Policy for Off-Site Visits and Related Activities

Primary person responsible for this policy:

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Relevant ISI coding (if applicable)

Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

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1 General

This policy is based on the Outdoor Education Advisers' Panel 'National Guidance': www.oeapng.info Reference is made to National Guidance throughout this document.

All Inspired schools use EVOLVE www.evolve.online for planning, managing, approving and evaluating off-site visits and activities. This guidance document and all supporting documents can be downloaded from EVOLVE Resources.

Inspired Education Group UK acknowledges the immense value of off-site visits and related activities to young people, and fully supports and encourages those that are well planned and managed.

The school governors will monitor compliance with this policy throughout the course of the academic year and discuss in governance visits.

2 Responsibilities

The Health and Safety at Work Act 1974 places overall responsibility for health and safety on educational visits with the employer:
For Inspired schools the employer is Inspired Education Group.

All persons involved in a visit have a specific responsibility which they should be clear about prior to the visit taking place.

Refer to: Checklists in National Guidance www.oeapng.info

3 Role of the Educational Visits Coordinator

To help fulfil its health and safety obligations for visits, Inspired UK schools will appoint an Educational Visits Coordinator (EVC) who will support the Head. In small schools the EVC may also be the Head.
The EVC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the school. Commonly, but not exclusively, such competence will be identified in a person on the senior leadership team of the school.

The EVC should attend initial EVC training as soon as possible after appointment. Subsequent update training or a repeat full course is recommended every three years for those who are involved in the role infrequently. However, at Inspired we offer annual updates.

The EVC should support the Head in ensuring that competent staff are assigned to lead and accompany visits, see Section 10, and with approval and other decisions.

The EVC must ensure that a policy is implemented for educational and off-site visits, and that it is updated as necessary.

Refer to: Educational Visits Coordinator in National Guidance www.oeapng.info

4 Approval of Visits

Approval for all off-site visits is delegated to the Head. 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, see Section 10.
All visits and off-site activities should be entered on EVOLVE, with the exception of activities in the 'Local Learning Area' (see Section 7), for which this is optional.

5 Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved.
Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- **R**elationships
- **E**motional & spiritual
- **C**ross curricular
- **I**ndividual
- **T**eamwork
- **E**nvironmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

Evaluation, via EVOLVE, should take place as soon as possible after the visit.

Refer to: Evaluation in National Guidance www.oeapng.info

6 Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Under no circumstances should an LGBTQ+ student be denied the opportunity to participate in overnight visits or other opportunities on the basis of their identity. The visit leader and organisers should make all efforts to accommodate any student who desires greater privacy in overnight trips. If the context of a trip is inherently unsafe for LGBTQ+ people, it is recommended that the location or context be reconsidered to ensure safe travel for all participants.

Refer to: Inclusion in National Guidance www.oeapng.info

7 Planning

The extent of planning required is related to the complexity of the visit. Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.
Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account.

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues should be recorded and shared with all relevant parties, either using the *Events Specific Notes* template (Appendix 2) and in EVOLVE Resources, or the new online version: Event Specific Plan.

This planning process by the leader may be compared to the expectation of a teacher to plan a lesson/session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider (see Section 29) and the provider will have responsibility for managing the activity.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Local Learning Area (refer to 'Local Learning Area' template in EVOLVE Resources)

It is recommended that Inspired UK schools identify their own 'Local Learning Area' for activities that:

a) are to local venues, and
b) involve easily managed activities, and
c) happen on a regular basis, and
d) can be completed within normal school hours.

These activities could include public and other means of transport.

When children join the school, parents should be informed about the range of activities that are part of the programme or curriculum. Parents should be advised that they will be informed about the general plans for activities in the Local Learning Area, but that they will not necessarily be told every time their child goes off-site. Schools should explain this to parents as part of the induction into the establishment.

If a visit requires any specific arrangements, then parents should be informed of these.

Risk Assessment for the Local Learning Area

Activities in the Local Learning Area are by their nature low risk activities and should be quick and easy to risk assess adopting a common-sense approach. Normally there will be no additional considerations, as the school's Educational Visits Policy should include generic procedures for these activities. These procedures should include aspects such as: traffic, road crossing, supervision, arrangements, clothing, weather, medical needs, etc., and should be reviewed on a regular basis.

