



# **St. James' Church of England Primary School**

**'Building One Faith, One  
Family,  
Our Future'**

## **Educational Visits and Activities Policy**

Adopted from Blackburn with Darwen – September 2025  
(J Barker & Melissa Tindall)  
Approved by Governors- Spring 2026 (Resources Committee)  
Review Date – Autumn 2027 (Resources Committee)

## Foundation, Vision and Intent

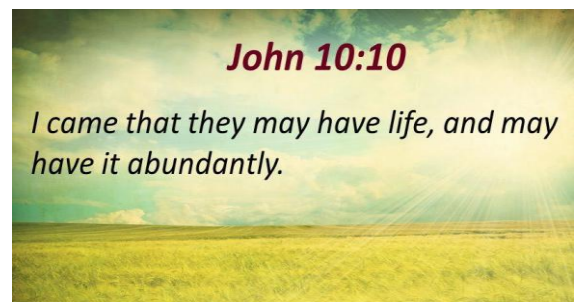
**St James' Lower Darwen**

Church of England Primary School



**"Building One Faith, One Family, Our Future."**

**"We offer a holistic curriculum that champions our community and is aspirational."**



We want our children to know that **God has a plan for them** that means **they live their best life possible.**

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

# Overview

## Intent

**St James' Lower Darwen C.E Primary School** is committed to providing high-quality educational visits and learning beyond the classroom experiences that enrich the curriculum, broaden pupils' horizons, and promote personal development. We believe that learning beyond the classroom fosters curiosity, resilience, and cultural capital, enabling pupils to make meaningful connections between classroom learning and the wider world, all of which support **St. James' Lower Darwen C.E Primary School** aims and contributes to our Mission Statement.

Educational visits are planned to:

- Deepen subject knowledge and understanding through real-world contexts.
- Develop essential life skills such as independence, teamwork, and problem-solving.
- Promote equality of opportunity by ensuring all pupils can access enriching experiences regardless of background.

Support spiritual, moral, social, and cultural development in line with our school values.

## Implementation

Learning outside the classroom activities and educational visits and are used as teaching and learning tools for the delivery of elements of **St James' Lower Darwen C.E Primary School** statement of Intent

## Impact

Learning outside the classroom activities and educational visits have clear and measurable aims which link to **St James' Lower Darwen C.E Primary School** statement of intent/curriculum intent. The impact contributes to pupil's attainment and progress. **St James' Lower Darwen C.E Primary School** approach to the evaluation of activities and visits is set out in this policy.

## Context

We believe that educational visits are an integral part of the entitlement of every pupil 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 James' Lower Darwen C.E Primary 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 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.
- Curriculum changes with an emphasis on enrichment opportunities.

## 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, **St James' Lower Darwen C.E Primary School**

1. Adopts the Local Authority's (LA) document. (All staff have access to this via Evolve).
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE for off-site activities *beyond the local learning area and on some occasions, staff may complete the local area visit form option on Evolve.*
4. All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

The EVC is responsible for uploading staff certificates to their Evolve profiles, to evidence competence in their specific role on an educational visit. E.g. first aid, etc.

## Types of Visit & Approval

There are three 'types' of visit:

1. **Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
These follow the 'School Learning Area' Operating Procedure (Appendix 1).
2. **Other non-residential visits within the UK that do not involve an adventurous activity.**  
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
3. **Visits that are overseas, residential, or involve an adventurous activity.**  
As above, but the Head authorises and then submits to the LA for approval.

### Timescales

**St James' Lower Darwen C.E Primary School** uses the Evolve system to plan, manage and record educational visits.

Visit Leaders should plan and prepare visits allowing time for internal and external vetting and approval as required. Normally this will mean that visit plans should be submitted to the EVC by the following deadlines:

- 4 weeks before departure for Residential
- 4 weeks before departure for Adventure Activities
- 2 weeks before departure for other types of visits
- 1 week before departure for Local Area visit.

If for any reason these deadlines cannot be met, clarification and approval should be sought from the EVC.

