The Polesworth School
ENSURING EXCELLENCE

Educational Visits Policy

Member of leadership team with lead responsibility for oversight and update of policy	RYA
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Contents

General 4
Commitments & Responsibilities 4
Types of Visits 5
Roles and Responsibilities 5
Competency to Lead 6
Educational Visits Approval Process. 6
Approvals Process Flowchart 8
Inclusion 9
Planning 9
Staffing and Supervision 10
The use of an External Provider for Supervision 10
Vetting and Disclosure and Barring (DBS) Checks 12
Indirect and Remote Supervision 12
Direct supervision 12
Indirect supervision 12
Remote supervision 12
Safety during the Visit 13
First Aid 13
Parent / Carer Consent 14
Insurance 14
Transport 14
Private Cars 15
Coaches 15
Minibuses 15
Types of Visits and Activities 16
Farm Visits 16
Water-Margin Activities 16
Residential Visits 16
Overseas Visits 17

Weather, Clothing & Survival 17
Swimming & Swimming Activities 18
Swimming pools (lifeguarded) 18
Hotel (and other) swimming pools 18
Open water swimming (i.e. not in a swimming pool and not a 'water-margin' activity) 19
For free swimming activity 20
For structured or programmed activity 20
Definition of an 'adventurous activity' 20
Adventurous Activites 21
Approval of staff to lead an adventurous activity 22
Water-Based Activities 23
Open-Country Activities 24
Snowsports 26
Overseas Expeditions 27
Emergency Procedure 27
Contacting Emergency services and Polesworth Emergency Contact 28
Schools Emergency Contract 28

General

The Polesworth School has a long and successful history of providing a range of visits. The school believes that educational visits are a core element of pupils' education and is committed to ensuring that opportunities for participation in good quality visits are maximised.

It is Polesworth intention that all practicable steps will be taken to meet statutory requirements, recognised codes of practice and government guidance in establishing a safe and healthy environment on all educational visits. To help the school achieve this goal, it has adopted the Outdoor Education Advisers' Panel framework. Using this National framework is the key to effective and successful outdoor learning and off-site visits program.

'National Guidance' (NG): www.oeapng.info.

Polesworth believes that providing high quality visits for its pupils will

- provide students with cultural enrichment.
- have great potential for enhancing pupils' educational and personal skills.
- enhance practical problem solving and teamwork skills.
- promote a positive and knowledgeable response towards personal health and well-being.
- promote positive interactions between pupils and staff.
- improve overall individual students' performance.

Commitments & Responsibilities

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day. All visits will comply with the relevant legislation and Health and Safety Executive (HSE) guidance for school visits and outdoor learning activities. The school will

- To comply with and adopt current National Guidance for outdoor education
- To comply with relevant policies such as the Health and Safety Policy etc
- To have competent, responsible persons as detailed within this policy
- To ensure our risk assessment / management process is sensible, proportionate and focuses on the real risks, as directed by the HSE and Governing bodies
- To comply with Foreign Office advice regarding any overseas visits
- To comply with advice regarding residential visits as necessary
- To ensure all trips are fully costed and are good value for money.

All persons involved in a visit have a specific responsibility which they should be clear about prior to the visit taking place. Overall responsibility for health and safety rests with the Head Teacher.

Types of Visits

There are three 'types' of visit:

Level 1 - Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place locally. E.g. PE away fixtures, Local Student debates.

These are entered on EVOLVE as a 'local Area Visit' by the visit leader or PE team

Level 2 - Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, universities, Proms etc.

These are entered on EVOLVE by the visit leader and then submitted to the Head for approval.

Level 3 - Visits that are residential, overseas or involve an adventurous activity.

These are entered on EVOLVE by the visit leader and then submitted to the Head for approval

Roles and Responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should send their Trip Proposal to the EVC. The EVC and Trip lead will then begin planning of the visit. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements and should seek advice from the EVC and Head Teacher where necessary.

