

Nene Park Academy

Educational Visits and learning outside the classroom policy

Definition of 'Educational Visit'

An '**Educational Visit**' is any trip, activity, sports fixture etc which requires one or more of the school's students to step foot outside the school gates. An educational visit may be during or after the normal school day, recreational or part of the school's curriculum plan.

Introduction

Nene Park Academy recognises the importance of educational visits and the stimulus they can provide for all those students and staff who partake in them.

The scope of this policy covers a very wide range of potential activities, whether a short trip to a local museum or travelling long distances for a specific activity at a specially selected location. The same principles will also be applied to those types of visits that are purely for enjoyment and enhancement of life experiences.

The benefits conveyed to students visiting venues and gaining first-hand experience and / or partaking in activities is absolutely invaluable in their educational and personal development.

The Academy also recognises that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are crucial to the success of the visit.

Equally crucial in the success of educational visits is the need to involve parents and to gain their support and enthusiasm.

The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and co-ordinated and take into account the health and safety issues that may foreseeably arise during any visit.

Only competent persons and organisations will therefore be selected for the purpose of planning and organising any visits and all and any venues visited will be carefully assessed beforehand.

The Objectives of this Policy

- To ensure that visits are worthwhile and educationally valid
- To not exclude any student with special needs, whether educational, physical or medical
- To ensure adequate provisions and arrangements have been included for all students with special needs during educational visits
- To co-ordinate all educational visits through our appointed Educational Visits Coordinator (EVC)
- To ensure that a suitable trip leader is appointed for each type of visit, irrespective of the nature and duration.
- To provide a procedure for approval, including consideration of the implication of staffing, cover cost and adequate risk assessment of health and safety thus ensuring that all visits have prior approval before going ahead.

Worthwhile/Educationally Valid Visit / Activity

A worthwhile educationally valid visit or activity outside the classroom should meet one or more of the criteria below:-

- It is part of the pupils Academic /Vocational Course.
- Students experience other cultures and traditions.
- It promotes and teaches about healthy living.
- Allows the student to represent the Academy at a local, national or international level.
- Link up with local community.
- Promotes teamwork and collaboration
- Allows the student to develop further as a successful member of wider society

The Academy is committed to incorporating educational visits and visitors into its schemes of learning, providing that they will enhance students' relevant understanding and enrich experiences and life chances, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a student's investigative skills and vocational experience. Longer visits encourage greater independence.

Educational visits should be available to all students, and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical disability. Careful consideration should also be given when planning a visit or activity to other cultures and traditions, the promotion of healthy eating/living and ensure that we work and link with our local community. Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives which should be communicated clearly in the trip application.

Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination and during the travel to and from the location.

You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, you will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. You should consult the health and safety guidance on educational visits when considering visits.

Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit.

Fair Access and Safety

- A planned trip should be available to all appropriate students.
- Financial Assistance should be incorporated into plans and provided on eligible application.
- Disability measures/sensory impairment should be considered and planned for appropriately.

Decision on place allocation, if a limited number, – should be decided by lottery not on the basis of first come first served. (ref: 1.3 Balloting Procedures)

A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the National guidance for the management of outdoor

learning, off-site visits and learning outside the classroom along with the Academy policy must be complied with. The trip leader must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

Where off-site visits may involve both trans and cisgender participants, the trip leader must consider any individual needs and any reasonable adjustments that may be required. It is important that trip leaders do not make assumptions or resort to 'labels' but engage in dialogue with the transgender person and, where appropriate, with the whole group, and/or the parent/s to find acceptable solutions.

Each visit and individual student should be considered separately and decisions should be made on a case-by-case basis, taking all of the above, and any other factors into consideration.

Monitoring and Review

It is the responsibility of the academy's governing body to monitor the effectiveness of this policy. The governing body does this by:

- requiring the Principal / Assistant Principal responsible for visits/ learning outside the classroom activities to report to Academy Council on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding educational visits from parents, staff or pupils;
- Reviewing this policy every three years.

I Approval for Educational Visits

I.1 Approval - In Principle

A minimum of 4 weeks' notice to be given and 6 weeks' notice for residential trips/trips abroad.

The group leader should obtain approval from the EVC as to the general suitability of arranging the proposed visit. Before any visit/internal event takes place you must complete the visit proposal forms

- i. Proposal Form, ([Microsoft Form link](#)) [Trip Proposal Form Link](#)
- ii. Costing Spreadsheet,
- iii. Proposed Letter to send to parents
- iv. Cover form (if required) these should then be emailed to SLT link responsible for visits, EVC & Finance.

There are different educational visits identified by the academy

Feature	Approval	Notice
Residential/Abroad	EVC, SLT, County Advisor	6 Weeks – Cambridgeshire Evolve
Duke of Edinburgh	EVC, SLT, County Advisor	6 Weeks - Cambridgeshire Evolve
During Curriculum Time	EVC, SLT,	4 Weeks - Cambridgeshire Evolve / 20 mile radius approval.
Outside Curriculum time eg Sports Fixtures	SLT link, EVC.	2-4 Weeks - Cambridgeshire Evolve / 20 mile radius approval.

When planning a visit, you should take the current government guidance into account as part of your process of risk assessment, and then check it regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans.

You should have contingency plans in case of changes to government guidance or, for example, staff becoming unavailable because of a requirement to self-isolate.

You should consider the ability of participants to comply with COVID safety measures at the venue. Parents and participants may naturally be concerned, so you should discuss their concerns with them and keep them informed about the situation and how you plan to mitigate any risks.

1.2 Approval - Formal

Once approval has been given, these forms need uploading on to Evolve before the EVC can approve.

Details of the approved trip then needs to be added to the live whole school calendar

The trip leader must show how the plans for the visit comply with current regulations and guidelines, including the School's general Health and Safety Policy. (Risk Assessment). This approval is only 'in principle' and must be obtained before any substantial arrangements are made. The EVC must also be regularly informed in writing of the progress of the planning of the visit. All communications should be made by email so an immediate record is held.