## Roles and responsibilities

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any financial commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinator (EVC)** is Jason Barker (Deputy Headteacher), who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

**The Governing Body's** role is that of a 'critical friend' and it will:

1. Adopt and periodically review this policy, as required.
2. Ensure there is a competent Educational Visit Coordinator (EVC) in place who meets the requirements outlined in 'National Guidance' and has completed the Employer's EVC Training Programme and any updates as required.
3. Review the range of visits provided by the school via a report submitted twice a year by the EVC.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## Evaluation

To evaluate the impact of educational visits we consider the following:

1. The impact on learning; in addition to usual assessment methods, we use
  - Photographs / Video
  - Impact on learning outcomes
  - Pupil Voice
  - Attendance and behaviour
2. The arrangements (eg risk assessments, value for money, lessons learned) to help influence future trips and visits, through the evaluate section on Evolve.

## Staff Competence

**St James' Lower Darwen C.E Primary School** recognises 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:

- 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 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 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.

## 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 (see Appendix 3). All staff on visits are familiar with this plan and it is tested 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 Local Authority.

## Educational Visits Checklist

**St James' Lower Darwen C.E Primary School** Educational Visits Checklist forms part of the risk management process for visits and off-site activities. This has been adapted from the LA's generic checklist. A visit should only go ahead if the answer to all relevant questions is 'YES'.

**St James' Lower Darwen C.E Primary School** Educational Visits Checklist may be downloaded from EVOLVE Resources (Appendix 4)

## 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, e.g. after school fixtures, etc.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents through Arbor, so that consent is given on a 'fully informed' basis. If parents are unable to access Arbor this will be done through phone communications.

## Inclusion

**St James' Lower Darwen C.E Primary School** is committed to inclusion and will include all students in our offsite activities wherever this is reasonably practicable.

All visits must comply with the Equality Act 2012. Staff must plan early to overcome any inclusion issues.

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

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

Staff should discuss any issues with the EVC, the SENCO and where appropriate the BwDBC Inclusion Support Team. The views of the young person and the parent/carers should be included in the discussion.

## Transport

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

## **Insurance**

Zurich School Journey Insurance.

## **Alcohol**

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

# Appendix 1 – School 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
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- do not need to be recorded on EVOLVE, but can be done so under the Local Learning Area Visit.