The Educational Visits Coordinators (EVC) is required to help the school fulfil its health and safety obligations for visits and trips, schools are required to appoint an Educational Visits Coordinator (EVC) who will support the lead colleague and Head Teacher in ensuring that competent staff are assigned to lead and support the visit. The EVC is the first point of contact for advice on visit related matters and will support with creating visit plans before they are submitted to the Head for approval. The EVC sets up and manages the staff accounts on EVOLVE, and will support uploading of documents, etc.

The EVC will have completed initial EVC training and subsequent update training will be undertaken every 3 years.

Supported by the Operations Manager, the EVC ensures that a policy is in place for educational and off-site visits which is readily available to staff.

The Head Teacher has responsibility for authorising all visits and Trips.

Competency to Lead

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

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

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

Educational Visits Approval Process.

The school has a clear planning process that ensures that visits are organised effectively and with careful consideration of the possible risks (see Flowchart). All visit leaders are informed of this procedure.

Stage 1 – Where possible all 'Non local area visits' proposals are submitted at least 12 weeks prior to the trip / Visit

The Visit Leader completes a Visit Proposal when they begin planning the trip. This should be sent to the Department Head and EVC.

The proposal requires teachers to provide the following information:

- Type of Trip / Visit
- Proposed Itinerary if applicable.
- Location
- Proposed Date/s
- Proposed Student / year group attending,
- Proposed Staffing (The Cover Officer will need to confirm there is appropriate cover available before any staff members place is confirmed).
- Proposed Cost
- Transport plans / requirements

- Any special arrangements
- Lunches required

Stage 2 – Visit is then evaluated by the EVC, Cover officer, and Finance Manager. After the evaluation has taken place and granted. The visit will enter onto Evolve by the visit leader.

Stage 3 – The Visit Leader completes Evolve application, including their Event Specific Notes and any risk assessments.

Stage 4 - The completed Evolve submission will be sent to the Head Teacher for approval.

Stage 5 – Where possible parents will be informed of the visit at least 8 weeks prior to the visit date. Parents be informed of the trip electronically and consent sought if needed.

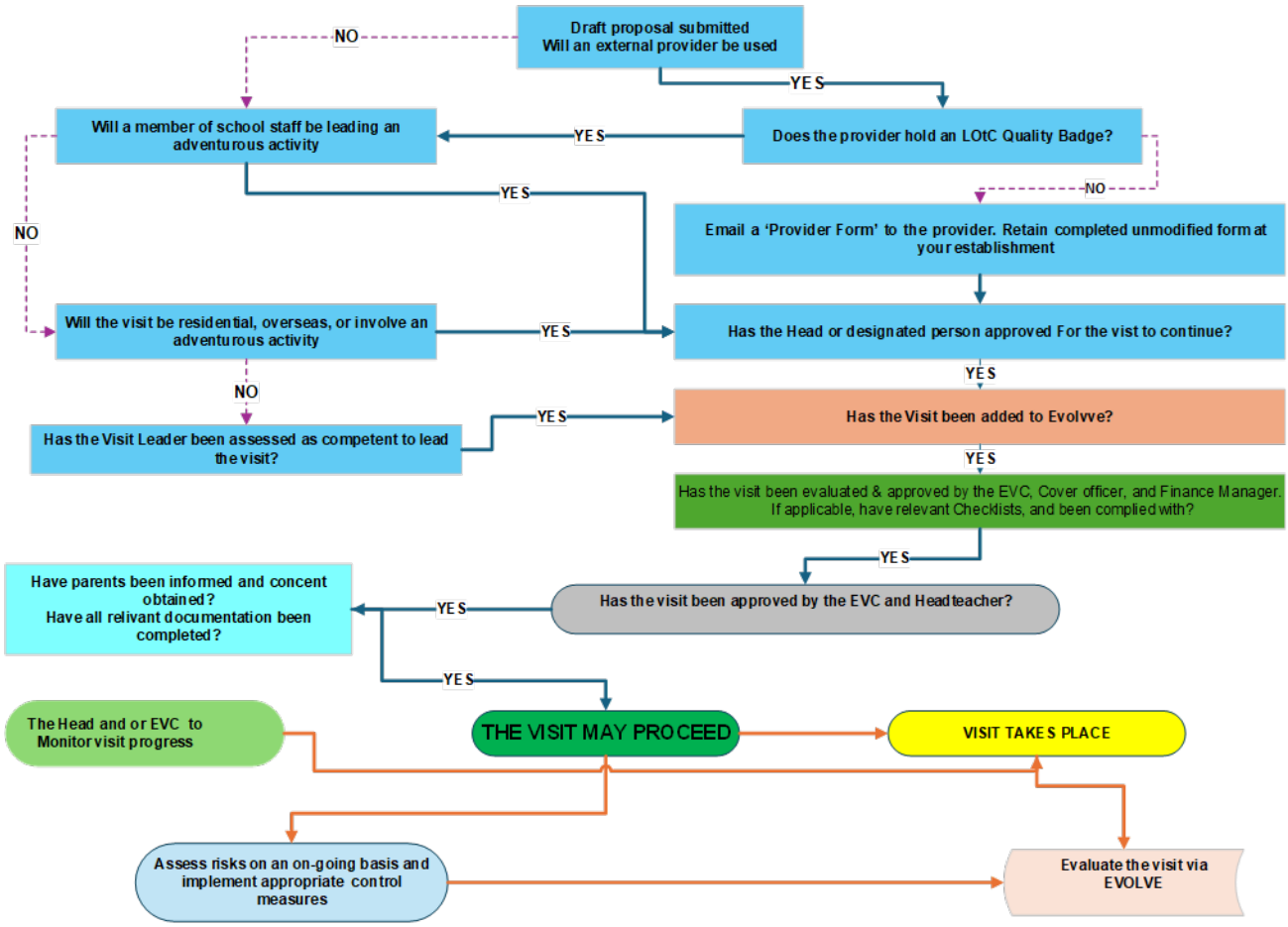
Stage 6 – If required briefing with Parents, students, staff and volunteers will take place.

