THE PERSE
SCHOOL
OUTDOOR EDUCATION
DEPARTMENT

HANDBOOK 2026-27

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Key Information

Key Contacts

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OUTDOOR EDUCATION DEPARTMENT

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THE PERSE SCHOOL
OUTDOOR EDUCATION DEPARTMENT

Departmental Structure

Director of Outdoor Education

Climbing & Commerical Team
- Climbing & Commercial Manager
- Climbing & Commercial Assistant Manager

Operations & Skills Team
- Operations & Skills Manager
- Operations & Skills Assistant Manager

Expeditions & Projects Team
- Expeditions & Projects Manager
- Expeditions & Projects Assistant Manager

Climbing Instruction Team
- Senior Climbing Instructor
- Climbing Instructor
- Climbing Instructor

General Instruction Team
- Targetsports Coordinator
- Equipment Coordinator
- Peak Series Coordinator
- Paddlesports Coordinator
- Instructor

Pupil Standards

Some of our activities involve elevated exposure to risk. We have high pupil standards which support pupil welfare and safety.

Values

All Outdoor Education Department members should demonstrate:

- Honesty and trustworthiness
- Integrity and resilience in the face of adversity
- Autonomy of action by making good use of their time
- Due consideration for personal safety and the safety of others
- Care for equipment and the environment
- Compassion and consideration for others

Expectations

- Pupils must uphold the Outdoor Education values
- Pupils must follow all staff instructions
- Pupils must attend sessions punctually
- Pupils may not use mobile phones or electronic devices in sessions or on camps, unless on transport to and from these activities
- Pupils must bring specified equipment to sessions e.g. waterproofs and headtorch and must wear designated uniform (PES groups only)
- Pupil leaders must attend sessions with a watch, small notebook and pen/pencil

Sanctions:

- Contravention of these expectations may lead to exclusion from activities where safety is compromised
- Community sanctions in lunchtime detention will be implemented where these expectations are not met

Educational Ethos

In Outdoor Education we embrace problem-based learning. This is an immersive educational ethos that puts students in the driving seat. Students are provided with foundational skills and then incrementally exposed to novel problems and encouraged to seek solutions. The aim is to develop well-rounded, determined and adaptable students, better prepared for the modern world.