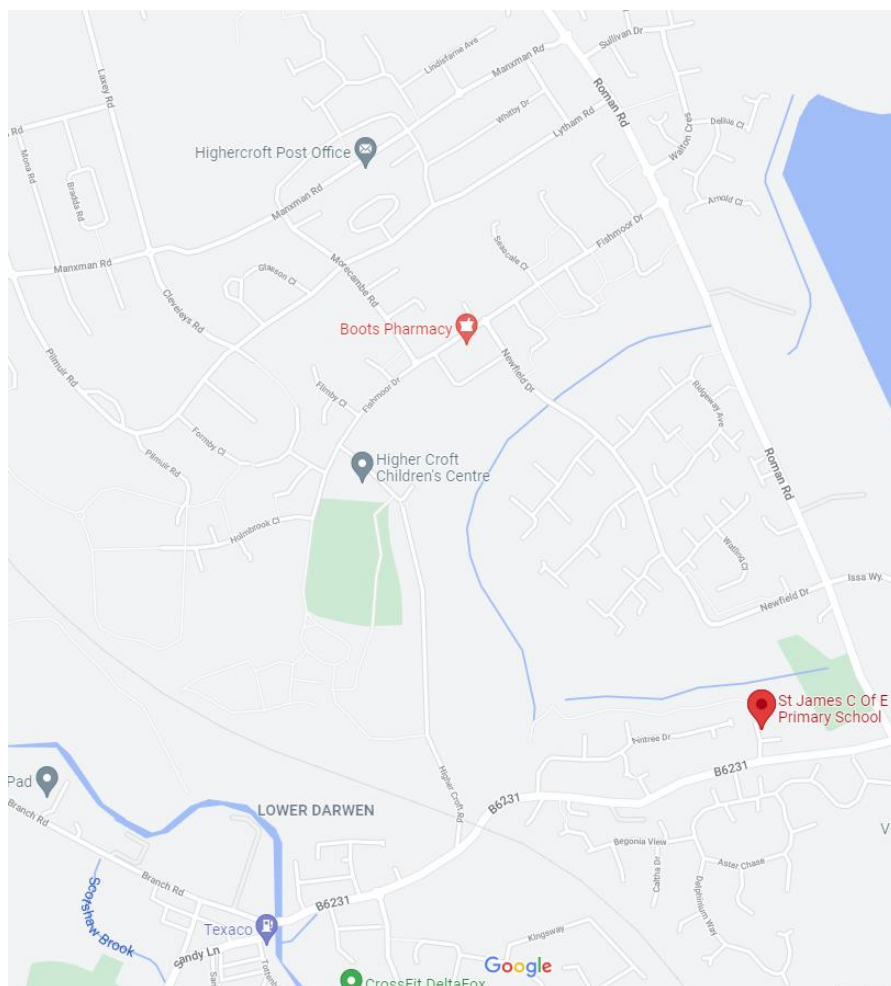
## Boundaries

The boundaries of the School Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues: e.g.

- St James' Church
- Roman Road Library
- Splash at Riverside

Also included in this Local Learning Area but not within this physical geographical boundary (for Level 1 visits) are:

- Any other school setting (grounds and/or building) within Blackburn with Darwen BC. Sporting NRG buildings



## Appendix 2 – Standard Operating Procedures for School Learning Area

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, Deputy, EVC or DSL must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.

There will normally be a minimum of two adults but additional staff will be utilised based on a class's specific needs.

- 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. Providing the EV1 form.
- A school mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)

Below sets out the Standard Operating Procedures for visits that are to be considered for all trips:

### SOPs

#### **Dealing with an Accident or emergency**

- Ensure the deputy visit leader takes control of the visit to allow the Visit Leader to make the appropriate arrangements and phone calls
- Refer to relevant EV form (7/8) for numbers of school contacts and for procedures to follow.
- Remove pupils to a safe area.
- Contact relevant emergency services.
- Ensure a first aider is available and first aid is delivered as necessary.
- Ensure staff: child ratios meet minimum requirements at all times (in emergency situations this may not always be possible).

#### **First Aid/Medical Needs**

- All visits must have a trained first aider on them. A Paediatric First Aid qualification must be held by at least one member of staff if accompanying Reception and KS1.
- First Aid kit must be taken (and checked that it is fully stocked prior to leaving for the visit)
- Children's individual medical needs must be checked and appropriate medication taken on the visit
- Children and staff on the visit are aware of which member of staff/ members of staff have the medication. All medication needs to be clearly labelled. It should have the pharmacy label identifying the child and the dosage.
- All medication must be returned to the correct place immediately on return to school (or by first thing the next day if outside of school hours). Medicine must be signed in and out.

### **Toileting Procedures**

- Make sure children go before leaving school/the visit site.
- Supervise all toilet visits.
- Check any public toilets are empty before allowing the children to enter.
- All staff aware of medical issues regarding toileting.
- All staff aware of where toilets are at the venue/public toilets if outside.
- Children offered a suitable time to use the toilet during the visit.
- Consider length of journey- do we need a toilet break?
- Ensure staff: child ratios are maintained during any toilet breaks.

### **Travel on Foot Including Road Crossing**

- Partners
- Ratios appropriate to age
- Adult spread out (front, middle, back)
- School phone
- Signing in and out (all children/staff)
- Suitable clothing/footwear for weather
- Toileting
- First aid kit
- Medications
- Explain road safety rules to children and staff before leaving (eg. Dog danger, stranger danger)

### **Road Crossing**

- Adults to follow the correct/appropriate road crossing procedure for the type of road being crossed according to the Highway Code.
- Use of official road crossing to be used where available e.g. pelican crossings, zebra crossings.
- Rules ← No running!

