

Appendix 1

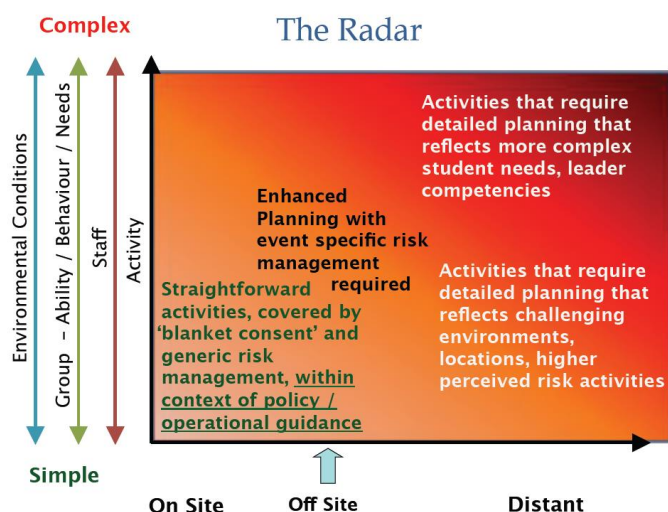
Developing your Three Zones = a document for you in the Evolve resources – Pink tab, Zone 1 how to develop this area of your policy – specific notes. This is useful for all schools both Primary and Secondary. To be used with Zone 1 visits and also to support Sporting Fixtures.

This is a revised policy for Academies working with Cambridgeshire County Council Outdoor Education Adviser Service.

Developing your Academy Specific Policy

Diagram of how this Policy integrates, works and combines with other policies
Document in OEAP NG Model forms – the Radar Model
<https://oeapng.info/downloads/download-info/1d-the-radar-introduction/>

The guidance for visits website is www.oeapng.info This site can be found via Evolve, and therefore is best to leave staff to find this link via Evolve.



1. The Zones are defined as:

Zone 1 - This is for Head/ EVC to define for their school and include activities on and off the school site and outside the classroom. These activities are regular, not usually complex, and the maximum distance away from the site may assist in defining the activity.

Risk Management of Zone 1 should be covered by a range of prepared documents.

These documents will define for staff the procedures they need to follow to enable the activity to take place. (These can be amended by staff of the event if anticipated to be more complex based on the variable factors of Staff, Activity, Group or Environment).

Examples of zone 1 from most schools will include, local walks, swimming visits, PE fixtures, travel by bus/ public transport within a defined distance.

If any activity is a one off then this should be Zone 2. Schools can also decide which activity in Zone 1 might be listed or not listed on Evolve

Zone 2 - All visits and activities approved by EVC at school level. These visits will involve specific planning and will normally be one off/once a year/not multiple activities.

Zone 3 - Activities in this area are complex activities to plan and deliver and involves distance away from base. This zone includes all Adventure and Abroad visits.

2. If you are not sure about the above please ask for help and advice from Stephen Brown, Outdoor Education Advisor email:Stephen.Brown@cambridgeshire.gov.uk Tel: 01480 379677

Document Control

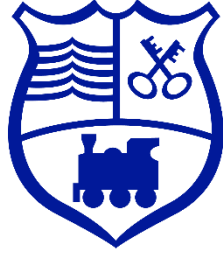
Please use this to define the document. Within this section is also the ability to note which other Policy or documents support the Educational Visits policy. The documents named should also refer to this document. This will require checking the text of the other policies to ensure that there is no conflict or tension between these policies. It will create a web of interlinked, supportive policies.

Minibus Driver Training

Cambridgeshire County Council have a new minibus driver training scheme. This should be considered as a new approach to driver training and is open to Peterborough Schools.

Clarity for providers risk assessments

The policy now states that the school does not need to receive a providers risk assessments if they hold a listed accreditation. This include the LOTCQB, AALA primarily. This reduces red tape.



GROWING TOGETHER • POSITIVE ATTITUDE • SUCCESS IN ALL WE DO

Policy for the Management of Educational Visits
and Learning Outside the Classroom

Document Control

Author / Contact	Josh Peach
Document Path and Filename	GPS EV policy Feb 2022
Document reference	EV policy version 2023
Version number	Version 2
Publication Date	September 2022
Review Date	September 2024
Related Documents (see note above)	<i>Examples inc Health and Safety Policy Safeguarding Policy Inclusion Policy Charges Policy Minibus and Transport Policy Insurance</i>
Guidance	OEAP National Guidance www.oeapng.info Advice from Stephen Brown (Outdoor Education Adviser)
Approved/Ratified by	Governing Body Date
Distribution	Staff Handbook Website
Previous Versions	EV policy 2019,2021, 2022

Introduction

This Policy is the local policy for Gunthorpe school and aligns with Peterborough City Council Policy for Educational Visits. None of the PCC Policy is repeated here. Secondly none of the guidance material is reproduced here and also should be accessed via the embedded web links.