Before leaving school, visit leader should ensure that everyone attending the trip, including students, have been clearly briefed on their role and the expectations for behaviour. The school's behaviour policy is still in place when children are off site for an educational visit.

Stage 7 – Outcomes and Evaluation

Up to four 'intended' outcomes may be recorded on EVOLVE during the planning process, for subsequent evaluation. Any lessons learnt from the visit can be placed on Evolve to enhances future visits.

Approvals Process Flowchart



Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage and The Polesworth School actively supports this.

However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that any adjustments made should not impinge unduly on the planned purpose of the activity.

It is important visit leaders identify if the students attending have a Health Care Plan which may require management on the visit for example any medical concerns which require medication.

Planning

EVOLVE provides a means of recording planning during the planning phase, and enables the EVC and Headteacher to contribute to, support, and monitor the activity.

The extent of planning required is related to the complexity of the visit.

Risks are expected to be reduced to an acceptable or tolerable level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Many aspects of planning will normally already be in place in the form of existing policies. These, in conjunction with the EVOLVE Visit Form may be sufficient for a particular visit, as it is not necessary to repeat generic policies on EVOLVE.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the EVOLVE Visit Form itself, and any appended notes and/or attachments.

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues should be recorded on EVOLVE.

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

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for managing the activity. As such, the

provider's risk assessments are not the concern of the establishment leader, do not need to be requested from the provider, and do not need to be uploaded to EVOLVE.

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

Staffing and Supervision

On all visits there must be an 'effective level of supervision' that has been approved by the EVC and Head Teacher, and where applicable is in accordance with current guidelines for the visit taking place, for all other visits the visit leader, EVC and Head Teacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

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

A visit must not go ahead where either the visit leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists. As a basic rule The School recommends a ratio of 1:15 however this can be amended based on a suitable risk assessment and consultation with the EVC.

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.

The use of an External Provider for Supervision

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

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

For these purposes an External Provider is NOT a:

- Leisure centre providing non-adventurous activities
- Swimming Pool
- Youth Hostel (where accommodation only is used)
- Hotel, B&B, Campsite, etc.
- Museums, galleries, etc.
- Tourist attractions
- Theme Parks
- Farms
- Coach, Train, Ferry, or Airline company

Climbing Wall where instruction is provided by a member of your school's staff with an approved Activity Leader Form (ALF) (Section 18.2 applies)

'Volunteer' instructor of adventurous activities (see below)

The decision about the use of an external provider is the responsibility of the visit leader, EVC, and Head Teacher. The School will find it useful to 'Search by External Provider' on EVOLVE, and liaise with other Schools that have used a particular provider.