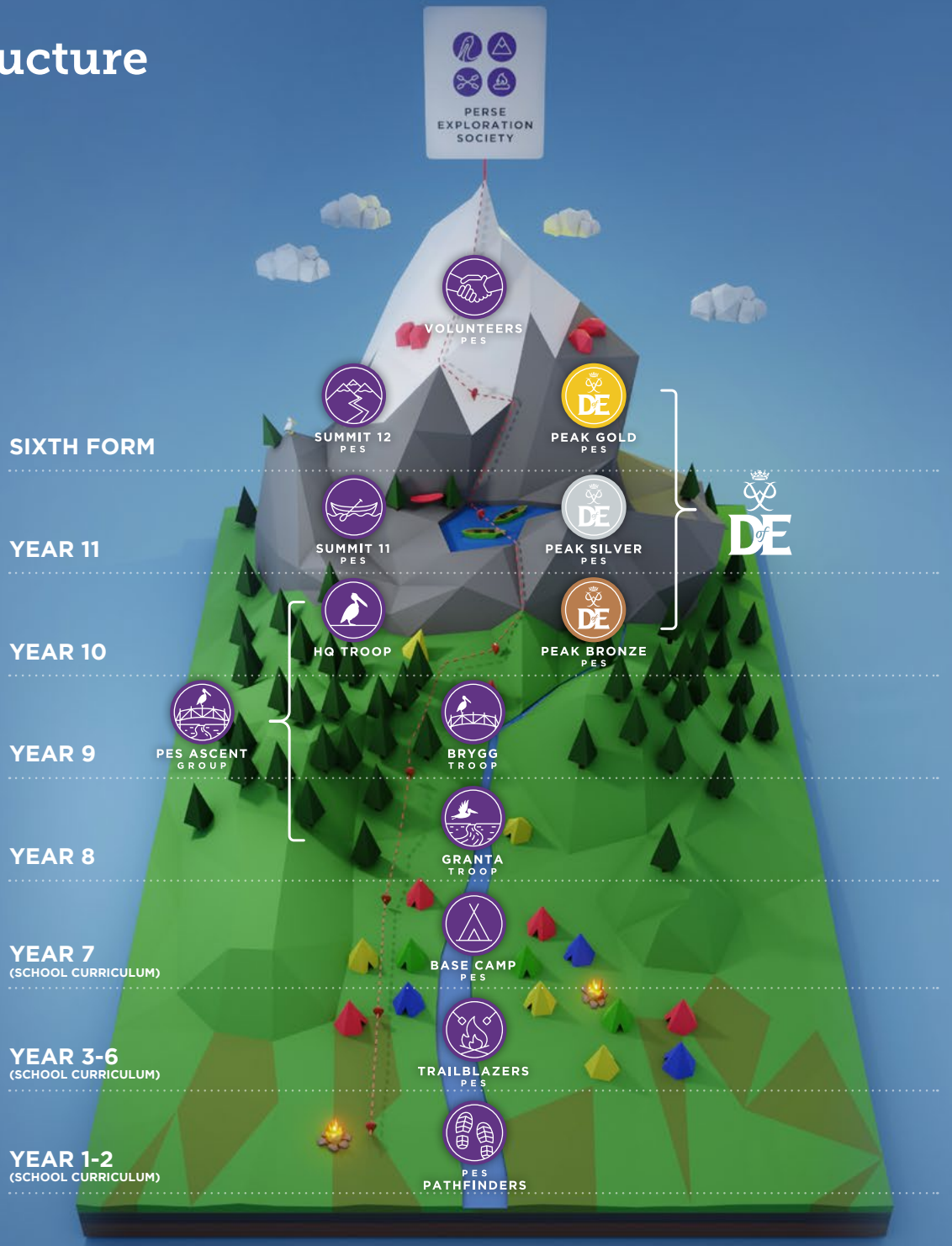
Our Approach

- Challenge students to demonstrate autonomy through deeper engagement and genuine responsibility.
- Promote a culture that embraces learning without fear of failure, whilst maintaining safe boundaries.
- Develop connections between skill acquisition and experience, by application in varied settings and novel scenarios.
- Encourage students to use teamwork and delegation to solve complex issues.

Benefits

- **Student leadership:** problem based learning encourages students to take a leading role and demonstrate initiative and responsibility. Students are faced with new challenges and provided the space to act creatively, developing skills that will benefit them into adulthood.
- **Motivated and Confident Students:** The reward of problem based learning is much greater than externally derived feedback or grading. Students earn the self-respect and satisfaction of knowing they've solved a problem, created an innovative solution, or overcome an obstacle. This creates self-confident and motivated learners.
- **Transferable skills:** The abilities students develop have wider benefits. They can be applied in all settings. Taking a leading role, exercising judgement and demonstrating time management are just a few examples. These skills have an impact on all elements of a student's learning.
- **Teamwork:** problem based learning encourages student collaboration. Peers are required to work together to come up with solutions. This approach challenges students to demonstrate collaboration, communication, compromise, and listening.
- **Deeper engagement:** through problem based learning students are discouraged from the passive consumption of information and encouraged to produce tangible outcomes. This puts students at the centre of learning. Students have to think critically and laterally to solve the challenges before them.

Department Structure



THE PERSE SCHOOL
OUTDOOR EDUCATION DEPARTMENT

PADDLESPORTS CLUB

ARCHERY CLUB

CLIMBING CLUB

PERSE RIFLE CLUB

WOODWORKING CLUB

BUSHCRAFT CLUB

PERSE CLIMBING ACADEMY

Department Structure

PERSE EXPLORATION SOCIETY

Group	Year	When	Trip Days	Venue	Activity Focus	Accreditation
	1,2	Curriculum	N/A	School	Climbing and Personal Skills	Internal
	3,4, 5,6	Physical Education Curriculum	N/A	School	Climbing and Life Skills	Internal
	7	Curriculum	2	Local	Campcraft and Life Skills	Internal
	8	Extra-curricular	4	Regional	Outdoor Multisport and Campcraft	Internal
	9	Extra-curricular	8	National	Peer Leadership, Outdoor Multisport and Bushcraft	Internal
	10	Extra-curricular	12	Regional/ National	Leadership and Management	Internal
	10	Extra-curricular	3	Regional	Hiking	DofE Award
	11	Enrichment curriculum	12	National/ International	Canoeing and Remote Bushcraft	Internal
	11	Extra-curricular	5	Regional	Canoeing	DofE Award
	12	Games Curriculum	12	National/ International	Winter Mountaineering and Cultural Immersion	Internal
	12	Extra-curricular	6	National	Trekking	DofE Award
	12,13	Extra-curricular	Various	Regional/ National	Mentoring	Internal

