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Educational Visits and Learning Outside of the Classroom Policy and Procedures

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1. Statement of intent

- 1.1. The Staff, Trustees and Local Governing Bodies of CMAT acknowledge the immense value of off-site visits and related activities to young people, and fully support and encourage those that are well planned and managed.
- 1.2. This document provides concise and supportive guidance for the planning and management of off-site visits and related activities.
- 1.3. All visits and activities will be planned in such a way as to ensure that the benefits and intended learning outcomes are clearly identified and understood by the supervising adults beforehand and can form the basis for objective evaluation afterwards.

2. Scope and Remit

- 2.1. This policy applies to all CMAT staff, and other adults associated with CMAT who take responsibility for children and young people participating in learning and recreational activities in environments that are different from where the young people are usually based.
- 2.2. It is expected that this policy will be followed when organising and supervising children and young people taking part in off-site activities and visits, as well as when taking part in on-site activities outdoors.
- 2.3. This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of children and young people away from their usual operational base. It should be implemented when using places such as:
 - the Academy grounds
 - the local environment
 - places further afield e.g. visits to local libraries, theatres and museums.
 - residential venues
 - learning ventures abroad

and 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 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.

- 2.4. Staff must ensure the young people are supervised in accordance with the contents of this policy, regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

3. Headteacher Responsibilities

- 3.1. Responsibility for scrutinising and approving arrangements for educational visits and LOtC activities are delegated to the Headteacher of the Academy.
- 3.2. The Headteacher may choose to further delegate this to another member of the senior leadership team (SLT). The name and position of the person to whom these tasks have been delegated must be clearly documented.
- 3.3. The Head teacher (or their nominated delegate) will ensure that:
- All off-site visits and LOtC activities comply with relevant guidance and are notified or submitted for formal approval as required;
 - All staff involved are competent to carry out such responsibilities as they may be allocated;
 - There is a clearly designated Educational Visits Coordinator (EVC), either themselves or another suitable member of staff, and that the designated person meets CMAT requirements, including undertaking EVC Training as recommended or required by CMAT;
 - All adults taking part in the visit or activity are clear about their role and agree to follow the instructions of the designated Visit Leader;
 - Suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. DBS checks must be in place as required;
 - The EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated;
 - Sufficient time is assigned for staff to organise visits properly;
 - A culture of apprenticeship / succession planning, to ensure sustainable visits and the development of competent visit leaders and EVCs, is supported within the establishment;
 - The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing;
 - The EVC is supported in ensuring that visit information has been shared with parents and that consent has been sought where necessary;
 - Arrangements are made for the medical needs and special educational needs of all the young people and staff;
 - Inclusion issues are addressed;
 - Suitable transport arrangements are in place and meet any regulatory requirements;
 - Insurance arrangements are appropriate;

- Details related to the visit (including details of both participants and staff) are accessible at all times to a designated 24/7 emergency contact(s) in case of a serious incident;
- That there are contingency plans in place should the visit plan be significantly changed or cancelled;
- Arrangements are in place for the governing body to be informed of such visits;
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;
- Academy procedures identify the types of visit that require a preliminary visit;
- The Academy adopts a set format for recording written risk-benefit assessments. Such risk-benefit assessments should be proportional, suitable and sufficient and based on the 'Principles of Sensible Risk Management';
- Where the activities or visit involves a third party provider, appropriate assurances have been sought. This may include national schemes such as the LOtC Quality Badge, AALS licence, Adventuremark, or a clear management Statement of Competence;
- All visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any serious incident and to inform the operation of future visits;
- Academy procedures include appropriate emergency procedures in case of a major incident
- Academy procedures ensure that parents are appropriately informed in the event of a serious incident;
- Serious incidents are reported to CMAT as required by CMAT guidance, meeting the requirements of RIDDOR.

4. Educational Visits Coordinator (EVC) Responsibilities

- 4.1. To help fulfil its health and safety obligations for visits, the Academy must have a specifically designated EVC
- 4.2. The EVC will:
 - Be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the Academy. Commonly, but not exclusively, such competence will be identified in a person within the Academy SLT. Where the post holder is not an experienced visit leader, they will receive structured support in the form of regular supervision meetings from a designated colleague who has that practical experience
 - Attend training, and update training, as required.
 - Support the Headteacher ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.

