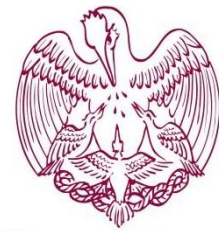


Sawston Village College

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



Sawston
Village College

Scope and Rationale

This Academy provides a rich and varied programme 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 gradually 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 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 Educational Visit Coordinator. It provides a framework for staff planning off site visits.

Provision of Guidance for staff planning visits

Sawston has formally adopted **the OEAP National Guidance (NG)** as "**Sawston Employer Guidance**" found on the following web site: www.oeapng.info

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

Systems for Managing this Activity

Sawston 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 updated. 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 is 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 has been updated and reviewed. It covers 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.

Charging

Heads/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Links to other Key Policies

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

Staff

The Academy works to the principle that staff have been assessed as competent to undertake such responsibilities as they have been assigned, for leading or assisting on visits. This assessment may include a review of previous visits, leadership experience from other areas and for certain activities a formal qualification. 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 Expeditions. The EVC should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies, and retain a copy. Advice can be sought from the Adviser when required.

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.

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.

Planning

The Academy works with the principle that educational visits are both successful and have risks managed, not solely through risk assessments, but by good planning from the very start of the visit planning process.

Working with outside providers

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. This is a vital dimension of risk management. It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOTC Quality Badge
- AALS licensing
- Adventuremark
- NGB centre approval schemes

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.

The Academy takes all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and outdoor learning thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

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:

"a competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- *Knowledge and understanding of their employer's guidance supported by establishment-led training.*
- *Knowledge and understanding of the staff, the activity, the group and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification."*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues are applied to both newly qualified and newly appointed staff.

Good planning for a visit should include a consideration of all the variable factors:

- **S**taffing requirements – trained? experienced? competent? ratios?
- **A**ctivity characteristics – specialist? insurance issues? licensable?
- **G**roup characteristics – prior experience? ability? behaviour? learning, and other additional needs? medical needs?
- **E**nvironmental conditions – like last time? impact of weather? water levels? social factors?
- **D**istance from support mechanisms in place at the home base – transport? residential?

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.

Policy approved by the Local Governing Body on 21 January 2020

Review: Spring 2021

Appendix 1

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).

OEAP Guidance for unaccompanied expeditions – May 2019 v1.0

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 1 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.

Section 1: Walking Expeditions (summer conditions)*:

Table 3:

Terrain 1	Competence	First Aid
<p>Lowland Country</p> <p>Farmland, valleys and woodland with no hazardous terrain (e.g. cliffs, very steep slopes, water hazards etc.) and no more than 3km away from a key access points such as a car park, lay-by or populated area (any potential escape routes should also lie within Lowland Country).</p> <p>Walks must follow paths or tracks that are both marked on a map and clearly visible on the ground and that do not require navigation across untracked areas, and must use bridges or other recognised water crossing points.</p>	<p>Lowland Leader (LL) OR Lowland Expedition Leader (LEL)/Basic Expedition leader (BEL) OR Countryside Leader Award (CLA) OR a higher qualification OR</p> <ul style="list-style-type: none"> • Equivalent qualification • In house training with a statement of competence signed off by a technical adviser • Appropriate experience signed off by a technical adviser. 	<p>Minimum of 16hrs with an outdoor element recommended</p>
Terrain 2	Competence	First Aid
<p>Moorland Country</p> <p>Open, uncultivated, non-mountainous, high or remote country (known variously as upland, moor, bog, fell, hill or down), which should not require movement on steep or rocky terrain in either a planned or unplanned situation.</p> <p>Walks should be in areas enclosed by well-defined geographical or man-made boundaries such as classified roads (areas that merge with mountain regions without well-defined boundaries should be regarded as Mountain Country).</p>	<p>Hill and Moorland Leader Award (HML) Walking Group Leader (WGL) OR a higher qualification OR:</p> <ul style="list-style-type: none"> • Equivalent qualification • In house training with a statement of competence signed off by a technical adviser • Appropriate experience signed off by a technical adviser. 	<p>Minimum of 16hrs Required Outdoor element recommended</p>
Terrain 3	Competence	First Aid
<p>Mountain Country</p> <p>Wild country which may contain steep and rocky ground where walkers are dependent upon themselves for immediate help.</p>	<p>Mountain Leader Summer (MLS) or a higher qualification OR</p> <ul style="list-style-type: none"> • Equivalent qualification • In house training with a statement of competence signed off by a technical adviser • Appropriate experience signed off by a technical adviser. 	<p>Minimum of 16hrs Required Outdoor element recommended</p>

Please Note:

1. *In case of winter conditions refer to your outdoor education adviser for further advice before planning.
2. There is an additional camping module for Lowland Leader and Hill and Moorland Leader awards.
3. A 3 year first aid revalidation is required to keep all first aid qualifications valid.

When applying this guidance to DofE Expeditions please ensure you follow the DofE requirements:
<http://www.dofe.info/en/content/cms/leaders/resources-download/expedition-d...>

Remote Supervision

<http://www.mountain-training.org/walking/other/downloads> please click on walking and download 2016 remote supervision guidance PDF
www.oeapng.info Section 4.2a group management and supervision.