CLUBS YEARS 7-13

Group	When	Options	Trip Days	Venue	Activities	Accreditation
	Extra-curricular	N/A	N/A	School	Field Archery, Archery Tag	Archery GB
	Extra-curricular	Foundation, Development	3 Open/ White Water Canoe & Kayak	National	Canoeing, Paddleboarding, Kayaking	British Canoeing Awards
	Extra-curricular	N/A	N/A	School	Carving, Woodturning	Internal
	Extra-curricular	Informal (lunchtime), Foundation, Development	3 Mountaineering 4 Single Pitch Rock Climbing	National	Indoor and Outdoor Climbing, Mountaineering, Abseil	Mountain Training
	Extra-curricular	Informal, Foundation, Intermediate & Development	Competitions (invitational)	School	Smallbore Rifle, Pistol, Air Rifle & Shotgun	Home Office
	Extra-curricular	Informal (lunchtime)	N/A	School	Firelighting, backwoods cooking	Internal

PERSE CLIMBING ACADEMY YEARS 3-13

Group	When	Options	Trip Days	Venue	Activities	Accreditation
NICAS	After school and Weekends	NICAS Climbing and Bouldering 1-4, NICAS Wildclimbers	N/A	Perse Climbing Wall	Indoor Climbing	NICAS
Holiday Climbing	Easter and Summer and half term Holidays	Junior, Intermediate and Senior	N/A	Perse Climbing Wall	Indoor Climbing	Internal



Leadership

Outdoor Education Leadership Styles

In Outdoor Education we seek to nurture and develop the following 4 leadership styles. The deployment of these leadership styles will depend upon the age and experience of participants or the environment and activity to be undertaken.

Command Leadership

Command leadership is all about taking control. Commanding leaders are direct and clear, even in situations of uncertainty. Command leadership is important in high consequence situations but can be unpopular.

Mission Leadership

Mission leadership is inclusive and draws on the skills of your team. It requires leaders to have confidence in others. Mission leaders inspire others to take action towards a clear goal. The recipient has autonomy to act. It is most effective in complex environments where sub teams need to act in concert towards a common goal.

Mentor Leadership

Mentor leadership is a leadership style that puts the needs of others first. It emphasises creating positive relationships with those around you. The leaders focus must be on enabling others to reach their full potential. It requires focusing on understanding others and developing their abilities, whilst being an excellent role model.

Position Leadership

Position leadership is a leadership style that relies on reward. This leadership style clearly emphasises structure and hierarchy. The leader is identified by rank or title earned on merit. This leadership style is good for getting large groups to efficiently follow established processes and rewards those that demonstrate effort. It is an excellent way to clearly establish roles and structures on a large scale.

Traits of a Good Leader

1. Honesty

A good leader will be able to establish an honest connection with their peers. A relationship based on trust and reliability makes the team know that their leader is always there for them, which in turn inspires them to be there for their leader.

2. Ability To Delegate

Each person in a group will be able to bring something different to the table, and a good leader will work with each member's strengths and weaknesses in order to make sure that the best is being done.

3. Ability To Communicate

By clearly describing their idea to their team, the leader will be able to create a sense of ease and understanding with their peers. When every member of the team is striving towards a common goal, then there is nothing that cannot be accomplished.

4. Sense Of Humour

Negative situations will always arise, but a good leader will know how to diffuse them and help give their team peace of mind. A stress-free environment often garners the most results, and sometimes all that is necessary to help push your team forward is a healthy dose of humour in the face of difficulty.

5. Confidence

A good leader will show confidence in the face of challenges, and will inspire confidence in their team by reminding them that obstacles are just there to be overcome. The confident leader will keep their eye on the goal and will not allow anything deter them, or their team, from success.

6. Commitment

Some leaders may drive their teams to work hard, while others will constantly be at their sides, giving every task their one hundred percent. The latter is the type of leader that can expect to achieve more. Teams work better when they see that the one that they answer to is right by their side, sharing their struggles and triumphs.