- Ensure that a copy of the current Educational Visits Policy is readily available to staff, and that educational visits and LOtC activities meet the requirements.
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- Ensure Academy procedures aim to minimise bureaucracy and full advantage of any national schemes that provide assurances regarding safety and quality of provision.
- Ensure it is understood that all staff involved in visits require access to training at an appropriate level to ensure that CMAT' guidance and Academy procedures are properly understood.
- Ensure Educational Visits are led by competent leaders and that other staff/volunteers are competent to carry out the tasks to which they are assigned.
- Organise the training of leaders and assistant leaders, including voluntary helpers.
- Support the Headteacher with approval and other decisions.
- Monitor visit planning and arrange for sample monitoring in the field as appropriate.
- Ensure DBS checks are in place where required.
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- Ensure there is a 24/7 emergency contact(s) for every visit and that emergency arrangements are in place. Emergency arrangements should include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff.
- Ensure that medical and first aid issues are addressed.
- Ensure that visits and LOtC activities are reviewed and evaluated; this process will require the reporting of accidents and incidents.
- Keep up to date via EVC training events and employer information updates.

5. Visit Leader Responsibilities

5.1. The Visit/Activity Leader will:

- Have the overall responsibility for supervision and conduct of the visit. They must be an employee and not a volunteer.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Plan and prepare for the visit, taking a lead on risk management. It is good practice to involve all participating staff in the planning and risk management process for any given offsite visit or LOtC activity to ensure wider understanding. It is also seen as good practice to involve young people in these processes wherever appropriate;
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy wherever possible;

- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management;
 - Ensure that child protection issues are addressed. e.g. DBS checks;
 - Collate, make available and disseminate relevant information to supporting staff, parents and young people as appropriate
 - Make sure there is access to first aid at an appropriate level;
 - Arrange pre-visit information meetings where appropriate;
 - Evaluate all aspects of the visit, both during and after the event;
 - Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details;
 - Have attended appropriate training.
- 5.2. The visit leader must ensure that staff and other supervisors have been appropriately briefed on:
- the young people making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities;
 - the nature, location and duration of the activity.
- 5.3. The visit leader must ensure the visit is effectively supervised. The overarching duty of care remains with the accompanying establishment staff, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk;

6. Local Governing Body Responsibilities

- 6.1. There will be a member of the Academy's Local Governing Body who is designated as specifically responsible for Educational Visits and LOtC activities. This person's role is to "enable and ensure" by acting as a "critical friend".
- 6.2. They will ensure that:
- They have an understanding of how outdoor learning supports a wide range of learning outcomes;
 - They have access to Academy procedures as well as CMAT policy,
 - Academy procedures clarify their involvement in the visit approval process;
 - There is an EVC in place that meets with relevant requirements;
 - There are formal notification and approval procedures in place;

- The Academy's educational visits and LOtC activity support the principles of inclusion;
- There are monitoring procedures in place.

7. Use of Voluntary Helpers

- 7.1. The use of parents and other adults with a clear association with the Academy as helpers or supervisors on offsite visits or LOtC activities is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst the establishment's staff.
- 7.2. Such volunteers will need to understand and consent to the fact that they will be answerable to the visit/activity leader.
- 7.3. A volunteer will not be accountable through a legalistic audit trail and therefore cannot be appointed as a Visit Leader.
- 7.4. It is good practice that all adult helpers and volunteers are subject to DBS checking.
- 7.5. Clear DBS-checks must have been returned before a volunteer adult helper may participate in a residential visit or activity.

8. Competence

- 8.1. Competence is a combination of experience, training/qualifications and common sense. The competence of the visit leader is the single most important contributory factor in the safety of participants.
- 8.2. Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:
 - What experience has the leader in leading or accompanying similar or other visits?
 - Is the leader competent in planning and managing visits?
 - What are the leader's reasons for undertaking the visit?
 - Is the leader an employee at the establishment?
 - Does the leader have the ability to manage the pastoral welfare of participants?
 - Does the leader exhibit sound decision making abilities?
 - What experience has the leader of the participants he/she intends to supervise?
 - What experience has the leader of the environment and geographical area chosen?
 - If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
 - Does the leader possess appropriate qualifications, especially if leading adventurous activities?

- Is the leader aware of all relevant guidelines and able to act on these?
- 8.3. CMAT operates a process of apprenticeship and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LOtC activities.
- 8.4. The Academy will undergo an induction process that typically entails Visit Leader Awareness training, access to (and training where required) the Academy's risk assessment process, and practical experience of accompanying visits and LOtC activities before being tasked with leading a visit for themselves.

