must be completed, reported and reviewed so that appropriate lessons can be learnt.

To ensure an accurate account of events, this form should be completed as soon as possible after the situation has been resolved.

In the event of a major accident / emergency, it is the visit leaders responsibility to initiate emergency procedures using The School's Emergency Action Procedures and inform the contact person.

25 Local Learning Area

General Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Do not require parental consent although gaining of consent is advised
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- Do not need to be recorded on EVOLVE

Boundaries: The boundaries of the School Learning Area are shown on the attached map in the oval.

The boundaries of locality are shown on the map below. This area includes the following frequently used venues:

- Post Office
- Library
- Community Centre
- Boothstown British Legion
- St. Mary's Church
- Boothstown Nursing Home
- RHS Bridgewater

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure.

There are a number of local primary schools also indicated on the map who are all part of a local cluster who take part in sporting competitions at each other's schools. For the purpose of Risk Assessment these schools are included in the local learning area: St. Mark's Worsley, James Brindley, Broadoak, Mesne Lea, Ellenbrook and Boothstown Methodist. Trips to these schools to compete will follow the operating procedures of the local learning area. Where transport is necessary either walking or minibus procedures will be followed.

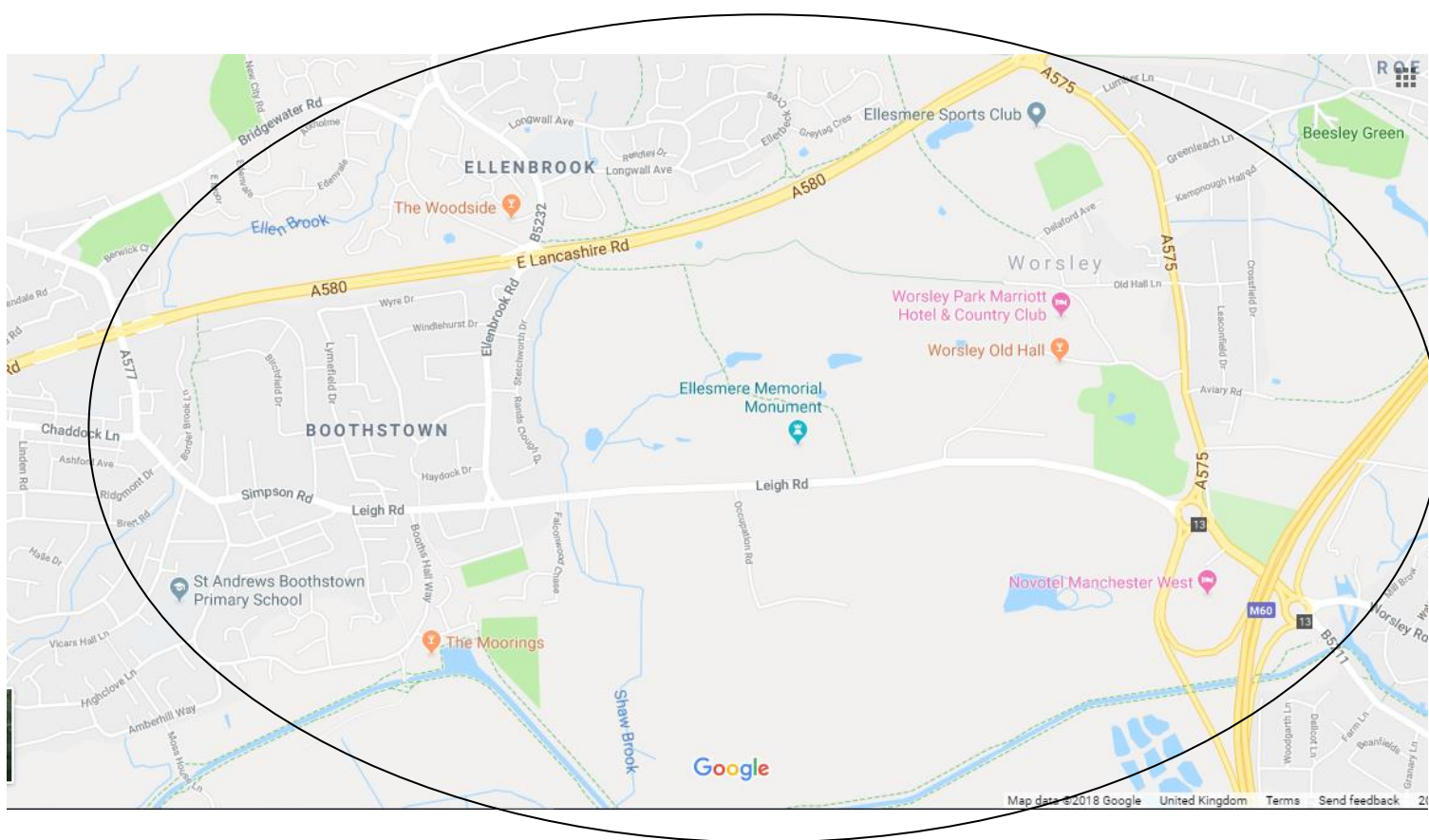
The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head of School/ EVC must give verbal approval before a group leaves, however clearly identified competent and experienced staff can also make this decision.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school.

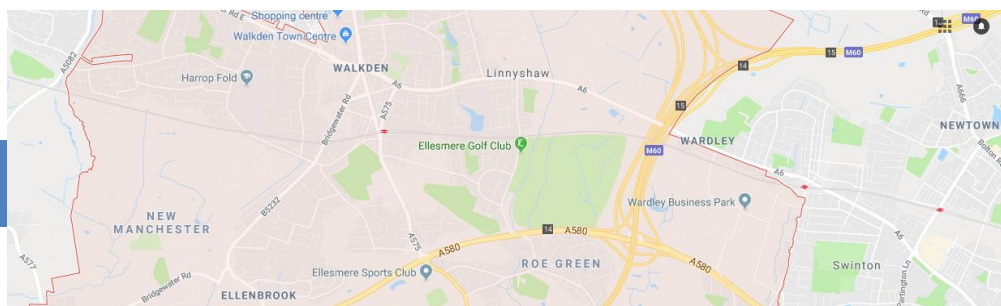
- There will normally be a minimum of two adults and pupil to staff ratios will always meet the national requirements and a decision will be made based on the age of the children and the destination prior to any trip.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- A school mobile or personal mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
 - Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. This decision will be made by the Head teacher or Deputy Head teacher.



Local Learning Area: This area includes, but is not limited to, the following frequently used venues: Post Office, Boothstown Library, Community Centre, Boothstown British Legion, St. Mary's Church, Boothstown Nursing Home and St. Mark's Church Worsley. It now also includes RHS Bridgewater – with children being either driven in the mini bus or walking by either the canal or main road entrances.

Local Learning Area: Sports Venues

Local Learning Area: This area includes, but is not limited to, the following frequently used sporting venues: Ellenbrook, St Mark's, Mesne Lea, Boothstown Methodist, Broadoak, James Brindley and Walkden High. Children will be transported to these venues on the school mini bus who by a member of staff who has the required licence.



26 Appendix A

Add generic risk assessments here – eg standard operating procedures that all staff agree to follow on all educational visits (see examples in resources and guidance section of Evolve)