7. Positive Attitude

Motivation is the key to success, and it can be hard to stay motivated in a negative environment. By keeping your team's spirits up, you will be able to motivate them to achieve more, and not let them be bothered by minor setbacks.

8. Creativity

Sometimes a difficult situation will arise that will require you to think outside of the box and help your team do the same. At such crucial movements, a good leader will be able to demonstrate a unique type of creativity that can help their team push through any situation.

9. Ability To Inspire

Inspiration can take many forms, but a capable leader will be able to demonstrate their ability to lead and inspire by motivating their team to share a vision.

10. Intuition

A good leader shows good judgement under pressure. Those 'gut instincts' are often correct and don't ignore them. If you feel uncomfortable about something – do something about it.

Advice for Young Leaders & Volunteers:

Pupils will look to you for guidance. Staff expect you to do your best. They want you to be successful, so you can expect their help as well. Try to be the most effective leader you can. Good leaders accept leadership roles because they want to make a difference. They focus on helping others succeed.

Do's and Don'ts

It is the policy of The Perse School to safeguard the welfare of all pupils by protecting them from neglect and from physical, sexual and emotional harm.

Code of Behaviour

DO	DON'T
• Put this code in to practice at all times • Everything you can to be an excellent role model • Treat everyone with respect • Treat all young people equally – show no favouritism • Avoid situations that could affect relationships within the group • Allow young people to talk about any concerns they have • Encourage others to talk freely about attitudes or behaviours they don't like • Steer clear of inappropriate attention seeking behaviour e.g. flirting, crushes, tantrums, etc. • Remember this code even at sensitive moments e.g. when responding to bullying, bereavement or abuse. • Remember this code when sending texts, emails, making phone calls and using the internet • Tell an adult where you are and what you are doing at all times • Remember someone else might misunderstand your behaviour, however well meant	• Trivialise abuse • Allow bullying even at the lowest level (unchallenged behaviour tends to escalate) • Engage in inappropriate behaviour or contact e.g. play fights, insults, obscene gestures • Get involved in physical contact games with young people, even if you are running them • Make threats or suggestive or offensive remarks to a young person, even in fun • Drink alcohol or smoke or do anything which contravenes the school rules • Let allegations, suspicions or concerns about abuse go unreported • Believe 'it'll never happen to me'

Raising Concerns

Reporting Concerns

If you have a concern at any point during training or sessions or on camps whether small or large you can raise them with any of the following people at any time:

1. Your patrol/ fire leader or member of your patrol/ group
2. Pupils leaders (Bears, Stags, Fire Leaders)
3. Pupil/ Adult volunteers
4. Teaching Staff
5. Outdoor Education Staff

Other opportunities for reporting concerns

On camps there are morning and evening surgeries where pupils can raise medical and pastoral concerns with the camp doctor. These surgeries occur at Flag Break and Flag Down.