The school provides a rich and varied program of opportunities for pupils to learn outside the classroom - within the school, the local area and further afield. The programme of visits is structured and progressive to gradually develop young peoples' confidence, independence, responsibility and specific learning objectives.

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Head Teacher and Educational Visit Coordinator. It provides a local framework for staff planing off site visits. Visits fall into one of three zones as defined by the National Guidance documents, Zone 1, 2 and 3 and NG website (www.oeapng.info)

Roles

[All roles](#) are clearly defined on the NG website. www.oeapng.info

Roles defined as Visit Leader, Assistant Leaders, Volunteers, EVC, Head Teacher, Governing Body and Employer.

There is specific Guidance and information for each above role and relevant documents.

Within the school all roles are covered and managed by staff and the Governing Body.

The school has a Trained EVC who is Josh Peach.

All visits have a named visit leader and assistant staff who are aware of their role and responsibilities contained within the NG website.

Volunteers are managed under the school volunteer policy including relevant DBS checks.

[Competence of Staff](#)

Staff must be competent and confident to lead visits. Training courses are available to develop confidence and competence. There are standards national standards for staff who want to lead adventure activities and the adviser will give advice.

Procedures

All visits require planning, preparation and levels of approval. This varies according to aspects of complexity and distance. These are explained in the guide.

This School has the Zones defined for staff. Visits fit into one of three Zones. If staff are unsure about a Zone – then the visit rises into the next Zone up for further guidance and planning.

Zone 2

'Normal Visits'

These visits are the majority of this schools visits. There will be aspects of complexity that require careful planning.

All visits are required to be planned and logged on Evolve, and will be approved by the EVC and Head. Advice on these visits will be provided by the Outdoor Education Adviser. Approval for visits of greater complexity may require pre approval before undertaking detailed planning and the EVC should be consulted

Zone 3

Adventure / Abroad and very complex visits

These visits require specific approval at School level and the approval of the Outdoor Education Adviser. These must be entered into the Evolve system, and submitted to the Adviser atleast 4 weeks before the departure date.

The adviser approves visits on behalf of the employer.

Zone 1

Local regular visits

These are visits which are regular, local and straightforward to organise. The risk management will be covered by the schools defined Zone 1 Procedures which attached to this document. It is the responsibility of the visit leader to ensure that these documents are amended if required because of changes in

circumstances. These changes need to be recorded and noted. Forms for this work are listed in Evolve for use as hard copies.

Activities that this school includes in Zone 1 are still being defined but include: swimming, local walks, sporting fixtures, library and the local park.

Specific Advice

[Risk Management](#)

This aspect is described in the guidance and forms for recording Risk Benefit Assessments are logged in the resource section on Evolve

[Parental Consent](#)

This school follows the advice on consent and does not require consent for visits that take place during the school day. Full information must be given to parents/ carers. Visits that last beyond the school day require specific consent, the level of detail of that consent will vary according to the visit.

[Group Management](#)

Full details about group management, ratios, supervision of group, medical conditions, are all found via the Leaders Role buttons on the National Guidance website.

[Behavior and Inclusion](#)

The Schools inclusion policy and behavior standards will be applied to all visits. For purposes of inclusion, specific advice on this issue is contained in the document below and the adviser can assist when working with visits.

[Pre Checking Venues and Providers](#)

Staff research the suitability of the venue and that the provision will meet the intended learning outcomes with groups needs being met.

[External Providers](#)

Peterborough City Council endorses and supports the Learning Outside the Classroom Quality Badge. Therefore any outside organisation that holds this award does not need an evaluation, and safety paperwork does not need to be examined. Providers who do not hold the LOTC QB should therefore complete the providers form on OEAPNG.

[Adventure Providers Assurances](#)

An adventure provider, who does not hold an LOTC QB, please check with the OE adviser before proceeding. There are other checks that the adviser will undertake and advise the school. Bookings with such companies should not be undertaken before checks are completed.

[Emergency Procedures](#)

This policy integrates into the School Emergency plan which addresses all critical incidents. All staff on a visit carry a copy of the emergency contact card (from the adviser) and have access to the following guidance.

The EVC and Senior staff have access to the Critical Incident plan which includes off site visits.