Schools should consider the requirements under 'best value' when selecting an external provider.

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

A. The Provider holds an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

or

B. A 'Provider Form' has been satisfactorily completed by the provider

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

Note: EVOLVE automatically identifies providers that hold an LOtC Quality Badge, via the linked search tool Kaddi www.kaddi.com

Procedure for Providers that hold an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

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

Procedure for Providers that do not hold an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

- Download a Provider Form

- Complete the top section.
- Send Provider Form to the provider (email or post).
- On its return check that it has been satisfactorily completed.
- Keep Provider Form on file together with all other relevant documentation.
- It is recommended that you attach the Provider Form to the EVOLVE Visit Form.

Important: If the Provider has made any alterations to the wording of the Provider Form or is unable to comply, then you must discuss this with the Provider, and if necessary seek advice from Evolve prior to making a commitment with the Provider.

The Provider Form should be sent to the provider at the time of making a provisional booking and no deposits should be committed prior to its satisfactory completion and return.

The satisfactory completion of a Provider Form does not necessarily signify that the service on offer will be appropriate for the young people from your school. A pre-visit and recommendation from previous users will help you decide on its suitability.

In some instances, for example where a school intends to use an 'external', voluntary individual for services, then this person may be regarded as a temporary member of staff and the procedure outlined in Section 9 may be appropriate.

The above procedure is not sufficient for Overseas Expeditions (ie. those which typically take place in remote areas of the world and/or in developing countries), for which separate arrangements are applicable and must be complied with, see Section 22

Vetting and Disclosure and Barring (DBS) Checks

Staff and volunteers who work *frequently* or *intensively* with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check with barred list check as part of their recruitment process. For the purpose of this guidance:

- *'frequently' is defined as 'once a week or more'.*
- '*intensively'* is defined as 'four or more days in a month, overnight'. Direct

Indirect and Remote Supervision

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

Direct supervision is where a member of staff or approved appointed person is with a young person / group.

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

Remote supervision is where young people are unaccompanied by a member of staff, or appointed person and the supervising member of staff or appointed person is not

necessarily in the immediate vicinity, for example as might occur during D of E expeditions, or a 6th Form unaccompanied visit to university open day.

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

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

- Any relevant guidance for example D of E
- Prior knowledge of the individuals (including their maturity and levels of responsibility);
- Venue and conditions;
- The activity taking place;
- Preparatory training;
- The competence of the supervising staff;
- The emergency systems in place.

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

Safety during the Visit

Prior to the visit, staff must ensure that all participants understand what is expected of them including any 'rules' in place which should be emphasised as appropriate during the visit. During the visit, monitoring must be ongoing to ensure enjoyment, safety and learning.

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

Following the visit, the visit leader should record any significant issues as part of the evaluation process on EVOLVE, for both reference and to inform future visits.

First Aid

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

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

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

A first aid kit appropriate to the visit should be carried

Parent / Carer Consent

Written consent from parents is required for pupils to take part in off-site activities organised by a school although most of these activities take place during school hours and are a normal part of a child's education at school, it is the schools preferred practice to inform parents of where their child will be at all times and of any extra safety measures required.

E-consent, is an acceptable method of obtaining consent.

Insurance

Insurance cover for off-site visits is provided through the school's cover from RPA (Risk Protection Arrangement).

Travel Insurance Offered by Tour Operators and External Providers

These are not acceptable in any circumstances.

Insurance Offered through the Duke of Edinburgh's Award Scheme.

The Duke of Edinburgh's Award Scheme automatically insures all participants and adult helpers, whilst participating in Award activities. However, the scale of benefits is low and the policy is not intended by the Award Scheme to offer primary cover. This policy is not an acceptable alternative, so the school relies on cover provided through RPA.

