



## Cambridge Primary Education Trust (CPET)

### Policy for the Management of Educational Visits and Learning Outside the Classroom 2017/18

#### 1. Provision of Employer Guidance

CPET has formally adopted "**National Guidance**" (NG) as "**CPET Employer Guidance**". This Educational visits guidance can be found on the following web site: [www.oeapng.info](http://www.oeapng.info)

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

CPET employees should also follow NG recommendations.

Where a CPET employee commissions activity, they must ensure that such commissioned agent has systems and procedures in place where the standards are not less than those required by National Guidance.

#### 2. Scope and Remit

The NG document Section 1 "**Basic Essentials MUST Read - Status and Remit**" clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom (LOtC)
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base.

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: Section 3 "**Underpinning Legal Framework**".

This Policy relates to the following CPET policies (Health and Safety Policy, Safer Recruitment, Safeguarding).

#### 3. Ensuring Understanding of Basic Requirements

As an employer, CPET is required to ensure that its employees are provided with

- appropriate guidance relating to visits and LOtC activity;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from an appointed Adviser that has proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

The appropriate guidance for the management of outdoor learning and LOtC at **CPET schools** is the National Guidance web site [www.oeapng.info](http://www.oeapng.info)

The relevant training courses for CPET staff are:

1. Educational Visit Coordinator (EVC) Training - CPET establishments are required to have a current, trained EVC in post.
2. Educational Visit Coordinator (EVC) Revalidation – CPET EVCs are required to undertake a formal revalidation from time to time.
3. Visit Leader Training – this course is strongly recommended for all those who lead visits and off site activities.

For the purposes of day-to-day updating of information, CPET EVCs and Visit / Activity Leaders are directed to the posting of “*Information Updates*” from Cambridgeshire County Council on Evolve.

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should contact their Educational Visits Coordinator (EVC), or the **Outdoor Education Adviser**.

The Outdoor Education Adviser for the Academy is: Stephen Brown  
 Contact Details: [stephen.brown@cambridgeshire.gov.uk](mailto:stephen.brown@cambridgeshire.gov.uk)  
 Office phone. 01480 372677  
 Office Email [outdoor.education@cambridgeshire.gov.uk](mailto:outdoor.education@cambridgeshire.gov.uk)

#### **4. Approval and Notification of Activities and Visits**

The Employer Policy **must** provide clarity on issues where responsibilities and functions are delegated. This is particularly critical in establishing requirements regarding formal notification and formal approval of activities. Activities in Zone 1 must be defined, and what is covered under generic risk management processes within the school.

CPET schools use an online system for notification and approval called Evolve.

It is a requirement that CPET schools use the Evolve system; for further advice and help using the system, the establishment should contact the outdoor education adviser (see section 3).

#### **5. Risk Management**

As an employer, **CPET** 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 **CPET** 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. CPET strongly recommends a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. 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”. HSE endorse this approach through their “*Principles of Sensible Risk Management*” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal or CPET requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people.

Refer to NG document Section 4 “*Risk Management*”

## **6. Emergency Planning and Critical Incident Support**

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

As an employer, CPET is committed to providing emergency procedures to support staff in the event of a critical incident. Cambridgeshire County Council Childrens’ Services Learning offer this support to all Cambridgeshire Academies as a free service, and this should be reflected in school plans.

Refer to NG documents Section 4 “*Emergencies*”

Each school has their own Critical Incident plan. Staff leading educational visits will have emergency numbers with them during an off-site activity but should only be used in the case of a genuine emergency. Under no circumstances should these numbers be given to young people or to their parents/carers.

## **7. Monitoring**

As an employer, CPET ensures that there is sample monitoring of the visits and LOTC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the EVC.

Refer to NG document Section 3 “*Monitoring*”

## **8. Assessment of Leader Competence**

National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of the CPET Policy that all leaders and assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the NG guidance. Staff should maintain their training and qualifications on their own profile within Evolve.