9. Staffing and Supervision

- 9.1. CMAT requires establishments to ensure there is an appropriate level of supervision at all times for all visits and that such supervision is 'effective'. This must have been approved by the EVC and Headteacher and, where applicable, in accordance with statutory requirements.
- 9.2. Ratios for Early Years are specified and must be adhered to.
- 9.3. For all other visits the visit leader, EVC and Headteacher will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:
 - the type, level, and duration of activity;
 - the nature and requirements of individuals within the group, including those with additional needs;
 - the experience and competence of staff and other adults;
 - the venue, time of year and prevailing/predicted conditions;
 - the contingency plan or alternative arrangements.
- 9.4. A visit must not go ahead where either the Visit Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.
- 9.5. A commonly accepted ratio is 1 adult :10 young people. Where the proposed ratio is lower than this, the justification should be recorded,
- 9.6. 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.
- 9.7. Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.
- 9.8. 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 as part of their recruitment process. For the purpose of this policy:
 - 'frequently' is defined as 'once a week or more'.
 - 'intensively' is defined as 3 times in a 30 day period or overnight (2am - 6am).

10. Remote Supervision

- 10.1. Young people must be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. D of E expeditions, or 'down time' in a shopping mall. This is known as 'remote' supervision.
- 10.2. 'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.
- 10.3. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.
- 10.4. The decision to allow remote supervision should be based on professional judgement taking into account such factors as:
 - prior knowledge of the individuals (including their maturity and levels of responsibility);
 - venue and conditions;
 - the activity taking place;
 - preparatory training;
 - the competence of the supervising staff;
 - the emergency systems in place.

11. Planning and Risk Assessments

- 11.1. The extent of planning required is related to the complexity of the visit.
- 11.2. 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.
- 11.3. 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.
- 11.4. Visit planning includes consideration of the question: 'What are the key actions we must do to keep us safe?' It should focus on those issues that are specific to the individual 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 must be documented and shared with all relevant parties.
- 11.5. It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

- 11.6. Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity.
- 11.7. Generic risk assessments may be used as a starting point. Whilst not exhaustive, the control measures contained may cover many eventualities likely to be encountered in the course of most educational visits and LOtC activities.
- 11.8. Staff may also review risk assessments and other documents related to previous visits. Staff should liaise with their EVC about this.
- 11.9. Staff are encouraged to compile their own “event-specific” risk assessments which can then be reviewed and re-used as required.
- 11.10. Alternative arrangements 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.
- 11.11. Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

12. Outcomes

- 12.1. Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Intended outcomes should be recorded during the planning process, for subsequent evaluation.
- 12.2. Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:
 - Relationships
 - Emotional & spiritual
 - Cross curricular
 - Individual
 - Teamwork
 - Environmental
- 12.3. Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.
- 12.4. ‘High Quality Outdoor Education’ can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place.

13. Inclusion

- 13.1. This policy endorses the following principles:
- A presumption of entitlement to participate
 - Accessibility through direct or realistic adaptation or modification
 - Integration through participation with peers.
- 13.2. Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.
- 13.3. However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.
- 13.4. Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal work practices.

14. Seeking Assurances from Providers

- 14.1. Many providers have websites and offer information packs which contain the sorts of information required to complete a provider assessment, including a Safety Management statement.
- 14.2. Once a provider assessment has been completed, it is not always necessary to repeat the process for subsequent trips. It is sufficient to annotate the existing form already held by the establishment to show the school has checked back with the provider and that there have been no major or significant changes since the form was originally signed.
- 14.3. To reduce bureaucracy for both Visit Leaders and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms.

15. Preliminary Visits

- 15.1. Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group.
- 15.2. Within the UK, highest priority for preliminary visits will be where no serving member of staff from the establishment has visited before, then when the Visit Leader has no experience of the venue/activity.
- 15.3. For overseas visits, advantage should be taken of any offers by tour operators for "leaders' orientation"-type visits.

16. Approval of Visits

- 16.1. Approval is delegated to the Headteacher for all visits. However the following types of visit are required to be notified to CMAT:
- Overseas (anywhere that involves crossing a substantial area of open sea, including Northern Ireland, the Isle of Man, the Hebrides and the Channel Islands)
 - Those involving one or more adventurous activities to be led by a member of establishment staff.
 - Residential trips
- 16.2. All visits should have an unambiguous audit trail for arrangements with clear evidence of approval.
- 16.3. The process for approval has the following stages:
- Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
 - Arrangements scrutinised by EVC until satisfied to recommend approval;
 - Arrangements re-scrutinised by Head and, when satisfied, approved;
 - For all residential trips arrangements should be sent to Becky Welton and Claire Mosseveld for approval.
- 16.4. An offsite visit or LOtC activity should not proceed without clear evidence of approval.
- 16.5. Where applicable, a visit may also need to be notified to the Local Authority. It is the responsibility of the EVC to determine if this is required.