Insurance cover for off-site visits

is provided through the school's cover from RPA (Risk Protection Arrangement). Any overseas visits are insured separately.

For international travel within the European Union and Switzerland,

For travel within the European Union, all participants must hold a valid UK Global Health insurance Card (GHIC) for current advice on GHIC visit

https://www.gov.uk/government/news/uk-launches-global-health-insurance-card

Transport

When planning offsite visits, schools should give particular consideration to the transport activity. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it; therefore schools must follow any relevant school policies and guidance. All national and local regulatory requirements must be followed.

A number of factors should be considered as part of your driving/ transport risk assessment including, but not limited to: driver competence, suitability /maintenance of vehicles, insurance, seat belts, weather conditions and driver fatigue.

The level of supervision necessary should be also considered - remember, the driver of a vehicle transporting children and/or young people cannot drive and supervise at the same time.

Therefore, a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children and/or young people require close supervision, then another adult should travel in the vehicle, to ensure the driver is not distracted.

Note: in the interests of safeguarding, it is strongly recommended that a minimum of two adults travel in each vehicle.

Private Cars

Where a private (staff or parent) car is to be used to transport young people then this must be approved by a member of SLT and comply with the school policy. Teachers, employees and voluntary helpers who use their own vehicles, must ensure that their Motor Vehicle Insurance Policies specifically permit such use. Should an employee or volunteer fail to make such an arrangement, and an accident occurs resulting in a claim, their insurers may declare the policy void. In addition, the teacher or volunteer may be prosecuted for failing to affect adequate cover. Similar care must be taken when hiring vehicles to ensure that adequate insurance is arranged. The school subscribes to "Occasional Business Use" insurance cover, but this does not cover planned educational visits as a matter of course.

Coaches

The visit leader or EVC should ensure that coaches and buses are hired from a reputable company.

Minibuses

The visit leader can use the following for visits.

- The school Minibuses
- Any minibus owned by another Community Academies Trust school
- A Minibus hired in by the school.

The driver of the minibus must hold a valid full driving licence and have attended, passed and hold a current Minibus driver awareness scheme certificate.

Types of Visits and Activities

Farm Visits

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

EVOLVE National Library: *'*Preventing or controlling ill health from animal contact at visitor attractions - Advice to Teachers*'* and associated documents.

Farming & Countryside Education: www.face-online.org.uk

Water-Margin Activities

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

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

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

At the outset the leader must decide whether the activity:

Falls within the definition above - in which case the below guidance applies,

or

Exceeds the definition in bold above - in which case this is a water-based adventurous activity and Section 18 applies.

All staff involved in water-margin activities should be conversant with the guidance contained within *Group Safety at Water Margins* This document must be made available to all supervising adults in advance of the visit.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary. SCHOOL approval not required for water-margin activities, and the leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Head Teacher.

Residential Visits

The school acknowledges the immense educational benefits that residential visits can potentially bring to children and young people, and fully supports and encourages residential visits that are correctly planned, managed, and conducted.

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

A Guide to High Quality Outdoor Learning and Residential Experiences can be used as tools by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place. It can also help the leader in providing clarity to a provider when designing a programme.

Overseas Visits

The school acknowledges the immense educational benefits that overseas visits can potentially bring to young people, and fully supports and encourages overseas visits that are correctly planned, managed, and conducted.

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

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

Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.

Accommodation: checked for suitability, security, safety precautions and emergency evacuation.

Transport systems: have been assessed as safe for use.

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

Weather, Clothing & Survival

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

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements.
- Likely changes in weather.
- The experience and strength of the party.
- The nature of the visit and environment.
- When venturing away from immediate help, leaders should consider the need for:
- Comfort and shelter for a casualty.
- Comfort, insulation and shelter for the whole group.
- Provision of emergency food and drink.
- Torch.

Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

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

Swimming & Swimming Activities

The school acknowledges the immense educational benefits that swimming activities can potentially bring to young people, and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

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

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

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

Swimming pools (lifeguarded)

The Health and safety in swimming venues is covered under The Managing Health and safety in swimming pools HSG179 in conduction with other various Health and Safety guidelines. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

For publicly lifeguarded pools abroad, the school's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.