Refer to NG document Section 3 “*Assessment of Competence*”

## 9. Role-specific Requirements and Recommendations

National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within the CPET management structures. These are:

**Trustees**  
**School Advisory Boards**  
**Head**  
**EVC**

Refer to individual NG documents headed as above.

National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found the establishment. These are:

1. Member of Board of Governors or Management Board
2. Headteacher
3. EVC
4. Visit or Activity Leader
5. Assistant Visit leader
6. Parents/ Volunteer Adult Helper

Refer to individual NG documents headed as above.

## 10. Charges for Off-site Activities and Visits

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

Refer to NG document Section 3 ***Charges for Off-site Activities***

## 11. Vetting Checks

CPET employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Refer to NG document: Section 3 ***“Vetting and DBS Checks”***

## 12. Requirement to Ensure Effective Supervision

In general terms, the Law does not prescribe activity-specific staffing ratios but it does require that the level of supervision and group management is “effective”.

Effective supervision should be determined by proper consideration of:

- Staff Competence
- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- Environment - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- Distance away from the base

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

Refer to NG document Section 4 ***“Ratios and Effective Supervision “Group management and Supervision”***

## 13. Preliminary Visits and Provider Assurances

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. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. This policy clarifies the circumstances where a preliminary visit is a requirement.

- Pre visits are required for visits where there is a high complexity factor and the visit has not happened previously.
- Additionally required when the visit is solely led and managed by academy staff.

Residentials, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity.

If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

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 (applicable where the provision is a single, specialist activity).

**CPET takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances.**

Refer to: NG document Section 4 ***“Preliminary Visits and provider Assurances”***

## 14. Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement and CPET holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. CPET also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by staff for which the employer is responsible.

Some level of Personal Accident Insurance is provided for all CPET employees in the course of their employment, providing predetermined benefits in the event of an accident. However, Visit/ Activity Leaders should be advised that they should consider taking out less limited personal accident cover privately, or obtain cover through a professional association.

CPET Schools should contact the Insurers to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the insurer. They should also ensure they have obtained current information regarding any special policies that may be available to offer more comprehensive cover.

Refer to NG document Section 4 "**Insurance**"

## 15. Inclusion

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

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

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

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, (previously the Disability Discrimination Act 1995), it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Refer to NG document: Section 3 "**Inclusion as a Legal Issue**"

## 16. Good Practice Requirements

To be deemed competent, a CPET Visit / Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognised good practice for that role*.

All staff and helpers must be competent to carry out their defined roles and responsibilities.

National Guidance sets a clear standard to which **CPET** 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 establishment procedures supported by a structured induction process specified by the establishment.*
- *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 is applied to both newly qualified and newly appointed staff. The EVC should view the original documents and certificates when verifying leader’s qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Refer to NG document Section 4 **“Good Practice Basics”**

## **17. Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and establishments **must** follow all national and local regulatory requirements relating to transportation of children.

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

The Visit Leader should ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

Refer to NG document Section 4

**“Transport: General Considerations”**

**“Transport in Minibuses”**

**“Transport in Private Cars”**

**“Hiring Coaches”**

## **18. Planning**

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and national guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.

- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out an exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focused and also be a vital part of the risk management process in providing some objectivity in a “Risk Benefit Analysis”. Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

To reduce bureaucracy and encourage activity, the need for formal consent must be considered . When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility need to be fully informed.

This supports the move towards developing establishment activity-specific policies for regular or routine activities. Such policies should be robust and equate to “*operational guidance*” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as “**SAGED**” as explained below.

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

Refer to NG document Section 5 “**Planning Basics**”

#### **Appendix 1 D of E Standards for Leadership**

Cambridgeshire County Council’s leadership standards for D of E Training and Assessed Expeditions are held on Evolve and need to be followed by D of E groups working under the Cambridgeshire D of E License agreement. These also can apply to other Academies, in terms of good practice. The standards are found in the Evolve guidance pages.