17. Parental Consent

- 17.1. Section 35 of the Education Act 2004 states: 'Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'.
- 17.2. Annual consent is appropriate for regular routine activities that take place during normal school hours.
- 17.3. For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

18. Codes of Behavioural Conduct

- 18.1. CMAT encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of young persons' behaviour. Such codes need to be explained to both the young people and those in a position of parental support before the visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached.

- 18.2. As part of encouraging social responsibility, young people should be encouraged to sign up to a "behavioural contract" for all residential visits
- 18.3. As part of the request for consent, parents should sign and accept responsibility for removing young people in prescribed circumstances.

19. Emergency Procedures

- 19.1. Staff involved in a visit must be aware of, and adhere to, the establishment's policy on emergency procedures.
- 19.2. The establishment maintains a number of mobile phones specifically for use during offsite visits which should have all relevant contact details pre-programmed into them. It is each Visit Leader's responsibility to ensure these phones have:
 - the correct details programmed into them beforehand;
 - fully-charged batteries (and chargers available if necessary)
 - sufficient credit available for the duration of the visit
- 19.3. For all "out of hours" and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people.
- 19.4. Consideration will be given to the following:
 - Criteria for identifying the nominated Emergency Contact(s)
 - Is more than one Emergency Contact required?
 - Procedure for lodging visit plans to enable them to be accessed in the event of an emergency
 - Have procedures been tested?
 - Is it possible to demonstrate a proactive response, to any pattern that can be recognised within incidents?
- 19.5. Visit Leaders should also complete and carry an Emergency Contact sheet.

20. First Aid

- 20.1. It is not always necessary that qualified First Aider accompanies an offsite visit or LOtC activity. First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is "appropriate" will be determined by:
 - The nature of the activity.
 - The nature of the group.

- The likely injuries associated with the activity.
 - The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.
- 20.2. A very basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:
- Know how to access qualified first aid support.
 - Have a working knowledge of simple first aid and are competent to use the first aid materials carried with the group.
- 20.3. For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid “qualification”. To be a “qualification”, the first aid course must include a formalised assessment process; otherwise any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of 16 hours.
- 20.4. It is a legal requirement that all minibuses must carry a first aid kit.

21. Insurance

- 21.1. It is the responsibility of the EVC to determine if any additional insurance is required in addition to the standard insurance policy held by the Trust. Advice should be sought from the Head of Operations.
- 21.2. The Academy should particularly consider the need for additional insurance for residential activities, or those involving adventurous activities or hazardous environments.
- 21.3. For travel within the European Union (plus Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid EHIC (European Health Insurance Card). See www.dh.gov.uk

22. Transport

- 22.1. Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Head of Establishment.
- 22.2. UK legislation ensures that coaches are fit for public use, though the facilities available on coaches may vary. Visit leaders should ensure they are confident in the standard of the coach before making a booking.
- 22.3. Academies that own or hire a minibus must have an operational policy in place for this. For further information, see also:
- CMAT Minibus Policy

- DVLA www.dvla.gov.uk Select 'Online leaflets', INF28 'Driving a minibus'
- ROSPA 'Minibus Safety: A Code of Practice'
- MiDAS (Minibus Driver Awareness Scheme) via Community Transport Association UK. This also contains information on PCV licences, weight limits and towing.

22.4. For public transport within the Greater London area contact 'Transport for London', who offer special arrangements for education groups on London buses, Underground, Tramlink, and Docklands Light Railway.

23. Swimming

23.1. CMAT 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.

23.2. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

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

23.4. Particular consideration should be given to the following factors:

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

23.5. Young people must be supervised by a competent adult at all times whilst undertaking swimming activities.

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

23.7. Unless suitably qualified, Academy staff should not have responsibility for life-guarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

23.8. 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.

23.9. Open water swimming activities may require authorization from the Local Authority. 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.

24. Weather, Clothing & Survival

- 24.1. Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.
- 24.2. 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.
- 24.3. When venturing away from immediate help, leaders should consider the need for:
- Comfort, insulation and shelter for a casualty;
 - Comfort, insulation and shelter for the whole group;
 - Provision of emergency food and drink;
 - Torch;
 - Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);
- 24.4. It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. contingency planning) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.
- 24.5. Other possible areas for consideration: -
- Farm Visits
 - Residential Visits
 - Water-Margin Activities
 - Field Work
 - Adventurous Activities - Water-Based Activities - Open-Country Activities - Snowsports
 - Overseas Visits
 - Exchange Visits
 - Overseas Expeditions

25. Policy Monitoring and Review

- 25.1. The CMAT Board of Trustees will review this policy every two years, ensuring that all procedures are up-to-date.
- 25.2. Any changes made to this policy will be communicated to all members of staff.