Unless suitably qualified, the school's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Hotel (and other) swimming pools

In the UK the Health and safety in hotels with swimming pools is covered under The Managing Health and safety in swimming pools HSG179 in conduction with other various Health and Safety guidelines.

However the visit lead should check if these guidelines are being followed and is there a lifeguarding present on the poolside at all times in advance.

If lifeguarding arrangements are not provided at the pool, then the visit leader will bear the full responsibility for ensuring swimming safety, and approval to lead the activity will be required via EVOLVE.

The following awards/qualifications apply:

- For free swimming activity
- A valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited - see www.lifesavers.org.uk
- For structured or programmed activity
- A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent - see www.lifesavers.org.uk *or*
- A valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

The role of the lifeguard is:

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

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

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

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

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

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency.
- Adherence to local advice.
- Preparation and knowledge of young people, ie. is it a planned activity?
- The designated lifeguard must be dedicated exclusively to the group, and the location used must
- fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

For free swimming activity

A valid National Beach Lifeguard Qualification (NBLQ) or equivalent in the country visited, see www.lifesavers.org.uk Note: this is for beach/sea only, not inland water. *or*

For structured or programmed activity

A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent - see www.lifesavers.org.uk *or*

A valid RLSS UK Water Safety Award, with appropriate endorsement. see www.lifesavers.org.uk

Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous' and require SCHOOL approval:

All activities in 'open country' (see * below)

- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration

- Shooting / archery / paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above

For the purposes of SCHOOL approval, the following activities are not regarded as adventurous and therefore do not require approval. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head Teacher is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Physical Education activities and sports fixtures (other than the above)
- Field studies - unless in the environments stated in 'open country'
- Swimming in lifeguarded pools
- Theme parks, Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Water-margin activities as defined in Section 17

Adventurous Activites

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

guidance applies:

- Water-based activities - Section 17
- Open country activities - Section 20
- Snowsports - Section 21
- Overseas expeditions - Section 22

The School acknowledges the immense educational benefits that adventurous activities can

potentially bring to young people, and fully supports and encourages adventurous activities that

are correctly planned, managed, and conducted

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably

practicable safety precautions.

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

a) **An external provider** - see Section 9

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

Note: If a Provider holds an *AASCHOOL licence* (and/or any other accreditation) but not an

LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider,

the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your school's staff** - see Section 9

This person must be specifically approved by the School to lead the activity, via EVOLVE.

Approval of staff to lead an adventurous activity

PROCEDURE FOR OBTAINING APPROVAL

Staff who wish to lead (ie. supervise or instruct) an adventurous activity, as defined in Section 18, must first upload details and scanned copies of all relevant qualifications (eg instructor certificates, first aid, etc) to the 'My Details' section of their EVOLVE account.

The visit leader should complete the Visit Form on EVOLVE as usual. During this process EVOLVE will ask for an Activity Leader Form (ALF) to be completed, which will request further details regarding the proposed venture (eg dates, venues, numbers, etc.). The ALF will then be embedded within the Visit Form for that particular visit.

On receipt of a Visit Form (and embedded ALF), the SCHOOL will view the proposed activity in the context of the leader's competencies and qualifications.

Where approval is not granted to lead the activity, the Visit Form will be returned to the EVC via EVOLVE, with an attached note. Where this is the case the activity must not take place.

CRITERIA FOR APPROVAL

Approval will normally be given where the leader of the activity has recent relevant experience, and:

- is appropriately qualified through the relevant National Governing Body, or
- has a 'Statement of Competence' from an appropriate 'technical adviser' .

For most activities the competence required of a technical adviser is stipulated by the activity's National Governing Body. For further clarification regarding a technical adviser 'Statement of Competence' please contact Evolve.

In some cases, approval may be granted where no qualification is held, but the person concerned is deemed by the School to have a sufficient level of competence in addition to recent relevant experience.

In cases where no National Governing Body exists, the School will make a decision based on factors which may include: technical advice, the leader's stated competence, observed competence, past experience, and attendance at training courses.