The parents or guardians must be fully informed about the visit in a letter from the organising teacher (named), which should explain:

- ✓ Its nature and purpose (to include aims and objectives);
- ✓ Outline the programme/itinerary making reference to specific health and safety issues;
- ✓ How and when pupils will be supervised - making special reference to any work not directly supervised.

In accordance with current legislation, the letter to parents should also contain a section on meeting the costs of the visit, the essence of which is contained in the following example:

'Current legislation permits us to ask only for voluntary payment, no pupil will be discriminated against on the grounds of inability to pay, but if you are unable to make this voluntary payment then you should write, in confidence, to the Principal, Mr R Grover to request financial assistance. However, this trip is an extracurricular activity not in school hours, therefore financial assistance will only be considered by the Principal in extenuating circumstances. If sufficient money is not raised by voluntary contributions, then the visit will have to be cancelled.'

1.3 Balloting Procedures

If oversubscription is anticipated, the preferred method of organisation should be:

- i. State a start and finish time for collection of applications. This must be clearly stated in any introductory letter sent out to parents and pupils.
- ii. Organise a draw should the number of places available be oversubscribed after the submission time stated in I above has elapsed.
- iii. Ballots to be conducted by at least two staff members with independent witness plus the EVC. Ballots can either be out of 'a hat' or by electronic random methods.

- iv. Where balloting has to take place for residential trips, gender issues need to be assessed for rooming arrangements. This may mean that the ballot has to be carried out with these in mind.
- v. Reserve lists to be kept of those pupils who are unsuccessful and if vacancies occur, subsequent ballots are to take place which may need to be gender orientated.
- vi. Pupils and parents to be informed in writing as to whether a pupil is successful or not.
- vii. Trip Leaders must inform the EVC if a ballot is to take place, giving time and location.
- viii. Names of all pupils either successful or unsuccessful to be forwarded to the EVC and finance office asap after the ballot, so that these can be recorded on the central database of trips. This database will be used to maintain records of pupil entitlement and trips.

Any queries regarding the balloting for trips must be referred to the EVC at all times. However, it must be made clear at all times that failure to get on one trip will not immediately mean that for the next trip they will be successful.

All trips are to be treated individually on merit. The EVC will monitor all trips and advise SLT as necessary if any issues become evident re all pupils and access to trips.

1.4 Make appropriate bookings, minibus, coaches etc (obtain confirmation of bookings).

1.5 Complete student lists and send to EVC for contact and medical lists

1.6 Ensure mobile phone and first aid kits are booked, trip phones are booked. Each student will be required to carry an emergency contact card for the trip phone.

2 Staffing and Supervision

2.1 For all visits the trip leader, EVC and SLT responsible for visits/ learning outside the classroom activities must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

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

The framework for assessing requirements for ratios and effective supervision is **SAGE**

Staffing: Who is needed/available? The plan must work within the limit of available numbers, abilities & experience

Activities to be undertaken what do you want the group to do and what is possible

Group characteristics: prior experience, ability, behaviour and maturity, gender, any specific or medical/dietary needs

Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

2.2 A visit must not go ahead where either the trip leader, EVC or SLT responsible for visits/ learning outside the classroom activities is not satisfied that an appropriate level of supervision exists.

2.3 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.

2.4 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 I covers the qualifications required to lead Duke of Edinburgh Award Expeditions.

The EVC should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Advice can be sought from the Adviser when required.

Staff Roles are defined on the **national guidance website** (<https://oeapng.info/>) 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.

[Link to Glossary of terms](#)

3 Risk Assessment

All risk assessments should:

- i. Identify the significant hazards
- ii. Identify who may be harmed
- iii. Evaluate the level of risk
- iv. Identify the controls that are in place
- v. Reassess the level of residual risk
- vi. Implement additional controls – if required
- vii. **Include Covid procedures - make sure you are following the system of controls to minimise the risk of infection, including engaging with the asymptomatic testing programme have a contingency plan in place for outbreaks in your school or changes in restrictions**

3.1 If you plan to visit a venue such as a museum or gallery, or to attend a public event such as a concert or sporting fixture, or to stay in accommodation such as a hostel or hotel, or if you are using a tour operator or activity provider, discuss the potential effects of COVID-19 with them at the time of booking, and keep in touch with them during the run-up to the visit.

3.2 You should check that any provider you intend to use has assessed the risk of coronavirus and implemented control measures to prevent infection. Some providers may not have had the benefit of the advice and support available to education establishments, and so may not be fully aware of the measures that are expected. You should consider making a preliminary visit to check the measures in place and to discuss any issues with the provider

[Link to selecting external providers guidance](#)

The 'Educational Visits' folder on the Teams

- ✓ Generic travel risk assessments
- ✓ Generic location and activity risk assessments

These risk assessments should be accessed by the trip leader during the planning stage and added to in order to create an event specific risk assessment for the specific educational visit.

Students should participate in this process in order to enhance their risk awareness.

Completed risk assessments must be either attached to evolve or sent to the EVC upon completion. The EVC will consider the risk assessment and if necessary, consult with the trip leader in order to further develop the original document(s).

4 Trip Leader Checklist

A useful trip leader checklist can be found within the OEAP National Guidance [Trip Leader Guidance](#)

Prior to the trip departing the group leader will attend a meeting with either the EVC or SLT responsible for visits/ learning outside the classroom activities, the following guidance will be discussed:

- ✓ Create spreadsheets of student information (FSM, Medical needs, PP, LAC & Other potential concerns). (Liaise with house offices where needed).
- ✓ Student lists to be shared with houses.
- ✓ Trip leader to brief all staff going on trip re: student needs.
- ✓ Create student group registers, assign to staff & indicate when these are to be taken by staff / signed dated & time stamped by staff.
- ✓ First aid kits to be organised as well as FSM lunches.
- ✓ **Covid pack to support cleaning & procedures in RA**
- ✓ Information to be shared with all (parents/staff/students) regarding meeting/return times (Use of school social media is useful)
- ✓ Emergency contact details for each student – copies for Trip Leader / other staff where appropriate & a hard copy for the base emergency contact.