Where activities include venues such as museums and swimming pools, such external providers are required to carry out their own risk assessment of their premises and activities. The providers must then implement

appropriate measures to ensure that their activities are safe. There is no need for Visit Leaders to request copies of risk assessments from external providers or venues.

Refer to: Responsibilities of the Visit Leader in National Guidance www.oeapng.info

8 Safety During the Visit

Prior to the visit, all relevant risk assessments should be completed[1], uploaded to Evolve, and staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be re-emphasised as appropriate during the visit.
Monitoring of the visit must be ongoing; this contributes towards enjoyment, safety, and learning.

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (eg Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Following the visit, the visit leader should record any significant issues for both reference, and to inform future visits.

Refer to: Responsibilities of the Visit Leader in National Guidance www.oeapng.info

9 Parent/Carer Consent

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, it is good practice to inform parents of where their child will be at all times and of any extra safety measures required.

Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. Parents must be informed of these activities in advance, and given the opportunity to withdraw their child from any particular visit or activity covered by the form. The school must have a robust means of ensuring that changes to parent/carer contact details and child medical details are up-to-date.

The Department for Education has prepared a 'one-off' consent form which schools can ask parents to sign when a child enrols at the school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). Alternatively, schools may devise their own consent form.

Electronic consent via EVOLVE is recommended as this reduces bureaucracy and gives more flexibility, but paper-based consent forms remain acceptable.

Refer to: Parental Consent in National Guidance www.oeapng.info

[1] ALL activities must have a risk assessment in place, completed in good time before the activity and reviewed and agreed by the EVC and Headteacher BEFORE the activity takes place.

10 Competence to Lead

The competence of the visit leader is the single most important contributory factor in the safety of participants.

The EVC and/or Head must therefore consider the following when assessing the competence of a member of staff to lead a visit:

a) What experience has the leader in leading or accompanying similar or other visits?
b) Is the leader competent in planning and managing visits?
c) What are the leader's reasons for undertaking the visit?
d) Is the leader an employee of Inspired?
e) Does the leader have the ability to manage the pastoral welfare of participants?
f) Does the leader exhibit sound decision making abilities?
g) What experience has the leader of the participants he/she intends to supervise?
h) What experience has the leader of the environment and geographical area chosen?
i) Does the leader possess appropriate qualifications?
j) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
k) Is the leader aware of all relevant guidelines and able to act on these?

Refer to: Approval of Leaders in National Guidance www.oeapng.info

11 Staffing and Supervision

On all visits there must be an 'effective level of supervision' that has been approved by the EVC.
See Ratios and Effective Supervision in National Guidance www.oeapng.info

For all visits the visit leader and EVC must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions, if applicable;
- the contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader or EVC, is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

Note: The Statutory Framework for the Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios.

Direct, Indirect and Remote Supervision

Young people must be supervised throughout all visits, even though they may be unaccompanied at times.

Direct supervision is where a member of staff is with a student/group.

Indirect supervision is where a student is unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Remote supervision is where a student is unaccompanied by a member of staff, and the supervising member of staff is not necessarily in the immediate vicinity, for example as might occur during D of E expeditions, or a 6th Form unaccompanied visit to university open day.

Indirect and remotely supervised activities can bring valuable educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

The decision to allow indirect or remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

When recording a **remotely** supervised visit there must still be a named 'visit leader'. This will be the member of staff that has made a professional judgement regarding the level of responsibility and maturity of the participants, and decided that in their opinion it is reasonable for them to be undertaking the specific activity unaccompanied by an adult. Where this applies, a 'Note' should be added to EVOLVE stating that remote supervision applies.

Refer to the following documents in National Guidance www.oeapng.info

Ratios and Effective Supervision
Group Management and Supervision
Vetting and DBS Checks

Vetting and Disclosure and Barring (DBS) Checks

Staff and volunteers who work *frequently* or *intensively* with or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check with barred list check as part of their recruitment process. For the purpose of this guidance:
- *'frequently'* is defined as 'once a week or more'.
- *'intensively'* is defined as 'four or more days in a month, or overnight'.

Refer to: Vetting and DBS Checks in National Guidance www.oeapng.info

12 First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (e.g. urban, remote, water, etc).

General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is suitable for routine urban visits. However, the nature of the visit may indicate that a higher level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid required.

A first aid kit appropriate to the visit should be carried.

For EYFS outings, there must always be at least one member of staff present who holds a current Level 2 Paediatric First Aid certificate.