[Transport](#)

National Guidance contains full information for cars, minibuses and public transport.

For transport requests for this school please ensure that you request and book transport weeks in advance of the visit.

Evaluation

Following the return of a visit which has been logged on Evolve, the system has an evaluation system for staff to ensure that all visits are properly evaluated. Staff should complete this evaluation to aid future plans.

Insurance

All visits should be covered by the City Council Insurance Scheme, and additional insurance should not normally be required or bought from a provider. Please contact Peterborough City Council Insurance to check before purchasing. The insurance department will have full access to Evolve, so when contacting them, give the Evolve visit number and your plans can be reviewed

Charging

All financial details for a visit must be managed by the school processes, including timely budget preparation, accounting and collection of monies. Charges for parents must fit with the school charging policy. Parents must have sufficient notice of charges to enable them to make payments, and communication should include the cut off point to enable the school to withdraw from the financial arrangements with providers if the visit is cancelled.

Parents should also be told of any arrangements that the school may have for any young people that can't afford a visit.

Scope and Rationale

The Academy provides a rich and varied program of opportunities for pupils to learn outside the classroom - on the school site, the local area and further afield. The programme of visits is structured and progressive to directly support the curriculum by providing different contexts for learning and applying skills and knowledge, and beyond the curriculum into the whole school life supporting SMSC, Personal development and cultural capital, to develop young peoples' confidence, independence, responsibility and specific learning objectives. We believe that student and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the Curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

- Provide a broad programme of visits
- Ensure access for all students including those with additional and learning needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness and self-reliance

This policy covers all offsite visits and some on site learning outside the classroom. This policy is managed by the Head Teacher and a Trained Educational Visit Coordinator.

Provision of Guidance for staff planning visits

The Academy has formally adopted **the OEAP National Guidance (NG)** as the source of guidance, www.oeapng.info

It is a legal expectation that employees **must** work within the requirements their employer's guidance; therefore, employees must follow the requirements of "National Guidance", set within the context of this policy.

Systems for Managing this Activity

Blank has systems in place covering a range of key areas vital to the safe and successful delivery of off site activity.

Specific Arrangements

The academy has a service level agreement for specialist advice from the Outdoor Education Adviser.

The school has an Educational Visit Coordinator who is trained and remains up to date.

There is a clear process for planning and approval of visits, using Evolve software for Zone 2 and 3 visits.

There is a defined process in place for Zone 1 visits.

Oversight for this system rests with the Head Teacher, with the Management/Trust receiving reports when appropriate and requested.

Insurance

The academy has insurance policies in place to cover this area of work. Specific activity may require further cover which should normally be with the insurers.

Managing Risks

The Academy has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A "Risk-Benefit Assessment" approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Emergencies and Critical Incidents

The School Critical Incident plan is regularly reviewed and updated. It covers and manages the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained

and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). An updated guide is available to schools to assist.

Monitoring

As an employer the school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

Links to other Key Policies

This policy links to other academy policies and therefore these areas are acknowledged and not repeated.

Staff

Staff Roles are defined on the NG website and staff taking on a specific role should read and understand the advice contained within defined documents associated with the role

Roles include, visit leader, assistant leader, EVC, Head and Governing Body and voluntary helpers.

Staff are judged as competent to lead visits by the EVC. For specialist activities led by Academy staff the Outdoor Education adviser will provide this guidance and advice. The EVC will lead on this process but may involve other senior staff.

Appendix 1 covers the qualifications required to lead Duke of Edinburgh's Award and other self led Expeditions.

The EVC should view the original documents and certificates when verifying leader's qualifications, not rely on photocopies, and retain a copy. Advice can be sought from the Adviser.

Vetting

Staff deployed onto visits are subject to the schools safeguarding processes and arrangements. Volunteers are also included.

Effective Supervision

The academy follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision at all times.

Working with outside providers

All visits must be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet your expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. A provider must either supply an LOTCQB or an AALS License or complete the [Provider form](#)

Planning for Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Good Practices

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states: 'leaders are accountable, confident and competent to lead visits'.

Transport

Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. The NG website contains details to assist in planning for transport.

OEAP Guidance for Unaccompanied Expeditions Adopted by Cambridgeshire County Council working with Academies.

The Outdoor Education Advisers' Panel recognises the huge benefits that remotely supervised, unaccompanied expeditions e.g. DofE award, BTEC Public Services, GCSE Trekking, John Muir Award, field work trips and all other self-supported expeditions can bring to individuals and teams. These include leadership, teamwork, self-motivation, communication, confidence, resilience and consideration for others. Expeditions typically take individuals out of their comfort zones and provide a broad range of challenges for them. The sense of achievement from completing an expedition can be significant and profound.

