



**ST PETER'S SCHOOL**  
**Educational Visits Policy**

**Date Reviewed: July 2024**

**Date of Next Review: September 2026**

**Reviewer: Agnes Davies**

**Date ratified by Governing Board (C & S): 12<sup>th</sup> September 2024**

<b>Document Control</b>		
<b>Edition</b>	<b>Issued</b>	<b>Changes from previous</b>
1	September 2016	Substantial changes - document rewritten
2	June 2018	Addition of second sentence to paragraph 7
3	December 2018	Addition of further information and Appendix 1 in line with County guidance
4	October 2019	Substantial changes – document rewritten
5	September 2021	Additional information included into part 1 and Appendix 1
6	September 2022	Review
7	November 2022	Reviewed and amend to improve inclusivity
8	July 2024	Change to paragraph 14. Paragraph 15 added.

<b>Policies/Documents referred to in this policy</b>	<b>Post holders/Persons named in this policy</b>
<p>This policy <b>links to other school policies</b> on:</p> <p>First Aid and medication            Health and Safety            Safeguarding and Child Protection            Cambridgeshire County Council OEAP            Charging and Remissions            Business continuity plan 2019            Equality and Diversity Policy including the transgender guidance toolkit            Guidance for safer working practice for those working with children and young people in education setting 2019  <a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p> <p><b>Relevant documents kept in school:</b>            Risk assessments            Online EVOLVE forms for every trip</p>	<p>Educational Visits Co-ordinator</p> <p>Duke of Edinburgh Manager and Enrichment Co-ordinator</p>

**Review Frequency: Bi-annual**

**Rationale:**

St Peter's School provides a rich and varied programme of opportunities for pupils to learn outside the classroom – on the school site, the local area and further afield. The programme of visits is structured and

progressive to directly support the curriculum into the whole school life supporting SMSC, personal development and cultural capital. It develops young people's confidence, independence, responsibility and specific learning objectives.

We believe that student and staff involvement in residential and non-residential visits adds significant value school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the curriculum and enhances social, moral, spiritual and cultural development.

We aim to:

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

The aim of this policy is to ensure that any educational visits arranged by staff at the school are made in accordance with the guidelines set out by the Outdoor Education Advisers' Panel ([OEAP](#)) and adopted by Cambridgeshire County Council. This policy should be read in conjunction with the school's policies covering Safeguarding, First Aid and Health and Safety which includes the use of our minibus.

All school based documents are available on the [Sharepoint](#).

### **Objectives:**

To encourage staff to plan out of class learning activities that enrich and strengthen the education of students.

To ensure that all educational visits take place efficiently maintaining the health and safety and wellbeing of students at all times.

### **Guidelines and Procedure:**

All organisers should follow the procedure below before making any arrangements or proposals.

**It is a legal requirement that all organisers must follow the guidelines set out by the Outdoor Education Advisers' Panel (OEAP) available on their website.** Further advice can be obtained from Stephen Brown (Outdoor Education Advisor).

- 1 Consult with the Educational Visits Coordinator (EVC) to discuss viability of the event and its organisation (e.g. is it a 'risky' event?)/transport – use of the minibus/First Aid arrangements/students with medical conditions. (Agreement should have been sought from relevant line manager for the proposed event prior to commencing arrangements).
- 2 Consult with the SLT colleague with responsibility for the school calendar to discuss viability for the timing of the event and ensure that it is scheduled into the school calendar and necessary cover arrangements are approved.
- 3 Meet with the Duke of Edinburgh Manager and Enrichment Co-ordinator to complete an event plan, you will need to provide an outline of proposed costs and planned activities/transport/student numbers/staffing. They will work with the finance department to ensure the financial efficiency and viability of the trip and provide an approved letter template and agreed costings and payment arrangements.
- 4 The visit leader to arrange booking of transport/activities/tickets etc as required and arrange for student support services to email out the amended standard letter to students (NB if printed letters are to be given out this will need to be part of the proposed costings)