Refer to: First Aid in National Guidance www.oeapng.info

13 Insurance

The Inspired insurance policy provides cover for all schools.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid GHIC (Global Health Insurance Card) or former valid EHIC (European Health Insurance Card).

14 Transport

PRIVATE CARS

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Head and a PRIVATE CAR Form (Appendix 3) must be completed and retained by the school on an annual basis.

COACHES

Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments that have used a particular company will help to determine the level of service that may be provided.

MINIBUSES

Schools that own or hire a minibus must have an operational policy in place for this.

15 Farm Visits

Refer to: Leaf Education

Farm Visits in National Guidance www.oeapng.info

16 Water-Margin Activities

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water*. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

* 'gentle' means hardly moving at all.
'shallow' typically means up to the knees of the participants.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

At the outset, the leader must decide whether the activity:

a) Falls **within** the definition in bold above - in which case the below guidance applies,

or

b) **Exceeds** the definition in bold above - in which case this is a water-based adventurous activity and Section 23 applies.

All staff involved in water-margin activities should be conversant with the guidance contained within the National Guidance document Group Safety at Water Margins. This document must be made available to all supervising adults in advance of the visit. The leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Head.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary.

See Group Safety at Water Margins in National Guidance www.oeapng.info

17 Residential Visits

Refer to: Residential in National Guidance www.oeapng.info

A Guide to High Quality Outdoor Learning and Residential Experiences (in EVOLVE Resources) is a useful tool that can be used in both the planning and evaluation of residential experiences.

18 Overseas Visits

For all visits it is essential that consideration is given to the following:

a) Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.
b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
c) Transport systems have been assessed as safe for use.

The visit leader should consider the relevant country information from the Foreign Commonwealth & Development Office website: www.fco.gov.uk (from the home page select 'Travel Advice'). All relevant FCO information should be circulated amongst the staff team.

For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid EHIC (European Health Insurance Card) or GHIC (Global Health Insurance Card). See https://www.gov.uk/global-health-insurance-card

For exchange visits:

- Inspired has adopted the Outdoor Education Advisers' Panel National Guidance on exchange visits and related documents. Schools are required to adhere to all relevant aspects of this guidance. Refer to Exchanges & Home Stays in National Guidance www.oeapng.info
- Refer to the British Council (Learning) www.britishcouncil.org

For Overseas Expeditions see Section 26

Refer to: Overseas Visits in National Guidance www.oeapng.info

19 Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude, and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch & whistle;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas).

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (eg Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

20 Swimming

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

Swimming pools (lifeguarded)

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For publicly lifeguarded pools abroad, the school's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.
- Unless suitably qualified, the school's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.
- For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Refer to: Swimming Pools in National Guidance www.oeapng.info

Hotel (and other) swimming pools

Schools should check the lifeguarding position in advance.

If lifeguarding arrangements are not provided at the pool, then the visit leader will bear the full responsibility for ensuring swimming safety.

The following awards/qualifications apply:

For free swimming activity

- A valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited.

For structured or programmed activity

- A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent ***or***
- A valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency)
- If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
- To communicate effectively with pool users.
- To anticipate problems and prevent accidents.
- To intervene to prevent behaviour which is unsafe.
- To carry out a rescue from the water.
- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

If a young person holds an appropriate qualification, then their role should be emergency lifeguard action, and supervision should remain the responsibility of the school's staff.

Open water swimming (i.e. not in a swimming pool and not a 'water-margin' activity)

Open water swimming is regarded as an adventurous activity.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

For free swimming activity

- A valid National Vocational Beach Lifeguard Qualification (NVBLQ) or equivalent in the country visited. Note: this is for beach/sea only, not inland water.

Refer to Natural Water Bathing in National Guidance www.oeapng.info

21 Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous':

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Trampoline Parks
- Camping
- Canoeing/kayaking
- Stand up paddleboarding
- Sailing/windsurfing/kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting/archery/paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope or indoor
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports

'Open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

The following activities are not regarded as adventurous, but must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and/or Head is competent to supervise the activity:

- Physical Education and sports activities (other than the above)
- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Water-margin activities as defined in Section 16

22 Adventurous Activities

This section is applicable to all adventurous activities except the following, for which separate guidance applies:

Water-based activities - Section 23

Open country activities - Section 24

Snowsports - Section 25

Overseas expeditions - Section 26

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider** - see Section 29

The provider must hold an *LOtC Quality Badge* or complete a *Provider Statement*

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

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your school's staff** - see Section 28

23 Water-Based Activities

For clarification between water-margin and water-based activities see Section 16.