Emergency Planning

www.oeapng.info Section 4.1 all documents.

DofE Approved Activity Providers

Many schools now buy in leadership services (i.e. leaders with appropriate NGB awards) from Approved Activity Providers. If you engage the services of an AAP to deliver your expeditions they must follow the requirements of this policy. An AAP should be providing competent instructors in accordance with this guidance and the qualification matrix.

If the expedition falls into the description of Terrain 1 (Table 3) the school's DofE Manager/Coordinator should:

- Check if the provider (AAP) holds a current Learning Outside the Classroom (LOtC) Quality Badge. <http://lotcqualitybadge.org.uk/search> and or an AALA Licence
- If the provider does not hold a LOTC quality badge - seek further evidence and assurances about safety and educational quality.
- Require the Provider/AAP to complete a Providers' Questionnaire (www.oeapng.info 8p)

If the expedition terrain falls into the description of Terrain 2 or Terrain 3 in Table 3, or if watersports are done on 'specified water' (that is the sea, tidal waters, inland waters more than 50 metres from the nearest land or on turbulent inland waters) then the AAP you engage should hold an Adventurous Activities Licensing Authority license. This license can be checked by using the provider search: http://www.aals.org.uk/aals/provider_search.php.

When engaging the services of an AAP, schools must remember that they retain the overall responsibility for their students on expedition at all times. It is good practice that there should be staff from the school/ organisation in attendance on the expedition, particularly overseeing and supporting the pastoral care and welfare of students.

Section 2 – Cycling Expeditions Leader

Competence

The table below gives the qualification requirements for levels of terrain for cycling expeditions. These cycling specific qualifications are in addition to and must be complemented with walking expedition qualifications as detailed in Section 1.

Cycling expeditions may take place using public roads, towpaths and other non-technical terrain. Alternatively the expedition may take place on marked trails in wilderness areas, and the leaders qualifications need to be matched to the terrain in which the expedition teams will be working. For simplicity this terrain has been split into two distinct categories, please note this does not directly relate to Bronze, Silver and Gold DofE Expeditions.

Table 4:

Description of Terrain	NGB Qualification
<p>1) Trail terrain: non-technical, that does not involve specific route selection; gentle to moderate rolling terrain, for example, rocks, roots or other obstacles in order to ride on it. It can be as narrow as handlebar width.</p> <p>Typical trail terrain includes: Canal paths and public highways, way-marked routes, rights-of-way on which cycles are permitted, identifiable routes, tracks and trails with obvious navigational features. These routes will be 90-95% rideable and take the group no more than 30 minutes walk by a reasonably fit person away from the nearest accessible road or a shelter with communication..</p>	<p>On Road: British Cycling Ride Leader Level 1</p> <p>Off Road: British Cycling Ride Leader Level 2 Off Road Non Technical Terrain</p> <p>CTC Trail MTB Leader Award</p> <p>COLA Level 1 Mountain Bike Trail Leader MBLA</p> <p>Trail Cycle Leader</p> <p>Cycling UK Trail Mountain Bike Leader</p> <p>MBCUK Trail Leader</p> <p>MIAS Level 1 and 2</p> <p>or</p> <ul style="list-style-type: none"> • Equivalent qualification • In house training with a statement of competence signed off by a technical adviser • Appropriate experience signed off by a technical adviser.
<p>2) Technical terrain: routes with obstacles, which require technical skill to be ridden over or avoided, such as roots, rocks or holes. It does not necessarily mean large drop offs or seemingly unachievable sections, but the sort of terrain that most mountain bikers may come across on a normal ride.</p> <p>Typical technical terrain includes: single-track, farm and moorland tracks and paths and other mountain bike accessible rights of way with sections requiring line selection to ride. Technical Terrain also includes trail terrain and public highways and roads.</p> <p>Areas of remoteness to any height above sea level and more than 30 minutes walk from the nearest shelter with communication that are easily exited in a few hours, returning to a refuge or an accessible road.</p> <p>(Areas that merge with mountain regions and do not have well defined boundaries are excluded)</p>	<p>British Cycling MTB Leader Level 2 BSCA</p> <p>Mountain Bike / Off Road Leader</p> <p>Cola level 2 MBA</p> <p>CTC Technical Terrain Leader Award</p> <p>MIAS Level 2</p> <p>Cycling UK Technical Mountain Bike</p> <p>MBCUK Technical Trail Leader</p> <p>MBLA Mountain Bike Leader</p> <p>or</p> <ul style="list-style-type: none"> • Equivalent qualification • In house training with a statement of competence signed off by a technical adviser • Appropriate experience signed off by a technical adviser.

For overnight expeditions Leaders must also hold the relevant walking qualification for the level of terrain they are operating in. See Table 1

It must be noted that participants will be carrying all of their expedition equipment both on their bikes and on their person and good route selection and planning is essential, as bike handling will become more difficult with a loaded bike.

For all other considerations for cycling expeditions follow ALL the on foot expedition guidelines.