- ✓ Copy of School Insurance documents / risk assessments / Hotel/Venue information / Travel arrangement.
- ✓ Full itinerary to be left with base emergency contact
- ✓ School phones booked – Emergency contact cards to be issued to every student
- ✓ Student Briefing – to outline expectations and finalise key information
- ✓ EHIC Cards & Passports checked – Staff & Students
- ✓ All students to have a buddy issued as a further check.
- ✓ Staff plan to indicate individual staff responsibility e.g.: FSM/First Aid.
- ✓ Contingency plan in the event of an emergency – Who takes control if trip leader is taken ill, if a student needs to visit a hospital/doctors.
- ✓ Supervision – Base camp that is staffed at all times & students are aware of key timing, Buddy system at all times.

5 Prior to departure

5.1 The trip leader must provide a list of participants (staff and students) to main reception, amended to show any absences.

5.2 Staff must ensure they take a first aid kit on the trip, staff should ensure there is a first aid kit for each vehicle used in transport.

5.3 The trip leader must collect a trip mobile phone from the IT office. The phone number must be shared with all students on all trips.

6 Leaving or returning during unsociable hours

6.1 Ensure site officers are aware for access via the gates.

6.2 Consideration must be given to local residents (this should be reflected in the risk assessment and on the original letter).

7 During the Visit

7.1 The trip leader is responsible overall for the group at all times.

7.2 Where significant numbers of students are participating in a school trip, it may be appropriate to organise them into smaller groups. Accompanying staff will be assigned to each of these groups.

7.3 Accompanying staff should be well briefed by the trip leader and have a good understanding of their responsibilities on the trip, the emergency procedures, the information in the risk assessment and information about individual students.

7.4 Students should be made aware of: potential dangers, the need to remain together, the need to adhere to plans and follow instructions, the need for courtesy and correct conduct and what they should do in an emergency.

7.5 On a coach, staff must instruct all the passengers to wear the safety belts provided and to stay in their seats.

7.6 Regular registers are essential, particularly before leaving any venue, on boarding transport, at mealtimes and bedtimes, etc. These should be specified on the itinerary and shared with staff.

7.7 On any walk there must be adults at the front to lead and adults at the back to prevent stragglers. Road crossings must be supervised. For trips abroad students must be reminded which side of the road the country drives on for safety purposes.

7.8 On residential visits all group members should carry the address/phone number of the accommodation.

7.9 Make sure all supervising staff know what to do in an emergency and have the trip leader's mobile number and emergency contact numbers.

7.10 On trips where students have remote supervision (eg to go shopping, field work, DofE), ensure they are in groups of three or more and have been given the trip mobile phone number.

7.11 An agreed meeting point should be shared with students and staffed for the duration of any remote supervision.

7.12 Check all coaches for litter and ensure that they are left litter free.

7.13 Upon return, no student must be left unsupervised at the end of the trip.

7.14 In the event of a suspected positive case, as per DfE guidance for schools, each case and situation will be assessed on an individual basis, but the primary action will be for the individual to return home for testing. The school/group leader will contact the individuals parents to arrange for collection. Guidance from the DfE and PHE would establish any 'close contacts' who would also need to return home.

8 Sports Fixtures

8.1 Fixtures that take students off site will not need to go through the full process outlined above due to the quantity of fixtures and in some cases the short notice of fixture dates.

8.2 The Curriculum Leader of PE must ensure that all students who take part in sporting fixtures have a signed agreement by parents/carers which is filed in School prior to any student being able to attend off site school fixtures.

8.3 The member of staff leading the fixture will ensure they take a first aid kit with them.

8.4 Students will also be issued with full details in hard copy regarding the fixture which must include information about the venue, timing and the member of staff in charge, and should be passed on to parents/carers.

8.5 Details of the fixture and students taking part must be left with main reception.

8.6 The fixture does not need to be logged on Evolve.

8.7 Staff in charge of the fixture will continue to ensure students are kept safe and made aware of any potential hazards throughout the time off site.

8.8 A generic risk assessment is in place for all sports

9 First Aid

9.1 The trip leader will ensure that there is adequate first aid provision on each visit. The minimum requirements for Educational Visits are:

- ✓ a suitably stocked first aid container per vehicle.
- ✓ at least one appointed person to take charge of first aid arrangements.

10 Emergency Procedure

Emergency procedures are an essential part of planning a visit or an offsite activity. If an accident occurs the priorities are to:

10.1 Assess the situation

- Safeguard the remaining members of the party
- Attend to the casualty(ies)
- Inform the emergency services
- Inform the SLT contact.

10.2 For minor injuries the trip leader/supervisor should:

- ✓ Arrange for the visit first aider/s to give appropriate assistance.
- ✓ Inform the SLT member so they can inform the parent/carer of the injury.
- ✓ Fill in an accident form on return to the Academy.

10.3 For injuries which could have serious implications the trip leader/supervisor should:

- ✓ Arrange for the visit first aider/s to give appropriate assistance.
- ✓ Call for an ambulance.
- ✓ If an ambulance is called and you need to go to hospital with the injured pupil try to find out which hospital so that you can inform the SLT contact who will in turn inform the parent/carer (do not call the parent/carer yourself).
- ✓ Phone the SLT contact – mobile numbers will be given to the trip leader.
- ✓ Arrange for a member of staff to remain at the hospital with the student until an SLT member arrives.
- ✓ The trip leader must write a full written account of events ASAP with photographs of the scene etc. if safe and possible to do so.
- ✓ Complete an accident report form on return to the Academy.

10.4 Always contact the SLT on the base contact list who will be able to give advice from the National Guidance First Contact Emergency Action Card. Where an incident is deemed by SLT to be of a critical nature, the member of SLT should contact the Principal in the first instance who will follow the emergency procedure for the Academy.