- 5 Those eligible for free school meals are to contact the Duke of Edinburgh Manager and Enrichment Co-ordinator, as outlined in the standard letter templates, to discuss financial support.
- 6 Evolve must be completed **at least 3 weeks** before the day of departure by the person leading the event for off-site visits and submitted to the EVC (a risk assessment, the letter that is to be sent to parents and list of students must be included). The risk assessment must cover first aid/SEND and medical issues of students.
- 7 If the event is authorised the visit leader will receive confirmation from the EVC (and Evolve for off-site visits). The trip leader should ensure that all staff are informed via the school bulletin of the event and which students are affected.
- 8 Consult with the safeguarding team for any concerns.
- 9 Recruit appropriate staffing to support the event and ensure they have been briefed on the logistics of the event and their roles and responsibilities.
- 10 A marked register of attendance for the visit, giving names of **all** students and adults participating, must be left in Student Services on the day of departure. If this is not a school day then arrangements must be made with the EVC prior to departure for the deposit of this list.
- 11 All trips should utilise one of the school mobile phones available from finance. These phones are supplied with business cards that can be given to students with the telephone number printed on. This number may also be shared with parents in advance of residential trips. Under no circumstance should staff share their personal contact details with students. Students' mobile phone numbers can be collected and stored on a paper record for the duration of the trip but these must be destroyed after the event. Under no circumstance should staff store or save student numbers on their devices.
- 12 Visit leaders should ensure that all accompanying staff are aware of the risk assessment and control measures and the itinerary. Regular checks should be made to ensure that students are present at the correct activity/location and must be made before any transport commences.
- 13 During residential trips the trip leader should communicate with the EVC each evening as a regular check that no issues have arisen, and that no additional support is required. If a trip returns outside the school day or if it is not a school day then confirmation that the trip has returned safely, and students have been collected by a parent/guardian/agreed responsible adult should be sent to the EVC.
- 14 Alcohol consumption by anyone of the age of 18 and over (participants, helpers or leaders) is prohibited when attending extra-curricular events (onsite, off site or residential)  
This is due to the negative effect of alcohol on the ability of leaders or helpers to carry out their supervisory responsibilities.
- 15 We recognise that arranging extra-curricular activities outside of school hours places a burden on staff. Staff's participation in such events has to be on the understanding that this is voluntary. Therefore, no overtime will be paid to any member of staff.

### **Systems for Managing Activities**

St Peter's School has systems in place covering a range of key areas vital to the safe and successful delivery of off site activities.

### **Specific Arrangements**

St Peter's School has a service level agreement for specialist advice from the Outdoor Education Advisor. The school has an Educational Visits Coordinator who is trained and remains up to date. There is a clear process for planning and approval of visits (see above), using Evolve software for all visits. Oversight for this system rests with the Head Teacher, with the Management / Trust receiving reports when appropriate and requested.

### **Insurance**

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

### **Managing Risks**

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

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

### **Emergencies and Critical Incidents**

The Business continuity plan 2019 is regularly reviewed and updated. It covers the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN). Ensure that you have details of two emergency contacts (typically EVC, the Head Teacher) who should be contacted for advice and support.

### **Monitoring**

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

### **Charging**

Please see our charging and remissions policy.

### **Staff**

Staff roles are defined on the OAEPNG website. 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.

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. For specialist activities led by academy staff the Outdoor Education Advisor will provide guidance and advice.

Appendix 1 covers the qualifications required to lead Duke of Edinburgh Award Expeditions.

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

## **Planning**

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

## **Vetting**

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

## **Effective Supervision**

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

## **Working with outside providers**

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

Examples of such schemes include:

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

If a provider does NOT supply an LOTC Quality Badge or an AALS Licence, they must complete this [provider form](#).

## **Planning for Inclusion**

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

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

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

## **Residential Trips and Inclusion**

If transgender students are going on a residential trip, they should be asked, with parents/carers what sleeping arrangements they prefer, based on wants and needs.

They may ask to be in a single room, and this should be accommodated wherever possible. There should be discussion with appropriate others including relevant friendship groups in a way in which confidentiality is protected.

Risk assessments must be carried out prior to residential trips in order to make reasonable adjustments to support the participation of transgender students.

The member of staff in charge of the trip will need to be consulted about what arrangements can be made to reasonably fulfil the student's request.

Other members of staff on the trip need to be informed by the trip leader of the agreed arrangements and of the student's transgender status if they have not been previously informed.

## **Good Practices**

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

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

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

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

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

- **Staffing requirements** – trained? experienced? competent? ratios?
- **Activity characteristics** – specialist? insurance issues? licensable?
- **Group characteristics** – prior experience? ability? behaviour? learning, and other additional needs? medical needs?
- **Environmental conditions** – like last time? impact of weather? water levels? social factors?
- **Distance from support mechanisms in place at the home base** – transport? residential?