### **Travel on Minibus**

- Using reputable BwD company. If a school minibus, the driver must be MiDAS trained.
- Splash -Check for up to date insurance documents/MOT etc.  
-Up to date risk assessment
- Use booster seats/seatbelt.
- Check all seatbelts before moving off.
- Head count on/off – cross reference with register of children who should be on the visit.
- Door lock from cab, only open by staff.
- Safe embark/dis-embarkment points agreed e.g. quiet area of a car park, directly onto the pavement.
- First Aid kit and sick bags/bucket on each journey.

### **Swim Lessons**

- Children change in separate changing rooms ← Follow Splash guidance.
- Remain in changing rooms until called to poolside.
- Enter poolside through secure door/exit through secure door. Children must not be able to get to poolside unaccompanied. Aids on immediately.
- Once poolside swimming teacher is responsible for the swimming procedures but staff member remain responsible for the children's behaviour/expectations.
- Leave poolside and return to changing room. To remain there until collected.
- No other member of public can enter changing rooms.
- School staff reach and Rescue trained.
- To visit toilet before entering pool area.
- Further visits accompanied to changing room by school staff member.

## **Coach**

- Use a recommended company through own past experience or recommendations of other schools.
- Check seated/standing numbers.
- Consider if we have enough seating (minus danger zone seats at front).
- Number of adult to children ratio is correct.
- Children are paired.
- Children are grouped.
- Teachers/staff have a full register/group register.
- Front of coach- school name/number of passengers printed out.
- RA- on and off- complete/shared/read
  - Stairs/seatbelts
  - Disabled access
- Sick bucket/ medical/ first aid.
- One member needs a school phone. But ensure other members of staff have access to a phone in the event that the batteries are dead or it's lost in an accident
- EV7/EV8 completed/ left in office/ taken with group/ trip leader.
- Seatbelts worn correctly/ checked.
- Windows open (Covid- ventilation)
- Emergency procedure is known in case of emergency.
- Head counts on/off
- Toileting prior to journey.
- Where will children wait to get on/off when they arrive?
- Communicate with driver about street- where they park/pickup.
- Communicate times (how much estimated do we get either side).
- Give driver lead contact's number. Get driver's number.
- Take companies details/record of booking.
- Hand gel- on/off

## **Travel in Teacher's Car**

- Ensure teacher has business insurance and an up-to-date MOT for cars that qualify. Records of this kept on file at school.
- Booster seats if needed (check guidance)
- Awareness of height/weight limits for seats
- Toilet and equipment check before leaving.
- Use back seats before the front seats.
- School mobile signed out and Evolve forms completed.
- High expectations from the children.

## **Public Place**

- Pre-visit safety check.
- Check staff/children ratio and consider the visit type when doing so
- 1:1- allocate specific children/staff.
- Toilet before you go.
- Register (take- count in/ count out) and cross reference with register.
- First Aid kit on visit.
- Partners/ 1:1 adult considered.
- Packed lunch/ water refreshments.
- Summer hat/ sun cream/ outdoor wear as appropriate.
- Sign out staff and children using Inventory. Collect school phone.
- Manage walking/stopping points.
  - Setting boundaries.
  - Regular counting
  - Emergency signal/sign.
  - Toilet (whole group must go back to school to ensure ratios remain)

## Appendix 3 – Emergency Procedure

The BwDBC Emergency procedures for visits can be found on the home page of the [BwDBC EVOLVE website](#) (select the Emergencies link on the red band).

In the event of an incident staff on the visit should follow the procedure outlined on the EV7 form (you can download a copy from Evolve or from the Evolve folder in the staff shared google drive), laminate it and put it in with the first aid kit if you want). Base contact in school and the HT should follow the procedure outlined on the EV8a and b.

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 **St James' Lower Darwen C.E Primary School's** emergency planning documentation, which has been shared with all staff and is available in the Emergency Response Plan folder in the staff shared google drive.

All visits must have a designated Deputy Leader who will oversee the running of the visit whilst the visit leader deals with emergency protocols.

## Appendix 4 – Visits checklist

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