[Link to NPA Emergency Action Card](#)

10.5 Make notes about the event with brief details of times, people, places etc.

11 In the event of poor behaviour on a trip/visit

11.1 The trip leader will make the decision as to the appropriate action initially and will use their judgement as to whether they should contact the on call member of SLT for further support and advice.

11.2 In the event that parents/carers need to be contacted about the incident this will likely be by the on base contact member of SLT following discussion with the trip leader.

11.3 It may not be possible for the trip leader to speak directly to parents/carers as the priority will be ensuring the safety and smooth running of the trip.

11.4 It may be appropriate to isolate a student from the rest of the group. Any such student will be supervised by a member of staff.

11.5 It may be appropriate to confiscate mobile devices from students.

11.6 Written statements from students will be taken whenever possible.

11.7 Written statements will also be completed by staff on return to School.

11.8 All action taken will be in the interests of keeping all students safe and to try and ensure the incident does not lead to any further issues.

11.9 Following serious behaviour incidents on a trip a full investigation will take place on return to School and the School may impose further sanctions, including exclusion if appropriate.

12 Keeping up to date with the latest information

Trip leaders are advised to visit the Outdoor Education Advisers' Panel (OEAP) website which provides relevant and up to date trip information: <http://oeapng.info/visit-leader/>

Full guidance from the DFE – Pg 47, & for residentials Annex C (Pg 67)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf

Appendix I

Expedition Guidance And Leadership Standards

To be used in conjunction with
the Nene Park Academy Educational Visits Policy

Hillwalking
and
Other forms of
expedition transport

Section I

Introduction

The Employer has to define leadership standards for key activities, and this is true of leadership in the outdoors with regard to D of E expeditions.

This guidance document and its standards are offered to Academies working with Cambridgeshire County Council Outdoor Education Adviser Service. It is for the Academy to fully adopt within their Educational Visits Policy. These standards have been in place and revised since 2004 within Cambridgeshire. Thus these standards have been tested and enabled the safe delivery and management of D of Expeditions.

The standards are regularly reviewed and adjusted accordingly.

All questions about this document and clarifications about this guidance should be directed to the Outdoor Education Adviser. Please use either the phone or email address below:

Stephen Brown
Outdoor Education Adviser

Outdoor.education@cambridgeshire.gov.uk

Phone 01480 379677

Address

Speke House
Stocks Bridge Way
St.Ives
Cambridgeshire PE27 5JL

Section 2

Expedition Season/Conditions

The expedition season will run from normally from March until October where summer conditions exist on the ground, but this can be extended under discussion with the outdoor education adviser.

Definition of Summer Conditions

Summer conditions exist where no snow or ice are lying on the ground requiring the use of winter mountaineering equipment (ice axe and crampons) to negotiate.

Leaders of expeditions who travel early and late in the expedition season must use judgement and take responsibility for deciding when such conditions exist or are likely to occur, and as appropriate abandon or postpone the planned venture.

Section 3

Roles and Responsibilities

This guidance establishes a common leadership framework which has been developed over many years in conjunction with neighbouring authorities, and guidance as taken from the Adventurous Activities Licensing Service (AALS) in particular where activities of which are deemed as licensable and in terrain classed as such under the Young Persons Safety Act 1995 and the Adventurous Activities Licensing Regulations 2004. It is not a requirement of a school/centre to hold a license if delivering activities to the centres own enrolled students.

These are the requirements in place to ensure that the leadership and supervision of expeditions at all levels is carried out by individuals with measurable competencies, experience and qualifications relevant to the level of expedition.

All staff involved in the expedition section must:

- Be employed with the Academy or registered to volunteer with the Academy
- Be familiar with the aims and conditions of the expedition section.
- Be appropriately qualified and competent as this guidance including current first aid qualification.
- Be familiar with relevant health and safety and educational visits guidance according to their role.
- Have an enhanced DBS check and be up to date and aware of current safeguarding practices, procedures within their respect employment

Working with An AAP

If the Academy contracts with a D of E Accredited Activity Provider then the AAP must have a AALA license for activities which come under the above licensing regulations. Please ask the Adviser for advice before contracts are signed. Their leadership arrangements are not covered by this document

Section 4

Definition of Terms – Expedition skills progression

Training: Expedition skills specific training delivered by appropriate staff from school. As a minimum staff should be those who will be leading/supervising on the practise/assessed ventures and will have completed the Local Accreditation Scheme. This is not a practise expedition and should ideally be one of a series of sessions delivered before embarking on a practise venture.

Practise Venture: A practise venture is exactly that – practise, and lead/supervising staff should operate on a sliding scale of staff led close contact skills delivery and support, building on the training sessions, through to shadowed to remotely supervising their group. Refer to www.oeapng.info Document 4.2a Supervision and MLTE publication (current practise in the supervision of groups operating independently) for useful guidance for walking expeditions.

Assessed Venture: A qualifying venture, where the participants should be able to be remotely supervised having acquired the skills and supporting knowledge to do so in the required terrain, after having demonstrated this at appropriate stages to the leader/supervisor, prior to the qualifying expedition. An assessed venture may pose unforeseen challenges which groups will need to overcome, however if a group does not have the required abilities, attitude and aptitude to be in certain terrain at the start they should not be there.

Expedition Leaders: The person in overall responsibility for the expedition cohort of up to 3 groups (2 for paddlesport).

For practise ventures the leader may supervise one group in conjunction to their leadership responsibilities.

For assessed ventures involving a single group the leader may supervise one group in conjunction to their leadership responsibilities supported by at least a reliable adult.

The reliable adult should not be responsible for any groups and will operate as mobile support.

For assessed ventures involving a multiple group cohort, the overall visit leader should not be responsible for any groups and will operate as mobile support to the supervisors.

* For paddlesport cohorts see section 13, 14

Expedition Supervisors: The appointed person responsible for a particular expedition group. They will operate under the directions of the expedition leader as agreed at planning stages.

Assessed Qualification: A person who holds a National Governing Body qualification, Basic Expedition Leadership (BEL), Countryside Leader Award (CLA), Lowland Leader Award (LLLA), Hill and Moorland Leader (HML) (previously WGL), Mountain Leader Award (ML) (summer or winter), Mountain Instructor Award or Mountain Instructor Certificate or Mountain Guide. The qualified leader has full responsibility for all groups under their direction. See Sections 13 onwards for guidance for canoe journeys and sail journeys.

Trained and Recognised: A person who has completed BEL, HML, or ML training or achieved exemption from training, and submitted a logbook to the Outdoor Education Adviser may be recognised that their experience can gain for this leadership status. The log book must contain strong supporting evidence at the required standard or above which is to

fulfil at least 80% of the minimum assessment criteria for the particular award. Emphasis for approval is given on current and relevant personal walking experience and not just the assisting on D of E ventures.

Trained and recognised status lasts for only Five years from the training course date. These criteria will be strictly adhered to and logbooks with less than the above experience will not be considered.

(Does not include the CCC CLA – participants are within an assessment only process)

Close Proximity: Any trained and recognised staff must work in close proximity to the qualified staff member who is ultimately responsible for them. Dependent on terrain encountered, Close Proximity should mean no more than 30 minutes walk apart. Staff operating in this capacity should exercise careful judgement and satisfy themselves that management systems are in place to deal and manage with varied scenarios and possible emergencies.

Local Expedition Accreditation: A person who has completed the CCC OEA 6 hour training course. The leader can operate with one group meeting the route/area conditions.

Reliable adult: a person who is deemed competent to carry out mobile support tasks as directed by expedition leaders or supervisors. They are not to train/lead groups in any capacity but can be used (for example) - to observe check points and see groups into overnight camps. For useful assistance in emergency scenarios it is recommended but not essential that the reliable adult holds the training endorsement of the award appropriate to the terrain encountered or personal “hill skills” which may be of direct relevance/use. A reliable adult must accompany the leader/supervisor on single group cohorts and is also recommended on all ventures.

First Aid: All qualified staff **must** hold a current first aid certificate, aligned with the requirements of their leadership award. This will either be 4 hours, 8 hours or 16 hours.

No NGB's at any level are recognised without the minimum first aid requirement.

Expedition Cohort: An expedition cohort is a maximum of 3 groups, where one qualified person is in charge of a cohort; working with 2 other groups, lead by appropriate staff. When adding a 4th group, then this addition is the start of a new cohort. Each Cohort is lead by a qualified member of staff.

Entry on Evolve: The overall expedition is logged as a single entry, with the leadership and cohorts clearly defined.

Group sizes: Group size is set at a recommended maximum number of participant's dependant on training sessions, practise or assessed ventures.

A Venture: is defined as a school operating expeditions in defined areas with Expedition cohorts.

Section 5

Expeditions Qualification Areas – Staffing Matrix

- The table below shows the Academy definition for Normal, Open and Wild Country.
- The minimum qualification or recognised competency level for staff leading groups in any given level of terrain.
- Staffing ratios.

The best way of attaining competence to lead groups is via personal interest, involvement and experience in the activity with the eventual gaining of the appropriate NGB award to support this. We recognise that this should be continually supported after a completed assessment via continued experience relevant to the award and leadership role.

The staffing matrix places the most experienced and qualified staff member in overall charge of an expedition cohort whilst still allowing for the development of staff who are working toward a finished assessment to gain the required experience.

The definitions on terrain are based on guidance taken from the MLTUK and as result the qualifications deemed appropriate to lead in this terrain determined from this.

Clarification should be sought from the Outdoor Education Adviser as to where a planned venture is likely to be categorised as early as possible.

Terrain:

Normally start or finish in the County (Bronze Terrain)

Journey departs from or arrives back into your County, i.e. from Lincs back into Cambridgeshire, Cambridgeshire into Suffolk, Northamptonshire into Cambridgeshire. Not outside the defined remit.

Normal Countryside (Bronze Terrain, Silver Terrain)

Cultivated Land, low lying rural countryside, valleys or forest and gentle to moderate terrain with no steep slopes not more than 30 mins normal walking time from a refuge or road.

Areas commonly used by Cambridgeshire Groups –

Cambridgeshire within the county, mainly SE corner and Western Edge

Norfolk coastal paths coming inland

Suffolk Thetford area

Rutland campsites near Rutland Water

Open moor/fells / non mountainous wild country (Silver Terrain)

Uncultivated land, non mountainous, hilly terrain known as upland, moor, bog, fell or down, semi remote. Routes should not directly encounter steep rocky technical terrain, where routes or navigational errors are not easily reversed.

Mountainous, Wild Country: (Gold Terrain)

Mountainous and/or remote country, ML holders or above. Other awards are out of remit.

Areas commonly used by Cambridgeshire Groups –

Overseas Expeditions

Whilst not common, these should be discussed with the Outdoor Education Adviser at the earliest opportunity with regard to appropriate qualification and staffing levels.

Valid from September 18 to
December 2019
Replaces all previous documents

Duke of Edinburgh's Award

**Expedition Staffing Requirements - Walking
Practise Ventures**

Minimum staffing of 2 staff per venture

Terrain Encountered	Cohorts & Group(s)	Minimum experience requirements for group supervisors	Required qualification
Start or finish in Cambridgeshire or its immediate fringes	Each Group	Qualification	Local Area Accreditation/BEL/CLA/LLA or higher
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Normal Countryside Within 30 minutes easy walk of a village or well used road.	Group 1	Assessed Qualification	BEL/CLA/LLA or higher
	Group 2	Trained and recognised	BEL or LLA TRG or above
	Any 3 rd group	Assessed Qualification	
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Open moors/fells / non mountainous Wild Country	Group 1	Assessed Qualification	HML or higher
	Group 2	Trained and recognised	HML TRG or above
	Any 3 rd group	Assessed Qualification	
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Mountainous / Wild Country	Group 1	Assessed Qualification	ML or higher
	Group 2	Trained and recognised	ML TRG

	Any 3 rd group	Assessed Qualification	ML
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			

**Valid from September 2018 to
December 2019
Replaces all previous documents**

Duke of Edinburgh's Award

**Expedition Staffing Requirements - Walking
Assessed Ventures**

Minimum staffing of 2 staff per venture

Terrain Encountered	Cohorts & Group(S)	Minimum experience requirements for group supervisors	Required qualification
Start or finish in Cambridgeshire or its immediate fringes	Each Group	Qualification	Local Area Accreditation/BEL/CLA/LLA or higher
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Normal Countryside Within 30 minutes easy walk of a village or well used road	Group 1&2	Assessed Qualification	BEL/CLA or higher
	Group 3	Trained and recognised	BEL TRG or above
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Open moors/fells / non mountainous Wild Country	Group 1&2	Assessed Qualification	HML or higher
	Group 3	Trained and recognised	HML TRG or above
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Mountainous / Wild Country	Groups 1&2*	Assessed Qualification	ML or higher

	Group 3 *dependant on routes planned	Assessed Qualification	ML or higher
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			

Section 6

Leadership Ratios (not D of E group sizes)

Training Sessions – One supervisor per group of up to 12 participants, delivering close contact skills training within the local environment to the D of E centre. Should training be planned in environments where practise ventures will take place then staffing levels and ratios should reflect the requirements of operating in this level of terrain.

Practise – one leader/supervisor to one walking group of up to normally 12 participants, eight for tandem modes of transport.

Assessed Expeditions

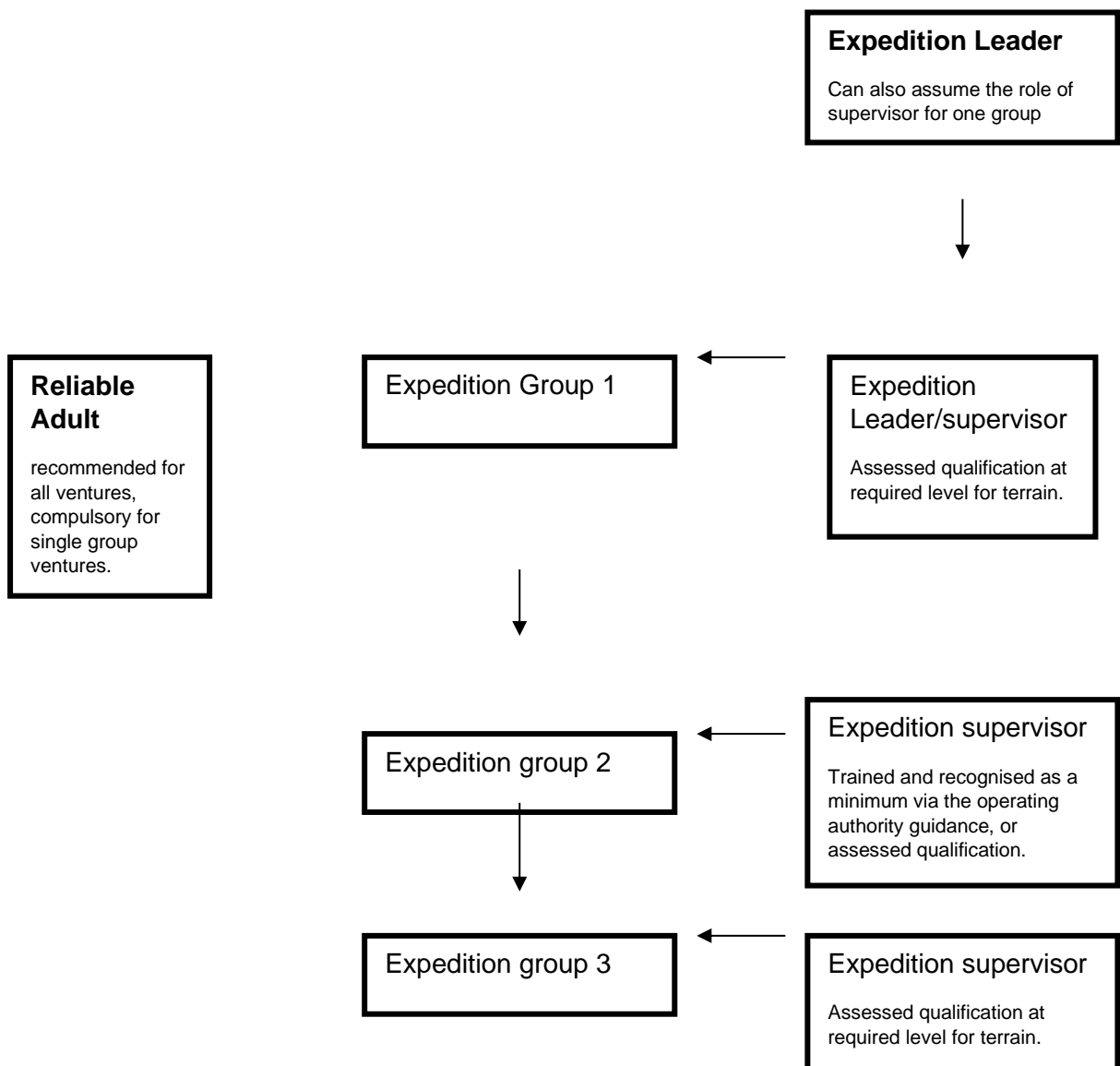
For expeditions in Cambridgeshire or the immediate fringes the ratio is 1:2 groups.

For all other expeditions elsewhere a ratio of 1:2 groups may be used.

All groups must be of four to seven participants, eight for tandem modes of transport.

Section 7

The Group Cohort Framework – Practise Ventures: Normal, Open Country, Wild Country

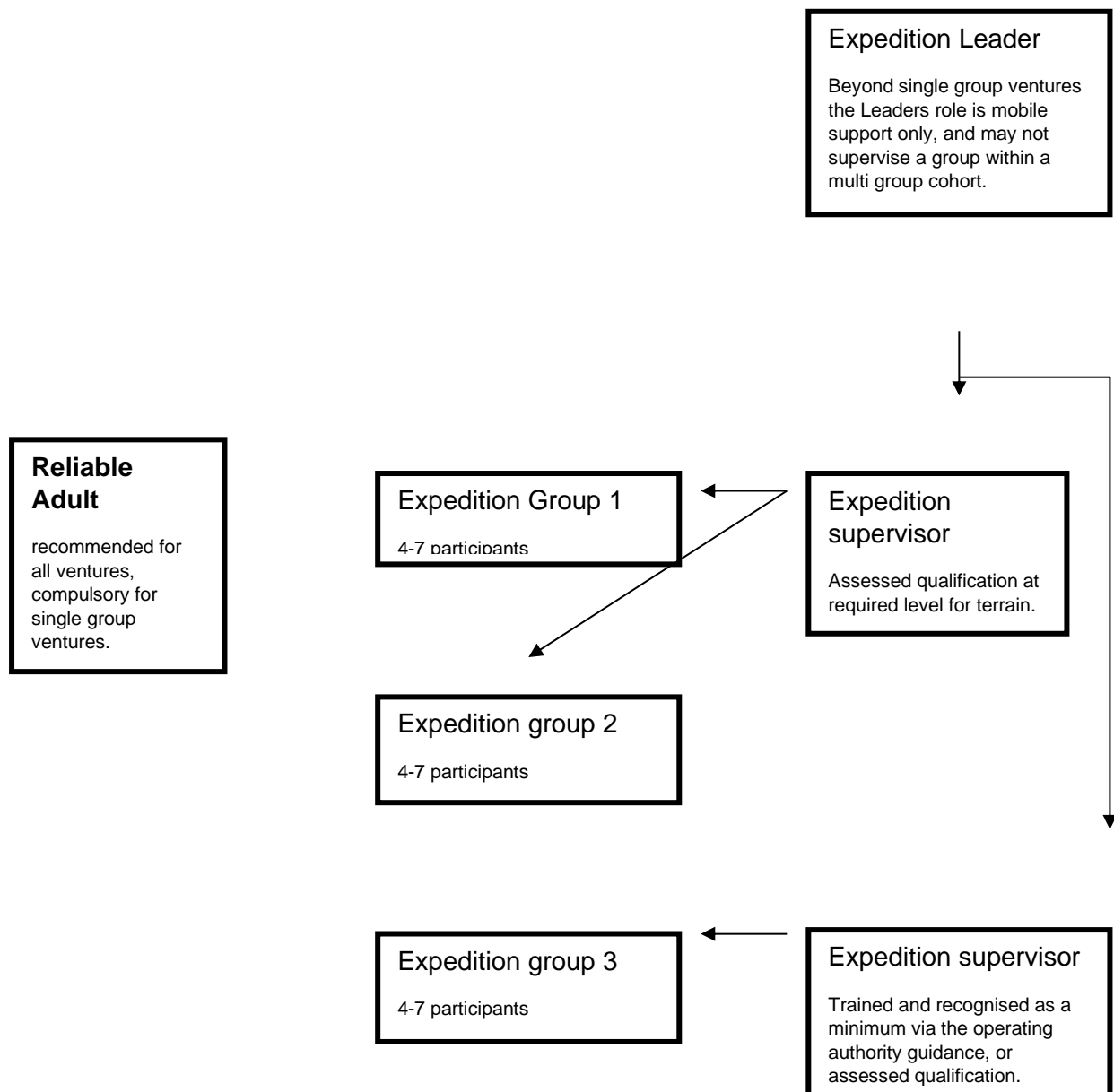


1. Minimum staffing of 2 per venture, in the instance of a single group the second staff member may be a reliable adult.

2. All leaders, supervisors, reliable adults must be enrolled at the school and have completed a DBS check. All leaders must hold a first aid qualification appropriate to their award. Volunteers should have DBS check but do not have to hold a first aid certificate, as they are not leading/supervising any groups.

Section 7

The Group Cohort Framework – Assessed Ventures: Normal, Open Country, (Wild Country see note 4)



1. Single Group Ventures: Minimum staffing of 2 per venture, in the instance of a single group the Expedition Leader may also assume the role of the supervisor, there must be however a second staff member at least a reliable adult.

2. More than Three Groups: These groups must be split into a number of cohorts and must be overseen by an Expedition Leader who is not directly supervising any groups.
3. All leaders, supervisors, reliable adults and *volunteers must be enrolled with school and have completed a DBS check. All leaders must hold a first aid qualification appropriate to their award (* advised but not compulsory)
4. Cohorts operating in wild country will be lead/supervised by assessed staff only at ML or above.

Section 8

Expedition Submission

Approval will only be given for ventures when information is received within the timescales and that satisfies the Outdoor Education Adviser. Failure to submit either the required information or within the timescales is the responsibility of the D of E centre and not the OEA.

Section 9

Changes after approval

The Outdoor Education Adviser will approve ventures based on the information given at the time, and therefore will reasonably expect the venture to be carried out as submitted. Any known changes before departure should be discussed and approved with the school's EVC and the OEA.

Once the venture has departed and begun it is the responsibility of the leader and supervisors to change routes as required if deemed necessary e.g. poor weather, tree felling, field sports and unforeseen circumstances that dictate this. Routes must not be changed to make them more challenging. Any routes that are changed can only be down graded.

Section 10

Monitoring

The OEA may wish to visit your ventures at stage from initial planning to expedition provision.

Section 11

Other forms of Travel

Standards for other means of travel

Horse, Cycling, Water – Kayak and Canoe and Sailing.

There may be other means of travel not covered by this document and the adviser can support and advise in this area.

Some Activities are clearly defined and other do not have such clarity. Therefore please apply the advice below before you commence your detailed plans or work with young people.

Early Preparation

Before staff start to plan ventures using other forms of transport with young people, please contact the Adviser for Outdoor Education to ensure that your early plans are appropriate.

If you intend to use an Outside Provider or Accredited Activity Provider (D of E) please contact the Adviser before making any booking. This is to ensure that the provider is appropriate and can meet the standards that are set within the document.

Contact

Outdoor.education@cambridgeshire.gov.uk

Phone 01480 379677

Speke House
Stocks Bridge Way

St.Ives
Cambridgeshire PE27 5JL

D of E Expeditions – Cycling

Rationale

The use of Bikes is positively encouraged, whether off road or on road. It allows a group to explore at greater distance and into new areas, sometimes not requiring transport from base to the journey start. There is some complexity to this activity that needs to be included in training young people. This includes cycle competence on roads and tracks, group management, cycle maintenance and carrying expedition equipment. There are also expedition and camping issues that might not be covered in some training courses.

Qualifications

At present (2018) there is no national governing body for cycling but award schemes do exist and have broadly similar standards. Most focus on off road activity but cover road cycling in the lower awards.

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	MIAS LI SMBLA I CTC Trail Leader Award Or Local Accreditation Scheme	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
Road and more extensive tracks, moving from one track to the next, demanding journeys and remoteness.	MIAS 1 or 2 SMBLA 1 or 2 CTC TLA or Trail MTB	As above	As above	First Aid Qualification is required

Extensive use of off road and upland environments, remote settings and navigational challenges	MIAS L2 SMBLA L2 CTC Trail MTB	As Above	As Above	First Aid Qualification is required
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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 House 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	OE advice with BHS	As above	As above	First Aid Qualification is

track to the next, demanding journeys and remoteness.				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

D of E Expeditions – Kayak or Canoe

Rationale

The use of kayak or canoe travel is encouraged, and will probably be used mainly on inland waterways. It allows a group to explore a new environment. There is some significant complexity to this activity that needs to be included in training young people. This includes personal water competence in the craft chosen, group management, carrying expedition equipment. There are also expedition and camping issues that might not be covered in training courses.

Qualifications

The British Canoe Union is the National Governing Body and their standards set the bench mark for this activity

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
Placid Water	Old' BCU Level II Coach relevant to the craft being used (Open Canoe or Kayak) or or BCU Coach 2 or relevant BCU Leadership Award	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
Moving Water up to Grade 2	Old BCU Level III Coach relevant to the craft being used (Open Canoe or WW Kayak)	As above	As above	First Aid Qualification is required and

	or BCU Coach 2 or relevant BCU Leadership Award			camping experience
Small, sheltered lakes	Old' BCU Level II Coach relevant to the craft being used (Open Canoe or Kayak) or or BCU Coach 2 or relevant BCU Leadership Award	As Above	As Above	First Aid Qualification is required and camping experience
Large lakes	'Old' BCU Level III Coach relevant to the craft being used (Open Canoe or Sea Kayak) or or BCU Coach 2 or relevant BCU Leadership Award	As above	As above	First Aid Qualification is required and camping experience
Estuaries & Coastal Waters	Old' BCU Level III Sea Kayak Coach or 'BCU Coach 2 relevant BCU Leadership Award	As above	As above	As Above

D of E Expeditions – Sailing

Rationale

The use of sailing dinghies or larger boats is encouraged, and will cover the range of waterways from inland river and lakes, coastal and off shore. It allows a group to explore and travel in a new environment. There is some significant complexity to this activity that needs to be included in training young people. This includes personal competence in the craft chosen, group management, and decision making skills. There are also expedition and camping/ accommodation issues that might not be covered in training courses.

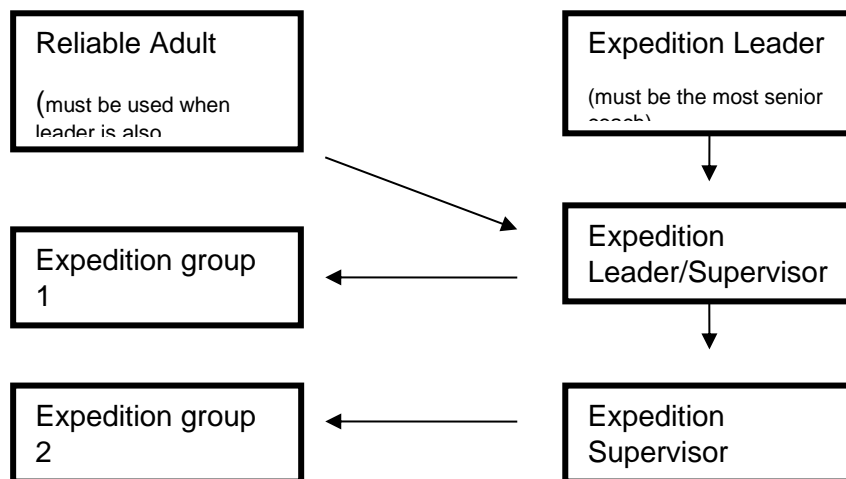
Qualifications

The Royal Yachting Association is the National Governing Body and their standards set the bench mark for this activity

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
Inland Waters – rivers, canals & lakes. Dinghies / Keelboats	RYA Dinghy Instructor / Keelboat Senior Instructor	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
Inland Waters + sheltered estuaries Dinghies / Keelboats	RYA Advanced Dinghy Instructor / Keelboat Senior Instructor	As above	As above	First Aid Qualification is required and camping experience
Inland Waters + estuaries + sheltered coastal waters Dinghies / Keelboats	RYA Senior Instructor / Keelboat Senior Instructor	As Above	As Above	First Aid Qualification is required and camping experience
Inland Waters + estuaries + sheltered coastal waters + open sea	RYA Yachtmaster Offshore Certificate			

Paddlesport and Sailing Cohort Framework - All Ventures



For Advice, support and guidance on expedition matters please contact the Outdoor Education Adviser.

Contact

Outdoor.education@cambridgeshire.gov.uk

Phone 01480 379677

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