Approval will always be subject to a requirement that the leader must act at all times within the remit of his/her qualifications, and in accordance with National Governing Body Guidelines where these exist. Approval may also be subject to other conditions which will be specified by the School and or Evolve on the Visit Form.

Where there is insufficient information for the School and or Evolve to make a decision regarding approval, then the applicant may be asked to provide further information (eg evidence of awards

experience, and log book details, etc). In some cases, a meeting with the applicant may be requested.

Approval to lead an adventurous activity is specific to the technical aspects of the adventurous activity detailed. It is not an indication in respect of other aspects of the visit such as general management and supervision skills, the assessment of which may be the responsibility of Head Teacher and/or EVC.

Water-Based Activities

For clarification between water-margin and water-based activities see Section 17

The School acknowledges the immense educational benefits that water-based activities can potentially bring to young people, and fully supports and encourages water-based activities that are correctly planned, managed, and conducted.

The following are not regarded as adventurous activities for the purposes of SCHOOL approval:

- Swimming in publicly lifeguarded pools - see Section 17
- Water-margin activities as defined in Section 17
- Commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities, and as such are required to be reviewed by Evolve.

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

a) **An external provider** - see Section 9

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

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

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

or

b) **A member of your school's staff** - see Section 9

This person must be specifically approved by the School to lead the activity, via EVOLVE.

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

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

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

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

b) is 'swimming', *or*

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

Open-Country Activities

The School acknowledges the immense educational benefits that open-country activities can potentially bring to young people, and fully supports and encourages open-country activities that are correctly planned, managed, and conducted.

For the purposes of SCHOOL approval, 'open-country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact the SCHOOL if you think this might apply.

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

a) **An external provider** - see Section 9

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

or

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

This person must be specifically approved by the School to lead the activity, via EVOLVE.

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

a) For leaders of walking groups outside the UK or Ireland, please contact the EVC for further guidance.

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

- Mountain Leader Award (Summer or Winter as appropriate) www.mltuk.org *or*

- A written statement of competence by an appropriate technical adviser

c) For leaders of walking groups in summer conditions in non-mountainous hilly terrain (Known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved.

- Walking Group Leader Award www.mltuk.org ***or***

- A written statement of competence by an appropriate technical adviser

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

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

− Countryside Leader Award www.countrysideleaderaward.org

− Lowland Leader Award www.mltuk.org

− Sports Leaders UK Level 3 Award in Basic Expedition Leadership (BEL) www.bst.org.uk

− Completion of a suitable 'Leader Training' Course.

− A written statement of competence by an appropriate technical adviser

− Evidence of recent, relevant experience, appropriately corroborated.

− An assessment of competence (written or implied) by the Head Teacher.

Snowsports

The School acknowledges the immense educational benefits that snowsport activities can potentially bring to young people, and fully supports and encourages snowsport activities that are correctly planned, managed, and conducted.

Snowsports (eg skiing and snowboarding) are regarded as adventurous activities, and the visit therefore is required to be reviewed by Evolve.

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

A member of staff intending to organise a snowsport visit (but not instruct, lead or supervise on snow) should hold the Snowsport Course Organiser Award (SCO), administered by Snowsport England www.snowsportengland.org.uk or must have previously accompanied at least one educational snowsports visit.

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

A member of staff intending to lead skiing or snowboarding (ie. not using a ski school instructor) must be qualified as below and have been approved by the SCHOOL via EVOLVE-

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

− The Alpine Ski Course Leader Award (ASCL) www.snowsportengschoolnd.org.uk ***or***

− The Alpine Ski Leader Award (ASL) www.snowsportscotschoolnd.org ***or***

− A statement of competence by an appropriate 'technical adviser' -

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

− The Snowboard Leader Award (SBL) administered www.snowsportscotschoolnd.org ***or***

− A statement of competence by an appropriate 'technical adviser' -

See EVOLVE Resources for the current good practice guidance on helmets for snowsport activities. Pupils may only take part in off-piste activities if:

Overseas Expeditions

The school acknowledges the immense educational benefits that overseas expeditions can potentially bring to young people, and fully supports and encourages overseas expeditions that are correctly planned, managed, and conducted.