The following are not regarded as adventurous activities:

- Swimming in publicly lifeguarded pools
- Water-margin activities as defined in Section 16
- Commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider** - see Section 29

The provider must hold an *LOtC Quality Badge* or complete a *Provider Statement*

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

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your school's staff** - see Section 28

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, eg coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to appropriate national standards must be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

a) takes place in a swimming pool, ***or***

b) is 'swimming', ***or***

c) is an activity for which personal buoyancy would not normally be worn by young people.

24 Open-country activities

'Open-country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

Open-country activities are regarded as 'adventurous'.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider** - see Section 29

The provider must hold an *LOtC Quality Badge* or complete a *Provider Statement*

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

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your school's staff** - see below

This person must be specifically approved by the EVC to lead the activity.

The following minimum levels of technical competence apply where a member of the school's own staff intends to lead an open-country activity:

a) For leaders of walking groups in mountainous terrain within the UK and Ireland

- Mountain Leader Award (Summer or Winter as appropriate) ***or***
- A written statement of competence by an appropriate technical adviser - see Section 28

b) For leaders of walking groups in summer conditions in non-mountainous hilly terrain

(Known variously as upland, moor, bog, hill, fell or down), with well defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved.

- Hill and Moorland Leader Award***or***
- A written statement of competence by an appropriate technical adviser - see Section 28

c) For leaders of walking groups in terrain 'easier' than that defined in b)

The leader must demonstrate an appropriate level of competence. This may include one or more of the following:

- Countryside Leader Award
- Sports Leaders UK Level 3 Award in Basic Expedition Leadership
- Completion of a suitable 'Leader Training' Course.
- A written statement of competence by an appropriate technical adviser see Section 28
- Evidence of recent, relevant experience, appropriately corroborated.
- An assessment of competence (written or implied) by the Head.

25 Snowsports

Snowsports (e.g. skiing and snowboarding) are regarded as adventurous activities.

There are advantages to snowsports taking place during term time as opposed to during the school holiday period. These include: greater choice generally, less queueing for lifts, less crowded slopes therefore less chance of collisions occurring, less crowded resort, higher possibility of 'sole use' of accommodation, lessons more likely to be conducted by permanent snowsport establishment instructors (as opposed to 'casual' instructors), greater likelihood of English speaking instructors, considerable cost savings through avoiding high season.

The following courses are strongly recommended for all staff involved in organising or accompanying snowsport visits (but not instructing, leading or supervising on snow):

- Snowsport Visits Training (SVT) administered by EVOLVE Advice http://www.evolveadvice.co.uk/svt
- Snowsport Course Organiser Award (SCO) administered by Snowsport England www.snowsportengland.org.uk

In addition, the visit leader should ideally have previous experience of accompanying snowsports visits.

Young people may only participate in snowsports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snowsports school. Schools should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day.

A member of staff intending to lead skiing or snowboarding (i.e. not using a ski school instructor) must be qualified as below - see Section 28

Skiing: The minimum qualification to lead skiing on snow is:

- The Alpine Ski Course Leader Award (ASCL) www.snowsportengland.org.uk ***or***
- The Snowsports Leader Award www.snowsportscotland.org ***or***
- The Alpine Ski Leader Award www.snowsportscotland.org
- A statement of competence by an appropriate 'technical adviser' - see Section 28

Snowboarding: The minimum qualification to lead snowboarding on snow is:

- The Snowboard Leader Award (SBL) administered www.snowsportscotland.org ***or***
- A statement of competence by an appropriate 'technical adviser' - see Section 28

Pupils may only take part in off-piste activities if:

a) under the direction of a suitably qualified local instructor, AND

b) they will remain within the designated controlled areas, AND

c) off-piste activities are specifically included within the visit insurance policy.

Important: Owing to unacceptable liability waiver requirements, currently Group schools must not use the following resorts: Vail, Beaver Creek, Breckenridge, Keystone and Heavenly Lake Tahoe, until further notice. For other resorts in USA or Canada, the school must check the liability position prior to making a commitment.

