Educational Visits Policy

Name	Educational Visits Policy
Regulatory or legal requirement addressed by policy	
Policies referred to	Accessibility Policy Behaviour Policy Child Protection Policy
Approved by	Board of Governors 3 September 2026
Policy owned by	Senior Deputy Head & EVC
Date Effective From	September 2026
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This Educational Visits Policy will be reviewed and updated annually or more frequently when there are changes in legislation and/or government guidance.

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Policy Statement

This policy has been authorised by London Park Schools Ltd (the **Company**) which operates London Park School Mayfair, London Park Sixth and London Park School Hybrid, (the **School**). It is available to parents and students and to all members of School Staff. This policy is designed to provide practical information and guidance for visit leaders and all other staff who participate in educational visits and all other school trips.

The Company and the Governors of the School recognise the value to students of educational visits as outlined below. They also recognise and accept that such educational visits may present challenges to the health and welfare of students. Educational visits will therefore be planned and operated in accordance with this policy and guidance so that everyone involved understands his or her responsibility and can participate fully in learning outside of the classroom.

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2010 (SI 2010/1997) and the Health and Safety at Work etc Act 1974 and subsequent regulations and guidance. Any legislation referred to in this policy is as amended.

This policy has been drafted in accordance with the updated Department for Education (DfE), Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011) and the DfE Health and Safety on educational visits (2018) and in line with the OEAP National Guidance.

Context

We believe that educational visits are an integral part of the entitlement of every student to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes London Park School Mayfair, London Park Sixth and London Park School Hybrid supportive and effective learning environments. The benefits to students of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change
- Increased critical curiosity and resilience
- Opportunities for creativity, developing learning relationships and practicing strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects Students are active participants not passive consumers, and a wide range of learning styles can flourish
- Enhanced opportunities for ‘real world’ ‘learning in context’ and the development of the social and emotional aspects of intelligence

- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging students to become more risk aware as opposed to risk averse
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments
- Improved awareness and knowledge of the importance and practices of sustainability
- Physical skill acquisition and the development of a fit and healthy lifestyle

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside of the normal day. In addition to this Educational Visits Policy, London Park School Mayfair adopts National Guidance (www.oeapng.info) and uses EVOLVE, a web-based planning, notification, approval, monitoring, and communication system for off-site activities. All staff are required to plan and execute visits in line with this school policy and National Guidance. This policy should be read in conjunction with National Guidance.

School will endeavour to advertise all residential trips to parents one academic year in advance, although from time-to-time new trips may be added to this list if it is believed the trip will contribute to the educational experience of the pupils. Day trips will be advertised to parents at least 4 weeks prior to their departure via the weekly school newsletter.

Types of Visits and Approval

There are three "types" of visits:

1. Visits within the "Local Learning Area" that are part of the normal curriculum and take place during the normal school day. These follow the "Local Learning Area" Operating Procedure (Appendix 1).

2. Other non-residential visits within the UK that do not involve adventurous activity. Such visits are submitted for approval to the EVC before being entered into the School Calendar and EVOLVE following the standard booking process (Appendix 2).

3. Visits that are overseas, residential or involve an adventurous activity. These visits follow point two above, but the Adviser may provide comment prior to passing on to the EVC for internal approval. The Head (and Bursar for overseas visits) will provide final approval on visits in this category.

Roles and Responsibilities

Refer to: "Planning Basics" and "Checklists" in National Guidance: https://oeapng.info/

The role of the EVC is to:

- Give advice for, and approve, each step of the planning stages for any visit or trip for which the initial approval has been given.
- Ensure that all educational visits are planned meticulously using standardised forms which are uploaded onto EVOLVE.
- Ensure that all members of staff involved in the planning and execution of a visit are aware of the guidelines available.
- Ensure that the Visit Leader is competent and possesses the appropriate experience and training to undertake the activity.
- Ensure that appropriate vetting of all staff and any volunteers accompanying the party has been checked for foreign and activity trips.
- Ensure that visits have appropriate staff supervision and cover for health and safety, first aid, medication, and behaviour management.
- Work with the Visit Leader to provide full and timely details of the visit to parents and obtain their consent or refusal.
- Organise the emergency arrangements and ensure there is an emergency contact for each visit.
- Keep records of individual visits including reports of accidents or "near misses".
- Ensure that visit evaluation is used to inform future visits and staff training needs.
- Flag up any concerns with the Senior Leadership Team.
- Maintain an overview of the timing of all educational visits and how they integrate with other whole school events.
- Check that the proposed dates for the visit or activity are suitable by reference to the School's calendar of events.
- When approving the visit or trip on EVOLVE, ensure that there are sufficient members of staff left in School to provide cover for emergencies and illness.
- Be satisfied that there is a declared and valid reason for the event. This is delegated to the EVC.
- Approve or reject the initial application for any high-risk and foreign residential visit.
- Be satisfied that visits comply with the regulations and guidelines as promulgated in this policy, the ISI handbook for the Inspection of Schools, OEAP National Guidance, DfE Guidance 2011 Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies and other supplementary guidance.
- Adventurous activities and foreign trips need permission from the Head following comment, if required by the Outdoor Adviser. They also require approval from the Director of Operations (Schools).

Refer to: 'Head / Manager' (see document 3.4) in National Guidance http://www.oeapng.info

The role of the Visit Leader is to:

- Have full responsibility for the planning and safe conduct of the activity, in accordance with this policy and its supplementary guidance, and for ensuring all participants are aware of their roles. Leaders accompanying students are in 'loco parentis' and are responsible for their safety and well-being at all times.
- The Visit Leader's duty is to exercise the higher level of care than that of a parent. Other supervising adults will also have a duty of care, but the Visit Leader retains overall responsibility. It is the duty of care of the Visit Leader to ensure, wherever possible, that the competence of each member of staff is appropriate to her/his role.
- Submit detailed plans to the Educational Visits Co-ordinator (EVC) via EVOLVE. Identify the clear purpose and objectives of the visit.
- Conduct, and provide a written record of, a comprehensive risk assessment / event specific plan using the London Park Risk Assessment Form / Event Specific Plan, and STAGED Planning model on EVOLVE. All relevant Risk Assessments can be found in the staff SharePoint > Educational Visits > Risk Assessments as well as via the Resources module in EVOLVE.
- Arrange pre-departure meetings with parents, as appropriate, for high-risk, residential and overseas visits.
- Whilst it is not essential for each group to be accompanied by a qualified First Aider, it is an aspect that should be considered at the planning stage of each event. The groups should always have access to appropriate first aid support.
- Obtain Medical Needs from ISAMS (with assistance from the School Nurse), and for any residential trips also meet with relevant students in order to ensure that any specific medical and health issues are considered within the planning stages and their needs are catered for.
- Complete the visit documentation and obtain the appropriate approvals from the Head/EVC for any visit off-site, whatever the duration.
- Plan the itinerary in sufficient detail to identify every period of the visit including meal, rest, and recreational times.
- Have or obtain prior knowledge of the venue.
- Assess, wherever practicable, the suitability and safety of any accommodation to be used. In addition, the window and room locking policy should be established and communicated to parents. Inform parents of the detail of the visit, including its nature, purpose, and related activities, and obtain their permission / consent for their son / daughter to take part.
- Ensure that parents are fully informed of the schedule for the collection of payments before any bookings are made.
- Allocate supervisory responsibility, to each adult accompanying the visit, for named students and ensure that the adults understand that they are responsible directly to the Visit Leader.

- Ensure that all the students in the party and the accompanying adults are fully aware of the risk assessments, emergency plans and the expected standards of behaviour.
- Ensure that staff have completed Cover Request Forms and given these in advance to the Cover Manager.
- Ensure that the planned staffing has minimal impact on Teaching and Learning, and minimal cover implications.
- When on the visit, continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members, and the suitability of the prevailing conditions.
- Ensure that on return from a visit, all students are delivered, where appropriate, into the care of a person with parental responsibility or their representative.
- Conduct a review of the trip on return, evaluating its success and recording any 'near-misses' or proposed changes for repeat trips in the future. This report should be lodged with the EVC.
- Check when planning an activity requiring it, the provider holds the LOtC Quality Badge, AALA license etc.

Refer to: 'Visit Leader' and 'Assistant Leader' in National Guidance www.oeapng.info

Role of Parents and Guardians

Parents and Guardians are requested to:

- Carefully read all information regarding the proposed visit before giving written or electronic consent.
- Provide up to date medical and emergency contact details, informing the school in writing before the visit commences.
- Support the school in upholding the Code of Conduct for educational visits.
- Make all payments by the deadlines given, taking note where payments are non-refundable.
- Inform the School immediately if their child must withdraw from the visit for any reason, honouring any outstanding commitments to further payments.
- Arrange, where appropriate, for the prompt collection of their son / daughter on her return from the trip.

Refer to: 'Parents' in National Guidance www.oeapng.info

Role of Students

Students are expected to behave in line with the school behaviour policy at all times. When residential trips are happening students may be asked to sign an additional behaviour contract.

Poor behaviour will result in consequences in line with the school behaviour policy and may result in parents being contacted to collect their child early.

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary. All staff must also agree to and understand the Staff Code of Conduct (Educational Visits) (Appendix 3).
- In deciding whether a member of staff is competent to be a visit leader, the Head will consider the following factors:
    - Relevant experience.
    - Previous relevant training.
    - The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency.
    - Knowledge of the students, the venue, and the activities to be undertaken.

- Prior to a trip departure, the EVC will always meet with the trip lead at least twice and with accompanying staff at least once to review arrangements and discuss any necessary information.

Staffing and Supervision

On all visits there must be an 'effective level of supervision' that has been approved by the EVC / Head. The visit leader, EVC and Head 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 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, if applicable.
- the contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Head is not satisfied that an appropriate level of supervision exists. Visit leaders, EVCs and Heads often find it helpful to have 'a starting point for consideration.' Where departure from the starting point results in fewer staff, the justification should be recorded as a note on EVOLVE. See 'Legal Framework and Employer Systems' on National Guidance www.oeapng.info

When being allocated to accompany a visit, staff will provide an emergency contact number to the EVC via Evolve. Staff will always be allocated a school phone to use on trips in an emergency.

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.

Ratio Guidance

Our starting point for the ratio of adults to students is 1:15-20 for students in Year 7 and above. This is a starting point and should be reviewed specifically for each visit in line with the STAGED variables.

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, or overnight."

Defined activities also include the following even if the activity is caried out only once:

- Health care provided by, or under the direct supervision of a regulated health care professional.
- Personal care involving physical assistance (or required prompting with supervision, advise or training) with eating, drinking, washing, dressing, bathing, toileting for reasons of age, illness or disability.

Refer to: 'Vetting and DBS Checks' in National Guidance www.oeapng.info

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 is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff 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, and the supervising member of staff is not necessarily in the immediate vicinity, for example as might occur during DofE expeditions, or a Sixth Form unaccompanied visit to university open day.

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 managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc. The decision to allow indirect or remote supervision should be based on professional judgement considering 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. 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.

Refer to the following documents in National Guidance www.oeapng.info

'Ratios and Effective Supervision'

'Group Management and Supervision'

'Vetting and DBS Checks'

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) and the means to summon qualified support.

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 support required. A first aid kit appropriate to the visit should always be carried.

Refer to: 'First Aid' in National Guidance www.oeapng.info

Consent

Specific written parental consent is generally not required for educational visits which take place during the normal School day. The School obtains general consent on signup to the school and gains consent from all parents for educational visits which take place outside of the school day. Specific consent is obtained for higher risk, international and overnight trips.

Charging for Trip and Financial Arrangements

The visit leader must complete a finance section as part of the EVOLVE trip planning process which takes into consideration the cost of the activity, transport, and food for both staff and students. Visits should be budgeted so that neither a financial gain nor loss occurs, and a contingency fund should be built into each trip budget to deal with unforeseen circumstances. A full list of students should also be sent to the School Fees Manager before the commencement of the visit so that a separate invoice can be generated for the visit cost.

Insurance

There shall be appropriate insurance cover in place for each educational visit which should include, but is not restricted to, employer's liability insurance, public liability insurance and personal accident insurance.

Staff should consider whether the whole of the educational visit is covered by the schools' existing insurances. If not, staff should consider whether separate insurance is required.

Parents should be told which insurances are arranged by the school and which are arranged and payable by Parents. Parents should be told of any insurances that have not been verified, for example, host parents abroad.

Parents should be told that if they require cover for specific events (for example repatriation to somewhere other than the United Kingdom) they must make their own arrangements.

The school cannot accept liability for the failure of insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

Student protection

The School Child Protection and Safeguarding policy and procedures will always apply during educational visits.

For the duration of the educational visit, the Visit Leader will carry out the duties of the School's Designated Person or will name an appropriate adult member of the group to do so. If necessary, the School's Designated Safeguarding Lead will be contacted for advice.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Schools' Designated Person and to the Head as soon as possible.

Inclusion

The School will make every effort to ensure that all students are able to take a full and active part in educational visits, irrespective of disability, special educational or medical needs, ethnic origin, religion, sex, gender identity, sexual orientation etc. This will include making reasonable adjustments to help overcome or minimise difficulties encountered by students who suffer from disabilities.

The School will only consider preventing a student from attending an educational visit as a last resort and will only do so following consultation between the school the student and the parent(s). The reasons a School may need to consider preventing a student from attending an educational visit might be where it is a proportionate means of achieving a legitimate aim, for example because of an unacceptable risk to the health and safety of the student concerned or others on the educational visit or where it is not possible to make reasonable adjustments to enable the student to attend.

The School will work with parent(s) and student(s) in order to agree a way forward in respect of the proposed educational visit and retain a written record of the steps taken and the final decision.

Medication

All medication must be handed in to the trip lead, and no individual students can hold medication under any circumstances.

Mobile Phones

The EVC and the Trip Leader will decide if phones are permitted on a trip by trip basis. This will always be communicated clearly to parents and students pre-departure.

Overseas Visits

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

a) Culture: food and drink, local customs, religion, expected behaviour / dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol, and drugs.
b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
c) Transport systems have been assessed as safe for use.

Care should be taken over selection of the supplier of transport and accommodation and only firms with ABTA membership should be used.

The EVC and Visit Leader will ensure that each student has their passport and necessary visas and other travel documents (e.g EHIC / GHIC etc.) before embarking on an Educational Visit outside the UK.

If possible one of the Supervisors should be able to speak and read the language of the country visited, or at the very least be able to hold a basic conversation and know what to say in an emergency.

It is advisable for students to carry a note in the relevant foreign language in case they get lost asking the reader to reunite them with the group and / or take them to the police station. They should also carry the Visit Leader's name and contact number.

The Visit Leader must ensure that each student knows:

- that he / she may not bring into or take out of the United Kingdom: animals, insects, vegetable matter, flick knifes, real or imitation firearms or other prohibited items.
- all similar rules that apply on arrival in and leaving any country being visited.
- that students under 17 are not entitled to duty free allowances.
- that any student bitten by an animal must seek medical treatment immediately.

Where relevant, risk assessments will include obtaining information on the need for vaccinations and / or inoculations and ensuring that these are carried out in good time before the Educational Visit takes place.

For exchange visits:

- Refer to the British Council (Learning) www.britishcouncil.org for Overseas Expeditions see relevant sections
- Refer to: 'Overseas Visits' in National Guidance www.oeapng.info

Weather, Clothing and 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, 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); 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. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous' and require Advisor comment:

- 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 / Wakeboarding.
- 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 (eg. initiative exercises) involving skills inherent in any of the above.

'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 local authority if you think this might apply.

For the purposes of Advisor Comment, the following activities are not regarded as adventurous and therefore do not require comment. 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 is competent to supervise the activity:

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

Please contact the Outdoor Advisor via EVOLVE if there is uncertainty over whether a particular activity requires Advisor comment.

Adventurous Activities

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

- Water-based activities.
- Open country activities.
- Snowsports.
- Overseas expeditions.

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

a) An external provider - the provider must hold an *LOtC Quality Badge* or complete a Provider Form. Note: If a Provider holds an AALA 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 establishment's staff - this person must be specifically approved by the Head / Outdoor Advisor to lead the activity, via EVOLVE.

Open-country activities

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions. For the purposes of this policy, '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.

Open-country activities are regarded as 'adventurous' and therefore these visits require Advisor comment and Head approval. The responsibility for the safety of participants in an adventurous activity will rest with either:

a) An external provider - the provider must hold an LOtC Quality Badge or complete a Provider Form Note: If a Provider holds an AALA 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 establishment's staff - see below

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

a) For leaders of walking groups outside the UK or Ireland, please contact the Advisor 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. Hill and Moorland 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. See www.countrysideleaderaward.org
    - Sports Leaders UK Level 3 Award in Basic Expedition Leadership (BEL).
    - Completion of a suitable 'Leader Training' Course.
    - Lowland Leader Award. See https://www.mountain-training.org/qualifications/walking/lowland-leader
    - 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 of Establishment.

Appendix 1: Local Learning Areas

General

Visits or activities within the "Local Learning Areas" that are part of the normal curriculum and take place during regular school hours follow the operating procedures below. Designated Local Learning Areas have been devised so suit LPS Mayfair and LPS Sixth sites.

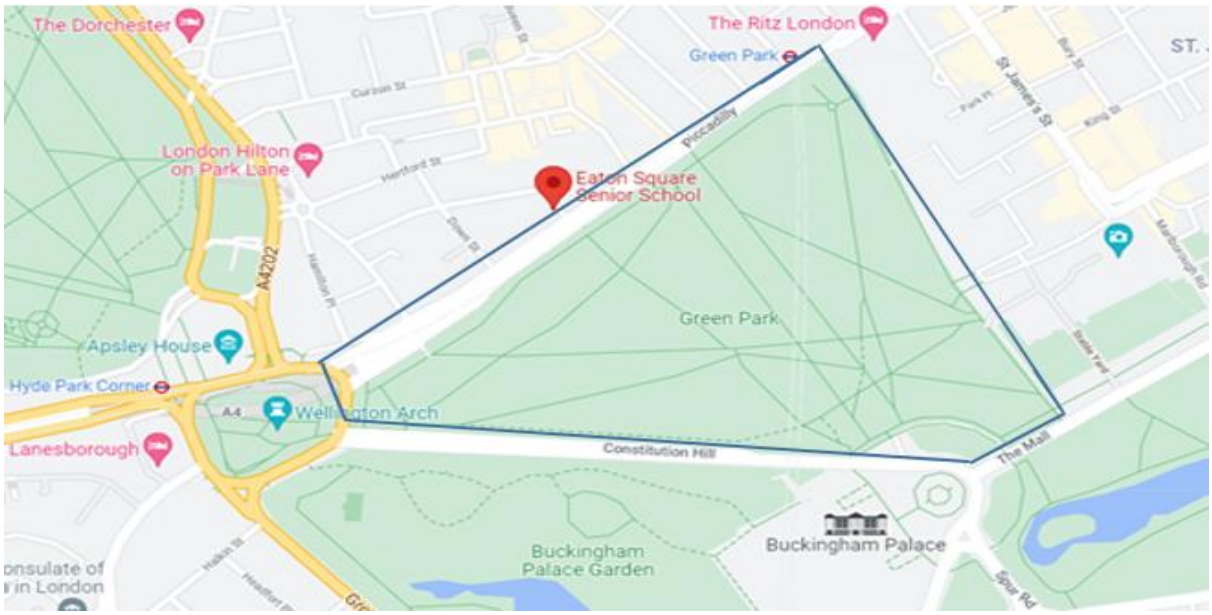
Visits to the Local Learning Areas must:

- Be recorded on EVOLVE within the Local Learning Area module and a signing out sheet must be left with Main Reception to record students attending the visit.
- Do not require parental consent.
- Do not normally require additional risk assessment or planning (other than following the operating procedures below.

Local Learning Areas (LPS Mayfair)

LPS Mayfair operates two Local Learning Area "zones." "Zone A" and "Zone B." Areas within the Local Learning Area "Zone A" are designed for use with students under "remote supervision." Areas within the Local Learning Area "Zone B" are designed for use with students under "direct supervision."

Boundaries (LPS Mayfair, Zone A).



The boundaries under the Local Learning Area "Zone A" are shown on the attached map. Areas include, but are not limited to, the following frequently used locations:

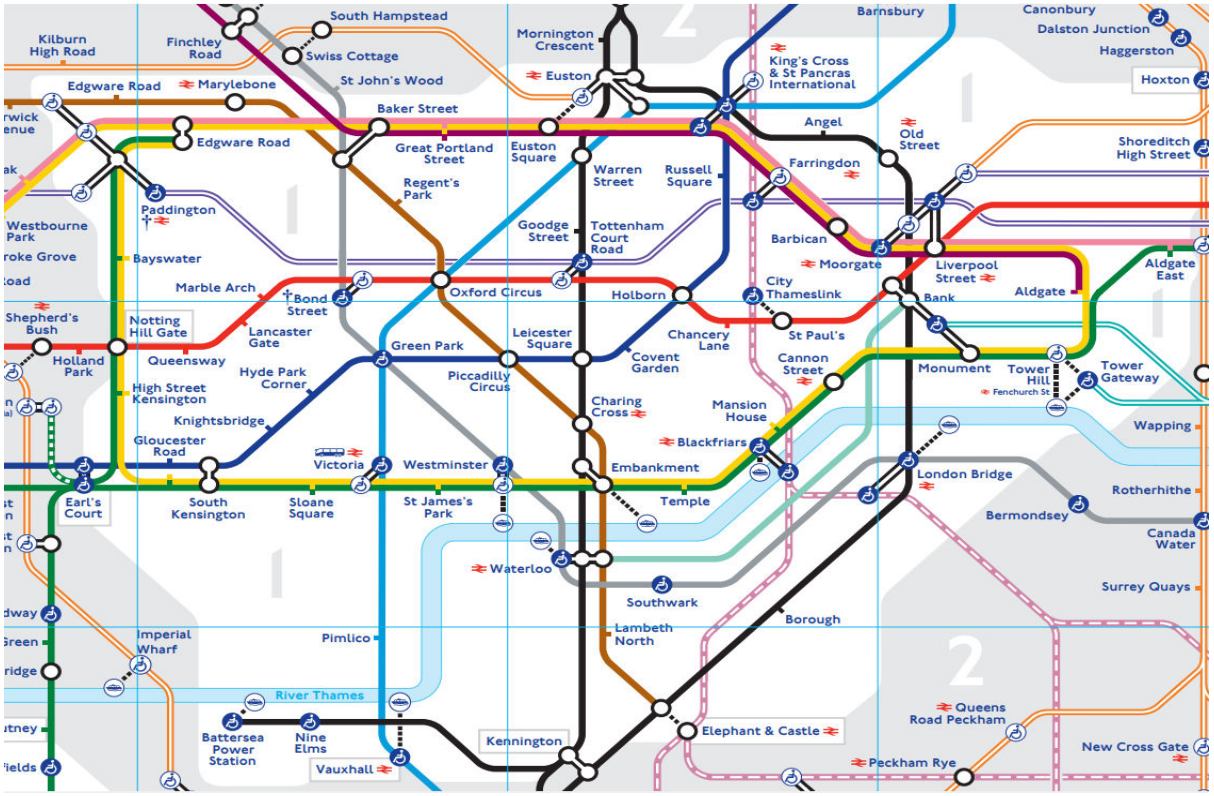
1. Green Park.

2. Piccadilly (as far up to The Ritz Hotel and no further than Hyde Park Corner).
3. Students to travel within “Zone A” whilst under remote supervision.

“No-Go” Areas within the Boundaries of Local Learning Area (LPS Mayfair, Zone A)

1. Piccadilly on days of a scheduled protest.
2. Public conveniences or retailers (such as cafés and shops).
3. Green Park Tube Station (both Piccadilly and Green Park entrances).
4. Any side street leading to or from Piccadilly or Green Park.

Boundaries (LPS Mayfair, Zone B)



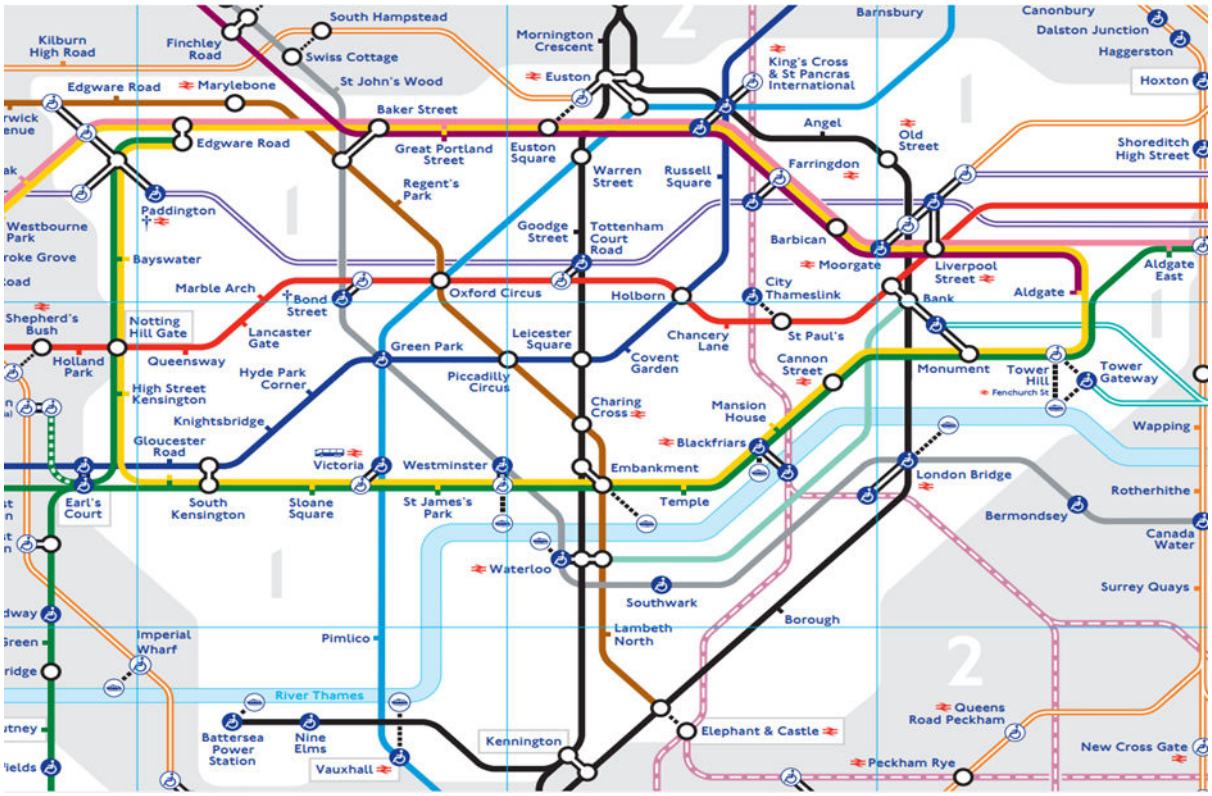
The boundaries of the Local Learning Area “Zone B” are shown on the attached map. Areas include, but are not limited to, the following frequently used locations:

1. Areas strictly within the TfL Travel Zone 1.
2. Selected Royal Parks and other open spaces.
3. Museums and Galleries.
4. Music venues.
5. Sports facilities.
6. Buildings of cultural or architectural interest.
7. Students to travel within “Zone B” whilst under direct supervision only.

“No-Go” Areas within the Boundaries of Local Learning Area (LPS Mayfair, Zone B)

1. Off-licences, cafes, bars, vape shops, or tattoo parlours
2. Retail shops, restaurants, or cafés (unless confirmed as a need of the visit).
3. Private houses
4. Any form or public or private transport not communicated or deemed appropriate for the purpose of the Educational Visit.
5. Any venue used to host other “adventurous” activities.
6. Any area without the direct supervision of a member of staff.

Boundaries (LPS Sixth)



The boundaries of the Local Learning Area (LPS Sixth) are shown on the attached map. Areas include, but are not limited to, the following frequently used locations:

1. Areas strictly within the TfL Travel Zone 1.
2. Selected Royal Parks and other open spaces.
3. Museums and Galleries.
4. Music venues.
5. Sports facilities.
6. Buildings of cultural or architectural interest.

Operating Procedures for Local Learning Areas.

The following are potential, significant issues or hazards within our Local Learning Areas:

1. Road Traffic

2. Other people, such as members of the public or other school groups.
3. A student becoming separated from the group
4. Uneven surfaces and environmental conditions, such as slips, trips and falls
5. Weather conditions

The above hazards are managed by a combination of the following:

1. The Head, Deputy Head (Pastoral), Deputy Head (Academic), or EVC must give written approval before a group leaves.
2. Only members of staff judged competent to supervise groups in these environments are approved. Appropriate staff to student ratios will also be ensured.
3. The concept and Operating Procedure of the "Local Learning Area" is explained to all new parents when their child joins the school, and a synopsis is included in the parent handbook.
4. There will normally be a minimum of one adult to every fifteen students (maximum ratio is 1:20). Within the Local Learning Area (LPS Mayfair, Zone A only), decisions for students to travel to and from the Local Learning Area (such as crossing Piccadilly to Green Park) from the school unaccompanied may be taken by senior members of staff based on the area, the age, and maturity of the student. Within the Local Learning Area (Senior School, Zone B), students are not permitted to travel to and from the school the Local Learning Area unless within direct supervision of a member of staff.
5. LPS Sixth A-Level students must have an up-to-date rolling consent for unaccompanied visits off-site if the visit is not directly supervised by a teacher or other member of staff. Only LPS Sixth A-Level students will be able to undertake visits or activities within the Local Learning Areas that are fully without a teacher or staff member present.
6. Within all Local Learning Areas, parental consent must be obtained should any visit extend outside hours of the normal school day. A consent form must be sent electronically to Parents and / or Guardians for permission and dismissal following the visit.
7. Additional Risk Assessments may be uploaded to EVOLVE in support of the visit or activity (such as for transport or large-group activities) if deemed necessary by the Senior Leadership Team or EVC.
8. Staff are aware of any relevant student medical information and ensure that any required medication and a First Aid Kit is always available.
9. Staff will record each visit or activity on EVOLVE (via the Local Learning Area visits module) and leave a "signing out" sheet with Main Reception for attendance.
10. A staff mobile phone may be taken with each group and the office have a record of the number.
11. Where appropriate, students are fully briefed on what to do if they become separated from the group i.e., to meet at a designated meeting point or to return to LPS Mayfair School or LPS Sixth. A contact number may also be provided should students need to raise an alarm in the case of an emergency.