Overseas Expeditions are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

There are stringent requirements on Overseas Expedition providers, and schools may therefore need to allow up to 18 months for Evolve approval to be granted.

Overseas Expeditions will only be approved by Evolve if the provider either:

a) Holds an LOtC Quality Badge www.lotcqualitybadge.org.uk ***or***
b) Provides a statement of compliance with *Guidance for Overseas Expeditions, Edition 4*

For providers that do not hold an LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edn.4' should be referred to when the proposal is initiated. This document contains information for both schools and providers and includes a checklist of vital aspects that must be considered prior to the school making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

When planning an expedition and selecting a provider, schools should particularly consider the educational aims of the venture, that appropriate progression takes place, and that the requirements relating to 'Best Value' are met.

Visit leaders may find it beneficial to attend the one-day course entitled 'Overseas Expeditions and Fieldwork: a Course for Teachers and Youth Leaders' organised by the Royal Geographical Society www.rgs.org/eac

Emergency Procedure

In the event of a significant incident or accident that <u>does not</u> involve serious injury or fatality, and/or <u>is not</u> likely to attract media attention, the Visit Leader should seek advice from their establishment emergency contact(s). This should normally include a member Senior Management of the establishment and or the EVC.

In the event of an incident that <u>does</u> involve serious injury or fatality, and/or <u>is</u> likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation.
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate. (999/ 112 or appropriate local number if abroad, Europe 112, North America 911)
5. **Contact the SCHOOL Emergency Contact Number** to report the incident

and request assistance.

Contacting Emergency services and Polesworth Emergency Contact

Be prepared to give:

1. Your full name
2. School/Group
3. The Phone number you are calling on & back up Telephone phone numbers should you become disconnected
4. Exact Location
5. Nature of Incident
6. Number of Persons needing help
7. If there are casualties' number of and type of injuries
8. What time did it occur
9. Number in the Group (staff and Students)
10. Name/s of persons involved
11. Known Medical conditions
12. What is the local time if overseas

Schools Emergency Contract

All current Emergency Contact details are located on Evolve, the trip mobile phone and on the trip iPad. The mobile and iPad are issue to the trip leader in advance.

On receiving a call

In the event of being alerted to an emergency on an off-site visit use the following to guide your actions:

- **STAY CALM** – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.
- **TAKE CHARGE** of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response, and that it is clear to all who this is.
- **CONTACT** the group in difficulty to reassure them, get up to date information and keep them informed of your actions.
- **RECORD** all information you receive and actions you take.
- **DELEGATE TASKS** as and when possible/appropriate to allow you to manage the situation
- and allow for 'concurrent' activity.

Depending on the circumstances and the support required you may need to consider some or all of the following:

1. Inform your own senior managers
2. Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
    a. Overall Controller
    b. Coordinator/contact with group (consider keeping the same person to always speak to the group leader)
    c. Communications (could be a number of people dealing with different aspects)
    d. Logistics – arranging transportation, accommodation etc for group and any travelling team
    e. Resources – e.g. office space, reception for any visitors (parents, media etc), refreshments / food – Site Service Officer(s), Admin support
    f. Record/log keeper
3. Inform your Employer (e.g. the Local Authority), governors, and, if media interest is possible, your Employer's communications team. If necessary, your Employer should implement a Critical Incident Plan to give support to you, the party, and the parents.
4. Keep a log of all actions, communications and decisions, including people involved and times.
5. Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text.
6. Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary.
7. Carry out the actions required to support the Visit Leadership Team.
8. Decide if a 'Travelling Team' is needed to provide support at the scene.
9. Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
10. Make arrangements for relatives etc. to be catered for on site or nearby, if possible, while they wait for news.
11. Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital
12. Control communications and the flow of information to the affected group, parents, other Establishment staff (beware of other staff inadvertently starting rumours circulating).
13. Control information to the media – use the expertise of your Employer's communications team and direct all media enquiries to them.
14. Make arrangements for meeting the group back from the visit and returning children to parents.
15. Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved).