

Foremarke Hall, Repton Preparatory School
Policy for the Management of Educational Visits

This policy is written to reflect the practice required for all trips involving all pupils in all sections of the School.

1. Provision of Employer Guidance

Foremarke Hall Repton Preparatory School has adopted “*National Guidance*” as “**Foremarke Hall Repton Preparatory School Employer Guidance**”. This Educational visits guidance can be found on the following web site: www.oeapng.info The DfE Guidance for Health and Safety in Schools is here: [DfE advice on Health and Safety](#)

It is a legal expectation that Repton Preparatory School employees **must** work within the requirements of their employer’s guidance.

Foremarke Hall Repton Preparatory School employees should also follow National Guidance recommendations.

Where there is any variance of policy between the national guidance and **Foremarke Hall Repton Preparatory School** policy the **Foremarke Hall Repton Preparatory School** policy requirements take precedence over any guidance.

Where a **Foremarke Hall Repton Preparatory School** employee commissions a **Learning Outside the Classroom** (LOtC) activity, they must ensure that such commissioned agent has either:

1. adopted **Foremarke Hall Repton Preparatory School** or OEAP National Guidance
or
2. has systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

2. Scope and Remit

The National Guidance document “[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;
- 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 National Guidance document: “[Underpinning Legal Framework](#)”

This Policy relates to the following School policies (Health and Safety Policy, Employment, Insurance, Critical Incident)

3. Ensuring Understanding of Basic Requirements

As an employer, **Foremarke Hall Repton Preparatory School** 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 **Foremarke Hall Repton Preparatory School** is the Employer Guidance web site [OEAPNG](#)

The relevant training courses for **Foremarke Hall Repton Preparatory School** are:

1. Educational Visit Coordinator (EVC) Training - **Foremarke Hall Repton Preparatory School** is required to have a current, trained EVC in post for the Preparatory School and the EVC should liaise with the Head of Pre-Prep to discuss any proposed trips for pupils of that age-group.
2. **Foremarke Hall Repton Preparatory School** Educational Visit Coordinator (EVC) Revalidation - **Foremarke Hall Repton Preparatory School** EVCs are required to undertake a formal revalidation within a four year period.
3. Visit Leader Training – all visit leaders receive support from the EVC in planning and risk assessing their visit.

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should consult the EVC.

4. Approval and Notification of Activities and Visits

Employer guidance **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.

Approval for residential trips is required from the EVC. Some day trips are long-standing features of the School's programme and are placed in the School Calendar at the start of each term – the EVC currently sits in on the Calendar Meeting. Once approved, Foremarke Hall Repton Preparatory School indicates on the Staff Programme for the term, the deadline dates for risk assessments for forthcoming trips. When a visit is approved it features on the School Calendar and Staff Programme. The Trip Leader should contact the Assistant Head (Admin) to arrange cover, liaise with the Bursary regarding the financial arrangements of the trip, liaise with catering prior to the trip and ensure that parents and the school office are aware of trip timings.

Approval

All visits are approved at Head and EVC Level. Governor approval is required for all residential visits (not including overnight stays for national sporting events) and all adventure activities. New ventures for the School that do not fit into these categories can be put to the Governors at the discretion of the EVC.

Sporting fixtures are arranged by the respective Heads of Games and such fixtures are organised and assessed by the Games department. On accepting a place at **Foremarke Hall Repton Preparatory School**, parents sign the School's Acceptance Form which states that

'We consent to our child taking part in school trips which do not involve an overnight stay or travel abroad and we consent to our child being carried by public transport or school transport driven in a responsible manner by an adult who is suitably qualified and insured.'

A separate parental consent form is issued where trips fall outside of the 'normal routines' of the day and should also be issued if there is an additional cost to be borne by the parents.

The competence of the visit leader is the key component in ensuring the safety of the participants. Assessment, training and support of visit leaders is a priority of the EVC.

All School trips have a named leader who must be a serving teacher at **Foremarke Hall Repton Preparatory School**. The approval paperwork is to be completed by the Trip Leader

5. Risk Management

Refer to National Guidance document: ["Risk Management"](#)

As an employer, **Foremarke Hall Repton Preparatory School** has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring **Foremarke Hall Repton Preparatory School** to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. **Foremarke Hall Repton Preparatory School** promotes 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. DfE also make clear that they support this approach through their guidance.

There is no legal or **Foremarke Hall Repton Preparatory School** 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. HSE case study examples of sensible school trip risk management are available here: [HSE case-studies](#)

Generic **Foremarke Hall Repton Preparatory School** risk management plans exist for a wide range of trips and components of trips – accommodation, transport, theatre trips etc. These are available on the staff shared drive – the Common Drive.

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, **Foremarke Hall Repton Preparatory School** is committed to providing emergency planning procedures to support establishments in the event of a critical incident.

Refer to National Guidance document: [“Critical Incident Management for Visits”](#) and the **“Foremarke Hall Repton Preparatory School Critical Incident Policy”**.

All **Foremarke Hall Repton Preparatory School** trip leaders need to be aware of procedures contained within the Critical Incident Policy.

All residential trips have a nominated Critical Incident base contact who has trip details and is ‘on call’ at all times.

7. Monitoring

As an employer, **Foremarke Hall Repton Preparatory School** ensures that there is monitoring of the visits and LotC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of Employer Guidance. There is a clear expectation that the monitoring function is a delegated task put in place by the EVC and principally carried out by trip leaders.

Refer to National Guidance document: [“Monitoring”](#)

8. Assessment of Leader Competence

Employer Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of the **Foremarke Hall Repton Preparatory School** policy that all leaders and assistants have been assessed as competent to undertake such responsibilities as they have been assigned in line with national guidance.

The EVC is responsible for assessing the competence of the trip leader. Factors to consider will be previous trip experience, knowledge of activities, knowledge of the group involved, awareness of the environment and distance from school, personal competence eg. First aid, minibus driving experience.

Adventurous Activities – see appendix A for list

Foremarke Hall Repton Preparatory School acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. Competences to lead outdoor activities should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. Where there are queries regarding the competencies/experience required, the EVC will contact outdoor professionals for advice. All centres and providers used by the school for the provision of adventure activities will hold a current AALS licence and it is the school’s responsibility and the trip leader’s responsibility to check that the centre has an appropriate, valid licence.

Other Areas

Staff competence in first aid, minibus driving, life-saving etc may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the risk assessment process.

Refer to National Guidance document: [“Assessment of Competence”](#)

9. Role-specific Requirements and Recommendations

Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within **Foremarke Hall Repton Preparatory School** management structures. These are:

[Governing Body \(Employers\)](#)
[Head](#)

[EVC](#)

Refer to individual National Guidance documents headed as above.

Employer 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. [Visitor Activity Leader](#)
5. [Assistant Visit leader](#)
6. [Volunteer Adult Helper](#)
7. [Parents](#)

Refer to individual National Guidance documents headed as above.

10. Charges for Off-site Activities and Visits

Foremarke Hall Repton Preparatory School has the following procedure for charging for visits:

- If the trip takes place in School time and required for the scheme of work then the parents are expected to meet the cost of the trip and transport for their child. Parents would receive advance notification of any costs involved which would then reflect in their end-of-term bill which is sent out by the Bursary. If for some reason, a parent does not wish for their child to participate in a given trip that appears on the school calendar then arrangements will be made to accommodate the child within school for the day (in reality this is a rare occurrence).
- If the trip is optional such as the ski trip, or the French trip or out of curriculum time then the cost of the trip is also passed on to parents.

Each proposal is judged on its merits by the EVC and the Headmaster/Bursar.

11. Vetting and DBS Checks- see also **Foremarke Hall Repton Preparatory School Safeguarding Policy**

Foremarke Hall Repton Preparatory School 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.

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

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 National Guidance document: [“*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.

EYFS ratios are not limited to the form room. Risk assessments are carried out for each educational visit to ensure that ratios are suitable for the venue and the nature of activities to be undertaken. For each visit, consideration is given as to whether standard ratios are sufficient for the visit and may be altered accordingly to ensure appropriate supervision for the visit and activities.

See link here: [“*Early Years Foundation Stage*”](#)

Refer to National Guidance document: [“*Ratios and Effective Supervision*”](#)

Refer to National Guidance document: [“*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. The EVC will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by **Foremarke Hall Repton Preparatory School** staff. A new hill walking day for example

Residential trips, 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](#)

[School travel forum](#)

National Governing Body centre approval schemes (applicable where the provision is a single, specialist activity).

Foremarke Hall Repton Preparatory School 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: National Guidance document [“*Preliminary Visits and provider Assurances*”](#)

14. Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement and **Foremarke Hall Repton Preparatory School** have arranged a policy that will respond and, if appropriate, indemnify against all claims for compensation for bodily injury suffered by any person with a contract of employment. This cover also extends to those persons who are acting in an authorised voluntary capacity as assistant supervisors. **Foremarke Hall Repton Preparatory School** also holds Public Liability insurance, which will indemnify the school 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, third party property where **Foremarke Hall Repton Preparatory School** are deemed to have been negligent. 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 if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which **Foremarke Hall Repton Preparatory School** may be considered responsible.

If the activity involving pupils is listed in Appendix A then the Bursar should be notified in advance as part of the trip-planning procedures, in order that the School insurers can receive notification of the intended trip.

The School also holds comprehensive travel insurance for staff and pupils. Details of the Policy are available to trip leaders and to parents on request. Additional insurance specific to the nature of the trip is taken out for individual pupils and staff where appropriate eg. Skiing

Refer to National Guidance document: ["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.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, 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 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 National Guidance document: ["Inclusion"](#)

16. Good practice requirements

To be deemed competent, a **Foremarke Hall Repton Preparatory School** Visit / Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognized good practice for that role*.

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

Employer Guidance sets a clear standard to which **Foremarke Hall Repton Preparatory School** 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 School 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 of 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 National Guidance document: [“Good Practice Basics”](#)

17. Medical

Medical details for students and staff taking part in trips are collected by the trip leader either through a specific medical consent form for residential trips, or by reference to the school database for day visits. The School’s surgery is also consulted for residential trips. Any specific student medical issues are to be included in the trip risk management planning.

It is a requirement that all trips should be accompanied by at least one member of staff with a first aid qualification and that for EYFS there must be a member of staff with a paediatric first aid qualification on any trip.

18. 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. All national and local regulatory requirements **must** be followed.

Minibuses

It is a requirement of **Foremarke Hall Repton Preparatory School** Policy that all staff must hold category D1 entitlement on their driving licence and the School should hold an up-to-date copy of the driving licence.

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. Wherever possible more than one member of staff should be present in the minibus and only in exceptional circumstances should a sole member of staff be present – taking a group of pupils to Repton for example would be deemed to be acceptable given the distance involved and the proximity of support should a problem occur. Read the document on minibus safety contained within the School’s H&S Policy & Procedures.

The Visit Leader should ensure that coaches and buses are hired from an approved company and are fitted with seatbelts which should be used whilst travelling to venues.

Also see National Guidance document: [“Transport in Minibuses”](#)

Transporting young people in private cars requires careful consideration. Staff cars should only be used to transport students in ‘unplanned’ or ‘emergency’ situations. For example, journeys to hospital, to prevent students being stranded at a particular venue etc.

Refer National Guidance document: [“Transport: General Considerations”](#)

19. Planning

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

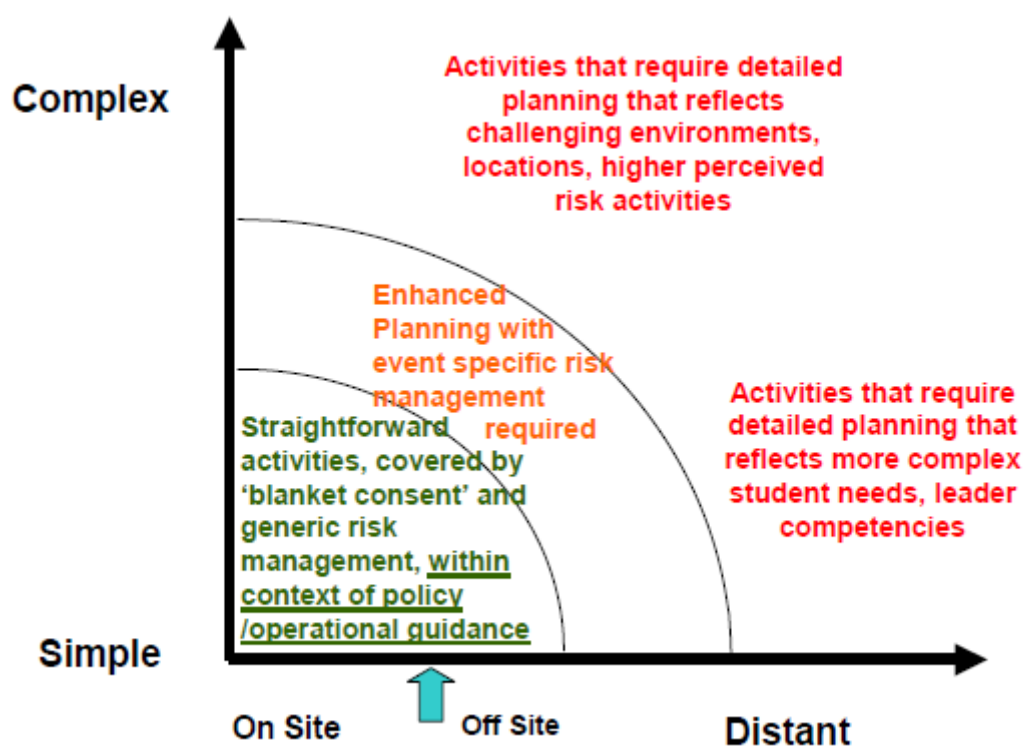
- The plan is based on **Foremarke Hall Repton Preparatory School** procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- 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 a brain storming 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 rigour, then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed 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.

This supports the move towards developing activity-specific policies at establishment level 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 National Guidance document: *“Planning Basics”*

Example **Foremarke Hall Repton Preparatory School** trips

Straightforward –Sporting fixtures, local theatre, local museum, Boarding Trip to local venue eg. cinema

Enhanced Planning – Geography fieldwork eg. Cranedale

Challenging Environments – OB Trips, French Trip

Complex student needs leader competencies – Water sports (outside providers), Ski Trip

20. Consent

In our current **Foremarke Hall Repton Preparatory School** parental contract, parents consent to the following:

- 1 **School Trips:** A variety of school trips will be provided for your child while a pupil here. The cost of school trips will be charged as an extra and added to the bill. **Parents' prior consent will be sought for a trip incurring significant additional costs.** School trips abroad or those in the United Kingdom involving an overnight stay will be the subject of a separate agreement with parents. The cost of the trip will be payable via the School bill. The Pupil is subject to School discipline in all respects whilst engaged in a School trip. All additional costs of special measures (such as medical costs, taxis, air fares, or professional advice) necessary to protect the Pupil's safety and welfare, or to respond to breaches of discipline, will be added to the bill.

- 2 *School Trips & Transport:* A suitable clause currently exists on the Acceptance Form

We consent to my/our child taking part in school trips which do not involve an overnight stay or travel abroad and I/we consent to my/our child being carried by public transport or school transport driven in a responsible manner by an adult who is suitably qualified and insured.

When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then additional formal consent is not necessary.

Almost all trips require communication with parents as specific information needs to be given on timings, equipment etc Example trip letters are available on the Common Drive from previous trips.

All residential trips and adventurous activities require specific parental consent.

21. The Value and Evaluation of LOtC

The Ofsted report "[Learning Outside the Classroom – How Far Should You Go?](#)" (October 2008) makes statements in the strongest terms to support the value of LOtC, including the fact that it raises achievement. Refer to National Guidance document: "[Ofsted and LOtC Summary](#)"

However, it also highlights the finding that *even where LOtC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigour* – i.e. in the way that classroom learning is evaluated – and a methodology to address this is provided within the National Guidance document:

5.1c "[Rigorous Evaluation of LOtC: Meeting Ofsted Expectations and Assuring Quality](#)".

Appendix A

Adventure Activities

Below is a list of 'Adventure Activities' as agreed by Local Authority outdoor education advisors.

Before our students take part in any of these we need to be sure that the relevant National Governing Body qualifications are held by the person/organisation running the activity or a technical advisor has provided a statement of competence.

- All activities in 'open country' such as D of E Expeditions.
- Swimming (all forms, excluding publicly life guarded pools)
- Camping where participants/leaders erect tents and/or self cater.
- 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
- Paintball
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Mountain biking
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coastering/coastal scrambling/sea level traversing
- Underground exploration (Except designated 'Show' caves)
- Shooting and archery
- Skiing, snowboarding, and related activities (including dry slope)
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- 'Extreme' sports (Parcours, Bungee, Zorbing, Mountain or ATB Boarding etc.)
- Other activities (e.g. initiative exercises) involving skills/risks inherent in any of the Above

Last Reviewed Summer 2016
Next Review Summer 2018