Appendix 2: London Park School Mayfair EVOLVE Booking Process

To ensure the smooth operation of a school with a very busy daily schedule of booked events it is essential that visits and trips are organised well in advance. This enables a sensible distribution of trips throughout each Term and will ensure that all classes and visiting providers have time to plan for any potential disruption. The Calendar Committee meets the penultimate week before the end of each Term to review the calendar for the following half term.

Normal Booking procedure

The school uses EVOLVE to manage Educational Visits procedures.

1. Any staff member wishing to run a trip should first discuss this with their line manager (HOD, DHA or DHP) and then check for a suitable date in the school calendar. Next, they should fill out the Educational Visits Request Form and place it in the School Administrator pigeonhole in the staff room. If the trip gets approved, then the event or trip should be entered into the ISAMS calendar.
2. Staff must then add the event into EVOLVE using the Outline Approval form and discussed with the EVC, as necessary. The date should be secured in the school calendar at this point.
3. Once outline approval is complete, a detailed plan should then be made and the educational visits form on EVOLVE should be updated. This should include provisional booking of the venue and transport providers, with exact timings, dates, and staff requirements. Reference should be made to the draft calendar, advance cover notes and the timetable to ensure that there are not any clashes. Efforts should be made to avoid disruption to lessons such as PE, Swimming, Music etc. Efforts should be made to ensure students are back at school for normal finish, thus not disrupting pick-up and clubs.
4. Any adjustments and final decisions regarding the trip need to be made by the last day of each half term.
5. No trips will be permitted in the first half term of the summer term, to enable staff and students to prepare for examinations.
6. Should the trip impact students attending school lunch, or require packed lunches, this should be communicated at least two weeks in advance by the trip leader to the catering team. The Calendar Committee should also meet weekly to discuss any upcoming trips that may impact catering requirements.

Procedure if a trip needs to be booked after the calendar has been published

1. Staff members should speak with the relevant Deputy Head and EVC regarding the feasibility of running a trip and complete an Outline Approval Form on EVOLVE for the attention of the EVC. If both parties agree, the trip will be approved via weekly SLT meeting.

2. If authorised, full details and bookings need to be made within the next week by following the above procedures (ensuring that new event submissions are entered into both the School calendar and onto EVOLVE).

Appendix 3: Staff Code of Conduct (Educational Visits)

The regulations set out below are designed to ensure the health and safety of all staff and students and for all educational visits to be enjoyable and successful for those involved.

All Visit Leaders and accompanying staff have the responsibility of acting in "loco parentis" for the duration of the visit and are therefore responsible for the health, safety, and wellbeing of the group. Acceptance of the regulations imply that all staff understand it to be a basic condition when leading, supporting, and delivering educational visits.

Staff Regulations

All staff are expected to always act as role models for students and demonstrate the high standards of behaviour expected by all. Staff should always respect the regulations as laid down by the proprietors of off-site facilities and accommodation used during a visit.

During Educational Visits, staff members must not:

- Smoke
- Consume Alcohol
- Take or be in possession of illegal substances.
- Act inappropriately or in a way that endangers themselves or others.
- Use offensive or appropriate language.

Staff should always ensure that students are accompanied and are not left alone, or for students to explore on their own (unless prior agreement has been agreed with parents beforehand and such actions are covered by insurance).

At no point should staff take part in an activity which has not been authorised as part of the visit.

All staff members should always act vigilantly and appropriately and be fit to ensure the safeguarding and pastoral care of all students.

Any member of staff found to act against the regulations set above will find their participation in future visits in question, or that disciplinary action be taken where appropriate.

Appendix 4: Emergency Procedures

The school's emergency response to an incident is based on the following key factors:

1. There is always a Nominated School Base Contact for any visit. During school hours this is the Reception Desk. This Nominated School Base Contact will be an experienced member of the Senior Leadership Team (SLT) or the EVC.
2. In the event of an emergency during the School's working day, the School Receptionist will act as the Trip Leader's emergency contact and liaise with parents where necessary. In the event of an emergency outside of the school's working day, the Trip Leader will work with the EVC and a member of SLT to contact parents as appropriate and using the emergency contacts card provided.
3. For activities that take place during normal school hours, the staff on the trip will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the staff on the trip and the base contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the SLT in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. The visit leader will carry either: a) An Emergency Contacts card or b) An OEAP National Guidance Emergency action card.