Staff should work within the Guidance for safer working practice for those working with children and young people in education setting 2019 section 22 and references the DfE guidance on Health and Safety on educational visits.

## **Transport**

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

## **Appendix 1**

### **OEAP Guidance for Unaccompanied Expeditions**

#### **Adopted by Cambridgeshire County Council working with Academies.**

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

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

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

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

#### **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.

#### **Leader Competence**

There are four recognised ways to demonstrate the competence of leaders

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

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

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

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

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

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

The final decision on deployment of staff lies with the employer and judgements should be supported by robust Risk Management strategies, documentation and evidence of competence. In addition, there should be careful scrutiny of the suitability of the expedition and the safety cover provided by a competent person (E.g. the Outdoor Education Adviser).



**Table 1: Roles and Responsibilities**

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

## 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
- Volunteers should have DBS check but do not have to hold a first aid certificate, as they are not leading/supervising any groups.

## 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](http://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 4<sup>th</sup> 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.

#### **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 2021  
Replaces all previous documents

**Table 2: Ratios of Adults to Young People.**

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

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

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

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

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

**Section 1: Walking Expeditions (summer conditions)\*:**

**Table 3:**

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

***Please Note:***

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



## Risk Management

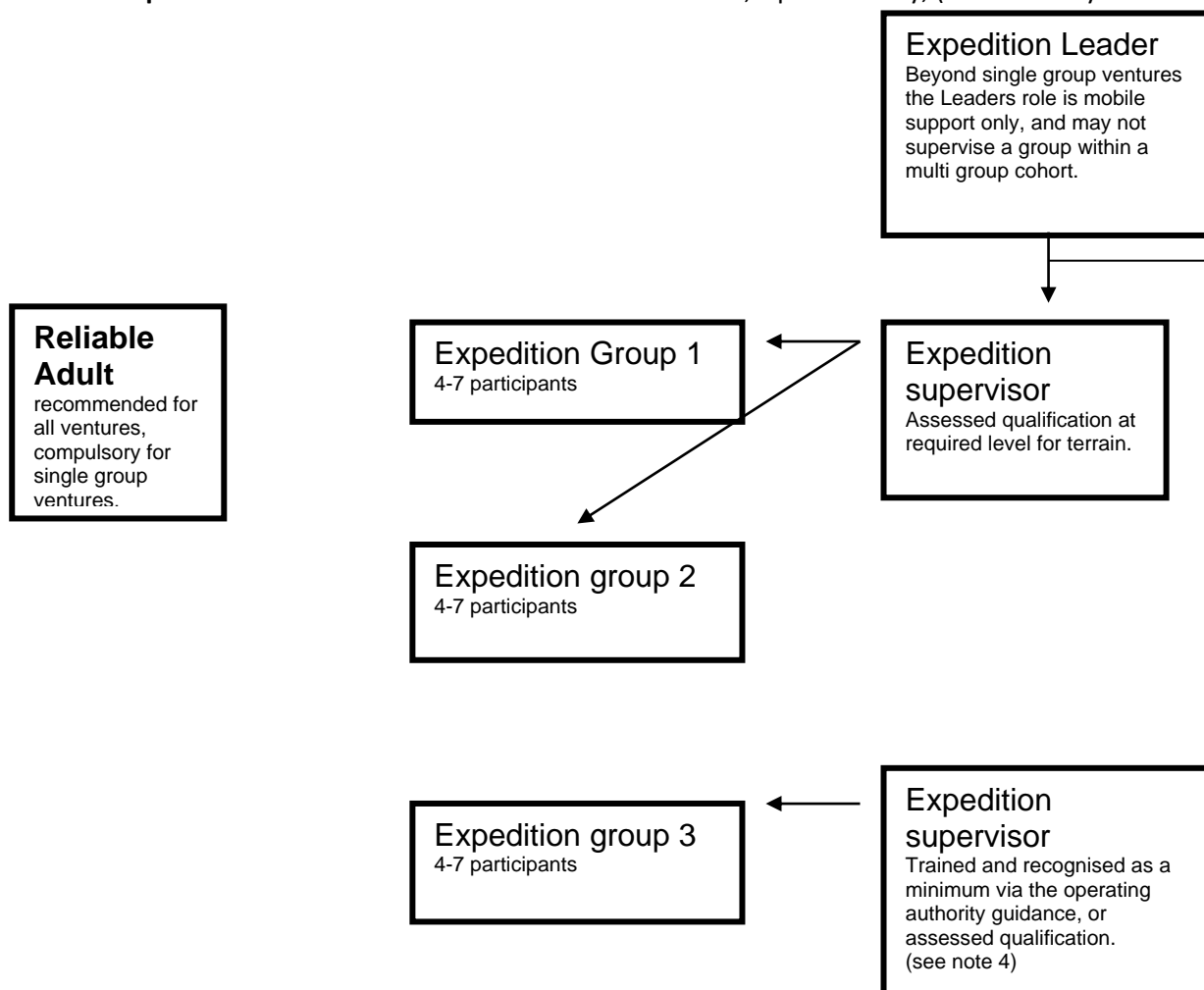
Expedition/ Visit leaders and assistant leaders should consider all relevant factors before and during the expedition to inform the 'risk-benefit' assessment. This should include all-weather routes for expeditions in Wild Country as well as good-weather routes.

