



# Transform Trust Off Site Visits Guidance - Evolve

Policy/Document Number	Author	Publication Date	Review Cycle
205	Operational Safeguarding Lead	V3 September 2023	Every 2 years

## Off Site Visits – Evolve Guidance - Management Requirement

Transform Trust require all schools to use the online planning and management tool Evolve for all school visits and any off-site activities.

Evolve is a management tool which is an efficient tool for planning and approving visits and contains a variety of features, is easy to use and offers assurances that learning outside the classroom is deemed safe for all. Access to EVOLVE can be found at [www.nottinghamcityvisits.org.uk](http://www.nottinghamcityvisits.org.uk)

EVOLVE must be used for all off-site visits, residentials, overseas and adventurous visits.

If you are not already using Evolve and require support, please contact Mary Farmer or Claire Smith [mary.farmer@transformtrust.co.uk](mailto:mary.farmer@transformtrust.co.uk) and [claire.smith@transformtrust.co.uk](mailto:claire.smith@transformtrust.co.uk).

- **Transform Expectations** All offsite activities that include travel in a vehicle, including public transport and privately hired vehicles should be recorded on Evolve.
- Any regular activity should be logged and a risk assessment carried out for the group of children who are going. For example, football fixtures and swimming as an ongoing activity for the relevant year groups will only need to be done once at the start of the activity using the template risk assessment. For additional swimming visits or with different children, risk assessments will need to be done.
- Activities such as walking to local shops, library, places of interest or other local schools should also be recorded on the system using an appropriate risk assessment. Pupils have been briefed and practiced standard techniques for road crossing in a group. Where appropriate pupils are briefed on what to do if they become separated from the group.
- All forms/risk assessments should be completed in full. They should include the named 'out of hours' contact/s in the event of a visit being late or delayed and outside school hours.
- The forms should also include the named DSL for any safeguarding concerns whilst out on a visit.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- A school mobile is taken with each group and the office have a note of the number.
- A named qualified first aider must be part of the group.
- All visits and risk assessments must be signed off by the Headteacher and/or LA where appropriate before the event.
- Appendix 1 – Access for children with complex needs

A list of all the Evolve Categories is attached.

### **Transform Support**

Mary Farmer and Claire Smith are here to provide support and advice on the Evolve system.

### **Trust Monitoring**

The Trust will regularly review the use of Evolve to ensure that schools are submitting the appropriate documentation completed for all visits; that there are appropriate staff ratios and safeguarding arrangements in place.

### **Major Incident**

In the event of a major incident, Transform's Safeguarding team will check Evolve to see if any schools are out and near to the vicinity of any major incident. We will then contact the appropriate school so that your own emergency plans can be put into place.

In the event of a major safeguarding concern, where you cannot reach your school, please contact any one of the Trust's Safeguarding team listed below

### **What to do in the event of a major/critical incident when on a school visit**

1. Ensure the safety of your group.
2. Contact your school so that they are aware of your situation, know you are all safe or what action is being taken.
3. Follow your school's procedure for alerting parents and family members.
4. Alert Transform Trust.

### **Transform's Safeguarding Team – this includes out of hours**

Mary Farmer	07854 094 078
Claire Smith	07929 521 578

### **Monitoring and Review of this Policy**

This guidance may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be 2 years.

## Evolve Categories explained

### Category 1 - these visits are:

- Regular, routine day activities that are organised in and around the locality, usually on foot.
- Regularly repeated visits - can be covered by a block annual consent subject to parents/carers being made aware of every visit, especially any involving a return time outside the normal day.
- On-site activity (excluding adventurous activities listed in category 3).
- Transporting children between multi-site establishments or other local schools/venues.
- Regular curriculum delivery at off-site provider
- Visits in and around your school setting on foot (churches, parks, urban centres, sponsored walk) sports fixtures and the annual sports day (involving transport).

These visits should be planned using the establishment specific local visits risk assessment and with approval by the Visit Leader and Headteacher.

These activities can be covered by an annual blanket consent.

Where there are local activities that are a planned part of the curriculum/routine programme but are dependent upon the right conditions on the day, then the Visit Leader will sign out before departure leaving relevant information with the school contact.

The specific establishment off-site visits risk assessment (that may also include road transport) covers general supervision of these visits. A review will be required rather than completing a new document each time. Any additions can be documented using the Event Specific Note form.

**All other visits** - all other visits must be planned and submitted using EVOLVE. Based on the visit types, EVOLVE automatically directs the flow of approval for Category 2 and 3 visits.