This document provides a framework for the planning and supervision of self-supported expeditions and self-led activities (including day walks) in the terrain defined in this document.

Expedition staff teams should emphasise the benefits of all adults working as a team. However it is good practice to have a lead Expedition / Visit leader who holds the overview of the whole expedition and an appropriately competent deputy.

Employers need to ensure that staff involved in remote lone working during expeditions are competent and aware of the safety implications including emergency procedure and relevant issues. Staff should ensure safe working practices.

Leader Competence

There are four recognised ways to demonstrate the competence of leaders

- 1) To hold the relevant qualification
- 2) To hold an equivalent qualification (uniformed services, overseas awards etc)
- 3) To have received appropriate in house training (verified by a technical expert)*
- 4) To be competent through experience (verified by a technical expert)* www.hse.gov.uk/pubns/priced/L77.PDF Paragraph 22-28

*A statement of competence written by an appropriately qualified technical adviser must provide evidence for options 3 & 4.

The leader's competences need to be matched to the terrain in which the expedition teams will be working and the mode of travel used.

Deploying staff who do not hold NGB awards or Statements of Competence

Where an accompanying member of staff does not hold a relevant NGB Award, or does not have a current Statement of Competence from a suitable Technical Adviser, the Expedition Leader may determine the best use of such staff by taking into account additional training or awareness courses that have been undertaken. Examples of these are:

- Training Courses for NGB Awards - e.g. Mountain Training Awards (LL/HM/ML), Sports Leaders UK (LWL / LEL)
- Training Courses for AALA recognised Awards e.g. The Countryside Leader Award
- Training / Skills Based Courses such as the DofE Expedition Supervisor Course and the DofE Expedition Skills Course
- Training / Skills Based Courses provided by LA's and other organisations such as Uniformed and Voluntary organisations – Cadets / Scouts / John Muir Award etc.

The final decision on deployment of staff lies with the employer and judgements should be supported by robust Risk Management strategies, documentation and evidence of competence

In addition, there should be careful scrutiny of the suitability of the expedition and the safety cover provided by a competent person (E.g. the Outdoor Education Adviser).

Table 1: Roles and Responsibilities

	Name	Responsibilities	Competence
Staff assessed as competent (See Table 3)	Expedition/ Visit Leader	Responsible for the overall planning & management of the expedition including the deployment of assistant leaders and additional adults For all considerations please see: www.oeap.info 3.4 Visit Leader NOTE: For DofE expeditions: Refer to DofE Supervisor role description on www.dofe.org and www.oeapng.info OEAP National Guidance document 7B.	<ol style="list-style-type: none"> 1. See Table 3 below 2. OEAP visit leader training recommended/ mandatory dependent on employer requirements 3. Familiar with the area where expedition is taking place and competent to look after themselves in that environment.
	Assistant Leaders	Works under the direction of the Expedition/ Visit Leader to train and supervise the participants to the appropriate standard	<ol style="list-style-type: none"> 1. Need to be competent for the role assigned by the Expedition leader. 2. Must meet the criteria in Table 3 3. OEAP visit leader training recommended/mandatory dependent on employer requirements 4. Familiar with the area where expedition is taking place and competent to look after themselves in that environment
Support staff	Additional Support Staff	<p>May support the Expedition Leader/Assistant Leaders with training/supervision where appropriate</p> <p>Must operate under the supervision of the Expedition Leader/Assistant Leaders at all times</p> <p>Where Additional Support Staff are deployed, the Expedition Leader/assistant leaders will remain responsible for all groups</p> <p>Additional Support Staff are present only in a supporting role</p> <p>Additional Support Staff MUST NOT supervise the use of camping stoves unless they have been suitably trained and are overseen by an appropriately qualified person (eg the Expedition Leader)</p>	<p>Deployed by Expedition Leader:</p> <ol style="list-style-type: none"> 1. Staff with appropriate experience who have completed NGB Training (e.g. Lowland Leader training) 2. Staff with appropriate experience who have completed a DofE DES Course 3. Experienced walker with navigation skills, able to look after their own safety, and able to retrieve their situation in an emergency <p>Additional considerations:</p> <ul style="list-style-type: none"> • Experienced teacher/teaching assistant/youth worker/or similar • Prior knowledge of the group • Familiar with route and area used • Current First Aid qualification
	Adult Helper	<p>Works under the direction of the Expedition/ Visit Leader to carry out limited tasks that do not require the competences outlined in the Table 3 below.</p> <p>To support with:</p> <ul style="list-style-type: none"> • Welfare/behaviour/pastoral care • Logistics/transport/backup • Non-remote check points • Additional First Aid cover where qualified • Adult Helpers can also help with lone working scenarios & with staffing gender issues. 	<p>Assessed (by the EVC/ Organisation Head/Manager with advice from the Expedition/ Visit leader) as competent to support the activity.</p> <ol style="list-style-type: none"> 1. Undergone safeguarding checks (essential) 2. Prior knowledge of the group 3. Basic knowledge of the area 4. Ideally possess knowledge & understanding of First Aid

Table 2: Ratios of Adults to Young People.