Refer to Snowsport visits in National Guidance www.oeapng.info

26 Overseas Expeditions

Overseas Expeditions (for the purposes of this document) are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

There are stringent requirements on Overseas Expedition providers; for example, the provider should hold an LOtC Quality Badge www.lotcqualitybadge.org.uk.

Refer to: Overseas Expeditions in National Guidance www.oeapng.info

27 Emergency Procedures

Staff involved in a visit must be aware of and adhere to their school's policy on emergency procedures.

28 Approval of staff to lead an adventurous activity

The leader of an adventurous activity as defined in Section 21 must have EVC approval and hold a valid instructor qualification at the appropriate level, or a 'Statement of Competence' from an appropriate technical adviser (see below).

Procedure for Approval

The member of staff intending to lead an adventurous activity should provide the below information to their school's EVC:

- Outline details of the intended activity, including venue/s, time of year, participant numbers, etc. (via the 'Activity Leader Form' embedded within EVOLVE).
- Copies of qualifications, e.g. instructor awards, first aid certificate, etc. These should be uploaded to the leader's 'My Details' section of EVOLVE.
- Details of previous experience in leading the activity, and whether they have recent relevant experience (via the 'Activity Leader Form' embedded within EVOLVE).
- Any other supporting documentation, e.g. copy of log book information, attendance at relevant courses, etc.

Technical Adviser

For clarification regarding a technical adviser see Approval of Leaders in National Guidance

For most activities the competence required of a technical adviser is stipulated by the activity's National Governing Body.

29 Using an External Provider

An 'External Provider' is defined as where there is an element of adventurous activity instruction, staffing, or guiding, for example:

- Activity Centre
- Ski Company
- Educational Tour Operator
- Overseas Expedition Provider
- Climbing Wall where instruction is provided by climbing wall staff
- Freelance instructor of adventurous activities
- Youth Hostel (where instruction is provided)
- Voluntary organisation (e.g. Scout Association), where instruction is provided

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

a) The Provider holds an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com Note: EVOLVE automatically checks this.

or

b) A National Guidance Provider Statement has been satisfactorily completed by the provider.

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

For Providers that hold an LOtC Quality Badge

No further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

For Providers that do not hold an LOtC Quality Badge

Procedure:
- Complete the top section of the National Guidance Provider Statement
- Email the Provider Form to the provider.
- On its return check that it has been satisfactorily completed.
- Upload the completed Provider Form and any other relevant documentation to EVOLVE.

Important:

- If the Provider has made any alterations to the wording of the Provider Statement or is unable to comply, then you must discuss this with the Provider, and if necessary seek advice from head office prior to making a commitment with the Provider.
- The Provider Statement should be sent to the provider at the time of making a provisional booking and no deposits should be committed prior to its satisfactory completion and return.
- The satisfactory completion of a Provider Statement does not necessarily signify that the service on offer will be appropriate for the young people from your school. A pre-visit and recommendation from previous users will help you decide on its suitability.
- In some instances, for example where a school intends to use an 'external', voluntary individual for services, then this person may be regarded as a temporary member of staff and the procedure outlined in Section 28 may be appropriate.

EVENT SPECIFIC NOTES

What are the really important things we need to do to keep ourselves safe?

Appendix 1

Visit details..... Carried out by ..... Date .....

ISSUE Consider SAGE: **S**taff, **A**ctivity, **G**roup, **E**nvironment	HOW TO MANAGE IT	WHO TO BE INFORMED		
		PARENTS	STAFF	PARTICIPANTS

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here

Use of a private car to transport young people (Appendix 2)

1	To: The Head of _____

I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed: _____ Print name: _____

3	Address: _____ _____ _____ _____

4	Date: _____

Inspired and the school reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, support staff, or other Inspired employees	*'Use by the Policyholder in connection with the business of the Policyholder'*
For parents and other volunteers	*'Use for social, domestic and pleasure purposes'*

Contacts

Educational Visits Adviser	**Jake Wild** Heads and EVCs (only) may contact via: jake@evolveadvice.co.uk

EVOLVE	www.evolve.online
National Guidance	www.oeapng.info and https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
LOtC Quality Badge	www.lotcqualitybadge.org.uk
Kaddi	www.kaddi.com
Outdoor Education Advisers' Panel	www.oeapng.info
Foreign Commonwealth Development Office	www.fcdo.gov
The Educational Visits Hub	https://edvisitshub.com