### Category 2 - these visits are:

- Single "one off" day visits; or
- a programme of visits that take place off-site but further afield than your school and with no element of adventurous activities (as defined in Category 3). These opportunities will usually require transport and could also require some enhanced planning and risk assessment.

Example visits are:

- Visits requiring use of transport (urban areas, theatres, social events, places of interest)
- Swimming (excluding open water)
- Fieldwork visits (not in open/remote country)

- Activities at Water Margins (coastal locations & inland waters)
- Farm visits
- Forest school programmes

These activities will be entered onto EVOLVE and submitted to the EVC at least 5 working days prior to departure. Approval is delegated to the Headteacher and visits should be covered by a parental consent form. For each off-site activity, the Visit Leader must obtain a reply slip from parents indicating that information relating to the visit has been received and that they agree to their child's participation in the event. On this same form parents are able to note any changes to the medical information relating to their child and provide updated contact details.

For a programme of regular visits to similar destinations, one single visit form can be completed, with the relevant dates selected and can be covered by the annual blanket parental consent form (OV4). The specific establishment local visits risk assessment (that also includes road transport) will cover general supervision of the visit. A review will be required rather than completing a new document each time. Any additions can be documented using the Event Specific Note form.

If a visit is planned to a higher risk environment please seek advice from Transform prior to planning.

Certain activities will require staff to hold specific qualifications or competencies before being able to deliver sessions. e.g. forest school. Relevant qualifications will be added and uploaded to EVOLVE. These activities will not be undertaken unless there is a sufficient number of suitably qualified staff to deliver them.

**Category 3 - these visits are:**

- Residential visits
- Adventurous activities
- Visits abroad

**Approval from Transform's Exec Team will be required for all overseas visits. Please contact Mary Farmer or Claire Smith for further details.**

The EVOLVE system will automatically pass such identified visits to Transform for approval after first being checked by the EVC and authorised by the Headteacher. For each off-site activity the event leader must obtain a reply slip from parents/carers indicating that information relating to the visit has been received and that they agree to their child's participation in the event. On this same form parents/carers are able to note any changes to the medical information relating to their child or update contact details.

Overseas visits to be submitted to Evolve and Transform a minimum of four working weeks prior to the visit taking place. Approval notification via email will automatically be sent out (from EVOLVE) as soon as possible up to two working weeks after receipt of the visit form.

When external providers are used it is a requirement for their safety management to have been verified either by completion and return of a Provider Form (OV2) or verified by holding an appropriate national accreditation, e.g. learning outside the classroom quality badge.

### Approval

Final approval is delegated to the Headteacher for all visits, with the exception of:

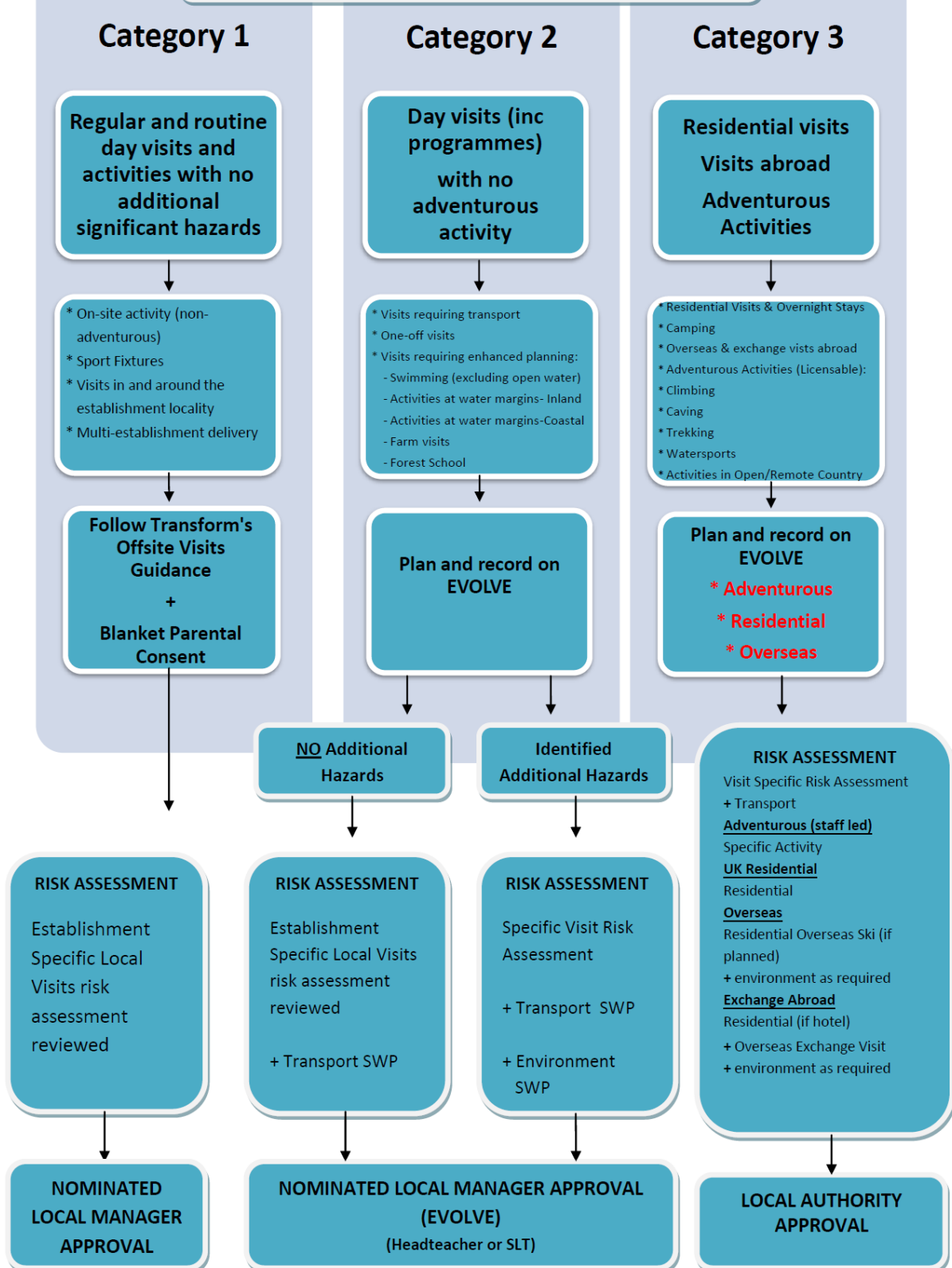
- Overseas visits
- Residential visits
- Adventurous activity visits

which for Transform Trust schools require Local Authority approval. These visits should be submitted to the LA at least 4 weeks in advance.

In approving visits, the Head and EVC should ensure that the visit leader has been appropriately inducted/trained, and is competent to lead the visit

Requests for approval should be sent to Mary Farmer: [mary.farmer@transformtrust.co.uk](mailto:mary.farmer@transformtrust.co.uk) or Claire Smith: [claire.smith@transformtrust.co.uk](mailto:claire.smith@transformtrust.co.uk) .

# VISITS PROCESS FLOW CHART



## Appendix 1 : Educational visits – access for children with complex needs

All children have an entitlement to access educational visits. For some children with complex needs, careful consideration should be given to how best plan, prepare for and support a child so that they are able to participate in the experience.

### Selecting a place/venue for a visit

The needs of the whole class and that of individuals must be considered for suitability when choosing a visit. The following should questions need considering, dependent on the needs of all children in the class:

- How access is the venue for a child with a physical disability?
- Are there adequate places for children to be changed, or where medication can be administered?
- Are there quiet spaces for children with sensory needs or children who can become overwhelmed?
- Does the venue have experience of providing activities for children with complex needs?
- How secure is the site?
- Will the venue be able to support various size of groupings?
- Is the risk assessment for the site sufficient and does it meet the needs of the children?
- Is the venue close enough for any child that may require medical attention?

### Preparation for the visit

- What transportation would be suitable for children with complex needs? Would it be better to go in a car rather than on the bus?
- What staff need to go to support specific children – have they got the training needed to meet that child's needs i.e. physical handling, first aid, specific medical training?
- How can we best support the children through adult/child ratios?
- Would parents be able to support their child on the trip?
- What paperwork needs to be in place for the child to access the trip i.e. risk assessment, individual handling policy, healthcare plan etc.?
- What is the contingency plan if the child is not coping with the visit?
- What adaptations are in place in school that can be taken or used during the visit, for example: soft toys, fidget toys, transitional objects, time out, quiet time etc.?

### Staff pre-visit

- As well as thinking about risk assessments and access, consider taking photographs of key things at the site/venue that will help the children in the lead up to the visit. For example, toilets, quiet spaces, where they will have lunch etc.

### Supporting the child to prepare for the visit

- Look at a map to see where the visit will be.
- See if there is a virtual tour that you can show the children as part of the orientation.
- Show them photos taken during the pre-visit.
- Talk them through the day and show them a timetable of what the day will look like.
- Consider giving the child a job or responsibility for the trip i.e. looking after clipboards etc.