A minimum of 2 adults must accompany an Expedition. If there are male & female participants, it is advisable to have a leader of each sex.

The following expedition staffing ratios are starting points for consideration based on risk assessment.

Staff Ratios on Unaccompanied Expeditions		
Terrain 1 (see Table 3)		
1 Team	1 Expedition Leader and either 1 Assistant Leader, 1 Additional Support Staff or 1 Adult Helper	
2 Teams	1 Expedition Leader and either 1 Assistant Leader or 1 Additional Support Staff	
3 Teams	1 Expedition Leader and 1 Assistant Leader	<ul style="list-style-type: none"> If 2 members of staff are supervising 3 or 4 teams, serious consideration must be given to the emergency plan should one member of staff be incapacitated or need to take a participant to hospital. In these instances a third competent member of staff will be required in order to continue with the expedition as planned. There will be some circumstances where an Assistant Leader (or an appropriate member of Additional Support Staff) may be necessary for <u>each</u> team. The risk assessment process will determine this. (e.g. practice expeditions or where teams are working independently - different routes/large areas)
4 Teams	1 Expedition Leader and 1 Assistant Leader	
5 Teams or more	The minimum ratio of 1 Expedition Leader/Assistant Leader for every 2 teams must be maintained Eg. 5 teams require at least 2 Expedition Leader and 2 Assistant Leaders	
Terrain 2 & 3 (see Table 3)		
1 Team	1 Expedition Leader and either 1 Assistant Leader, 1 Additional Support Staff or 1 Adult Helper	
2 or more Teams	1 Expedition Leader and normally 1 Assistant Leader for each team (Consider whether a third member of staff is required in order to effectively manage an emergency situation)	
3 Teams	1 Expedition Leader and 2 Assistant Leader	<ul style="list-style-type: none"> In order to deal with Emergencies effectively a third competent member of staff is required where there are 3 or more teams operating There will be some circumstances (e.g. practice expeditions) where an Assistant Leader may be necessary for <u>each</u> team. The risk assessment process will determine this.
4 Teams	1 Expedition Leader and 2 Assistant Leader	
5 Teams (or more)	The minimum ratio of 1 Expedition Leader/Assistant Leader to 2 teams must be maintained E.g. 5 teams will require 1 Expedition Leader and 2 Assistant Leaders (additional Leaders may be required)	
Taken from AALA Guidance Note 5.13: Supervision of DofE Expeditions		
In licensable terrain:		
<ul style="list-style-type: none"> Where teams are operating independently (not in the same area / immediate vicinity) then each Assistant Leader deployed to supervise a team should hold a HML (or higher) or hold a statement of competence from an appropriate technical adviser Where Teams are operating in close proximity then each assistant deployed to supervise a team would need at least a statement of competence from an appropriate technical advisor 		

Expedition Leaders and their advisers should ensure that sufficient numbers of competent staff (see Table 3) are deployed to ensure effective supervision is in place at all times

Effective supervision is essential and the above table provides the minimum framework under which expeditions can take place.

Risk Management

Expedition/ Visit leaders and assistant leaders should consider all relevant factors before and during the expedition to inform the 'risk-benefit' assessment. This should include all-weather routes for expeditions in Wild Country as well as good-weather routes.

The proximity of the teams must be taken into account at all times as well as the starting and finishing points and the location of the check points. This must be part of the on-going risk management process.

See OEAP National Guidance: www.oeapng.info Section 4.3c Risk management – An overview, Section 4.3f Risk management- some practical advice and 4.3g Risk management – what to record and when.

All Expeditions must be approved/ scrutinised/notified by the appropriate Educational Visits Co-ordinator/Head Teacher/Manager/ Education Visit Adviser/ Employer.

For advice and support, please contact the Outdoor Education Adviser Service
Office email Outdoor.education@cambridgeshire.gov.uk
Phone 01480 379677
Adviser email Stephen.brown@cambridgeshire.gov.uk