Section 3 – Paddlesport

The link below gives the qualification requirements for training and supervising young people for expeditions on water. These paddlesport specific qualifications are in addition to and must be complemented with walking expedition qualifications as detailed in Section 1.

Paddlesport expeditions may take place using canals, rivers and other inland waterways, lakes or at sea. These waters can be familiar to the participants but as participants improve the waterways are usually in rural areas and unfamiliar and more advanced expeditions could pass through wild country and moving water either current, tide or large bodies of water could be part of the challenge.

Leader's competence and qualifications need to be matched to the environment in which the expedition teams will be working.

Please visit:

<https://www.britishcanoeingawarding.org.uk/guidance-documents/>

British Canoeing Environmental Definitions & Deployment Guidance for Instructors, Coaches and Leaders

For all other considerations for paddlesport expeditions follow ALL the on foot expedition guidelines.

D of E Expeditions – Horse

Rationale

The use of horse travel is encouraged, and will be used mainly in a road and bridleway environment. It allows a group to explore at greater distance and into new areas. There is some significant complexity to this activity that needs to be included in training young people. This includes horse competence on roads and tracks, group management, equine care and carrying expedition equipment. There are also expedition and camping issues that might not be covered in training courses.

Qualifications

At present (2018) there is no national award for leading, training and supervising expeditions. The Adviser for Outdoor Education will take advice from the British Horse Society to determine the training and qualification required.

Please ask the Adviser for Outdoor Education for advice when considering this activity to ensure that all aspects have been considered.

Environment	Qualifications	Group Size - Training	Group Size - Assessment	Other considerations
Road and Short tracks linking roads, usually all on minor roads Normal countryside	OE advice with BHS	This will vary according to route and environment, experience of the staff. Normally defined by the Awarding body.	This will vary according to route and environment, experience of the staff. Normally defined by the Awarding body.	First Aid Qualification is required and camping experience
Road and more extensive tracks, moving from one track to the next, demanding journeys and remoteness.	OE advice with BHS	As above	As above	First Aid Qualification is required and camping experience
Extensive use of off road and upland environments, remote settings and navigational challenges	OE advice with BHS	As Above	As Above	First Aid Qualification is required and camping experience

Appendix 2 All Schools Guidance

Zone 1 Activity

This area of work has been put into practice by schools and these notes are to assist your school with developing this Zone in your policy.

Zone 1 is defined as activity that is not very complex and close to the school, it will include regular venues and activities. This allows the staff to know the venue and activity well and therefore risks are more easily managed. It is not defined by a geographical distance as some schools travel further to regular venues than other schools.

A view from one school

Descriptor for Zone 1

This school is on the edge of a town and has a zone one that covers the walk around the immediate school area, walks into town, visits to the local secondary school for sports and other activity, and covers all the sporting fixtures after school, but not sporting festivals at weekends as they are one offs and usually further away.

Action taken

The EVC has met with the staff and talked about the range of venues and activity that they would see in Zone 1. They also agreed the procedures for working within Zone 1.

The EVC has drafted the RBA form, that can be added to by other staff on the day or revised in a years time when the procedures are reviewed.

All details are shared with staff

Example - On the Day Procedures (small school)

Staff must ensure

- EVC or head knows we are going out
- Sign out at Office = giving details of
- Where we are going
- Who is going – and any medication required to travel (eg epipens)
- What time we are leaving
- What time we are expected back
- Phone number and emergency cards are carried by staff
- This should cover all aspects – of Zone 1

ARK - Accident Response Kit

Sometimes local visits do not take place as too much to organise quickly and easily. This system works well. The office holds 3 rucksacks that go on all off site visits – zone 1 – 3. It contains, First Aid Kit, some emergency food, suntan lotion, water , spare wooly hat and gloves, - all depending on the season.

This allows staff to arrive with a group at the school office, collect the ARK, sign out and depart.

EVC Action

As with all activity – this should be monitored and reviewed to ensure that standards are being maintained. The Advisor is happy to advise if required.

Risk Benefit Assessment for Zone 1 Activity –DRAFT EXAMPLE

Generic Benefits	Specific Outcomes
Using our local environment easily Understanding environments close to our school Maximising outdoor learning at low costs Being seen out and about by parents, and friends of school Active Children	Excitement in real world learning Staff wanting to plan exciting lessons and experiences Engaged learners who can manage risks in the real world Confident learners who want to learn more

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Walking around local area	Traffic, other pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the park well	All staff to explore local area, new staff to get induction
Walking into town centre	Traffic, other pedestrians, crossing busier roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know route into town well, and find effective places to cross roads, including crossings.	New staff need to be shown Discussion every year on the best/ appropriate routes
Exploring learning outside – remote supervision	Making decision about remote activity, thinking about sub groups, and when and where.	Non teacher led becomes very powerful learning and replicates learner led from classroom	Staff to know the area well. Consider a range of factors before starting, read advice on OEAPNG FAQ	Staff to practice this on site first before moving off site
Activity in inclement Weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity needs non sunny weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be supplemented
Transport	Crowded buses Minibus	Learn to travel by public transport	Self sustaining Sub groups are important, so that sub groups can travel back alone	Aware of bus crowding on certain times and days