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

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

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

## The Group Cohort Framework – Assessed Ventures: Normal, Open Country, (Wild Country see note 3)



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. Cohorts operating in wild country will be lead/supervised by assessed staff only at ML or above.

### **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.

### **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.

### **Monitoring**

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

### **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](mailto:Outdoor.education@cambridgeshire.gov.uk)

Phone 01480 379677

Speke House

Stocks Bridge Way

St.Ives

Cambridgeshire PE27 5JL

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

#### **Remote Supervision**

<http://www.mountain-training.org/walking/other/downloads>

please click on walking and download 2016 remote supervision guidance PDF

[www.oeapng.info](http://www.oeapng.info) Section 4.2a group management and supervision.

#### **Emergency Planning**

[www.oeapng.info](http://www.oeapng.info) Section 4.1 all documents.

#### **DofE Approved Activity Providers**

If the services of an Approved Activity Provider (ie leaders with appropriate NGB award) are engaged to deliver expeditions they must follow the requirements of this policy. An AAP should be providing competent instructors in accordance with this guidance and the qualification matrix.

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

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

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

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

## **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.

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

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

**Table 4:**

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

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

It must be noted that participants will be carrying all of their expedition equipment both on their bikes and on their person and good route selection and planning is essential, as bike handling will become more difficult with a loaded bike. For all other considerations for cycling expeditions follow ALL the on foot expedition guidelines.

## 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 (2021) 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 track to the next, demanding journeys and remoteness.	OE advice with BHS	As above	As above	First Aid Qualification is required and camping experience
Extensive use of off road and upland environments, remote settings and navigational challenges	OE advice with BHS	As Above	As Above	First Aid Qualification is required and camping experience

## D of E Expeditions – Paddlesport

### 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 benchmark for this activity

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

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

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

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

Please visit:

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

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

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

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

	or BCU Coach 2 or relevant BCU Leadership Award			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.

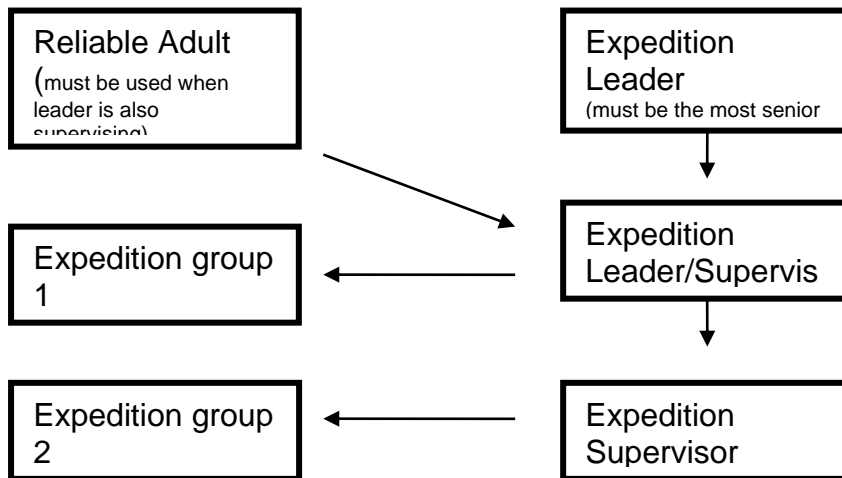
### Qualifications

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](mailto:Outdoor.education@cambridgeshire.gov.uk)

Phone 01480 379677

### Address

Speke House

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Cambridgeshire PE27 5JL