Outside of Outdoor Education

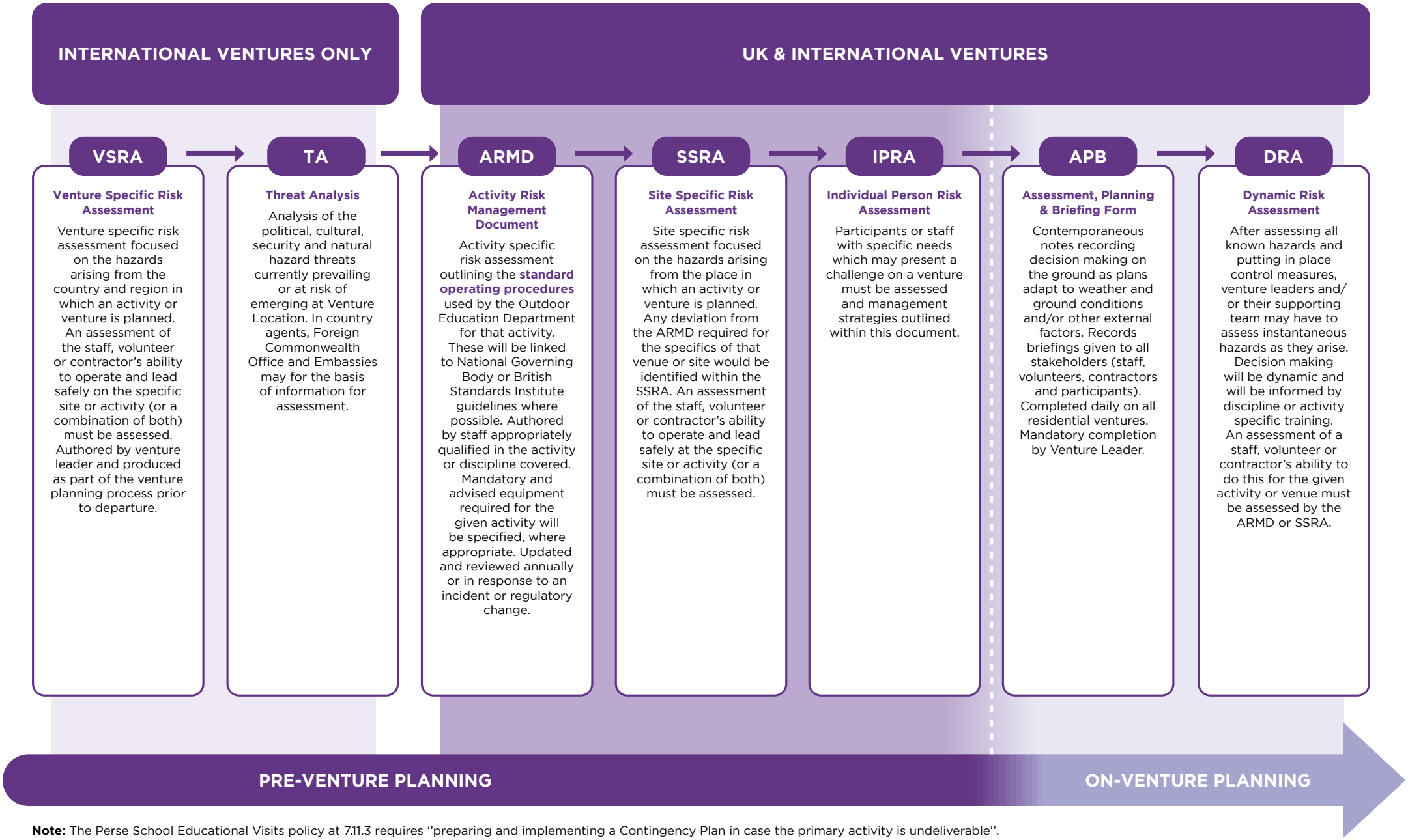
If you do not feel you are being listened to within the structure of Outdoor Education you can raise your concerns with your tutor or head of year and the wider pastoral support team.

REMEMBER: Raise any concerns you have straight away. Do not suffer in silence.



Risk Management

Risk Management Process



Note: The Perse School Educational Visits policy at 7.11.3 requires ''preparing and implementing a Contingency Plan in case the primary activity is undeliverable''. Outdoor Education Department staff implement APB and DRA to comply with this requirement.

PERSONNEL

Training and Qualifications

Where possible, **National Governing Body** qualifications will be used to determine instructional delivery of activities. Where this is not practicable, internal training and sign-off will be undertaken. For climbing and paddlesport internal training and sign-off will be conducted in consultation with suitably qualified **Technical Advisors**. All Outdoor Education full time staff will undertake external first aid training at least every 3 years. Training & Qualification expenses will be met by the school in line with the **OED External Training Support Policy**.

Continual Professional Development (CPD)

Where operational constraints allow, weekly intra-department CPD training in termtime will be undertaken. Training will reflect any changes to national governing body training, equipment updates/ recalls or industry best practice. CPD will be applicable to the qualifications and working practice of the instructor attending. Internal first aid training and updates will be undertaken annually. CPD will be recorded in the **OED Training Record**.

Observations

The Director of Outdoor Education, Operations Manager and Climbing Wall manager will conduct regular observations of all full time Outdoor Education staff. Observations will focus on three areas; operational delivery, venture leadership and instructional quality. Observations will be conducted at a minimum termly interval (3 observations per staff member per academic year). Observations are recorded on the departmental sharepoint and communicated to observed staff.

Staff Welfare and Safety

Outdoor Education provision frequently demands extended working hours, during antisocial hours in residential settings. The elevated risks involved in activities require staff to be well rested. Working hours are monitored an managed in line with **OED Leave Policy**. Due to the extended nature of hazardous work undertaken by Outdoor Education full time staff **enhanced PPE**, appropriate to qualifications and training, is provided in line with the **OED Equipment Policy**.

EQUIPMENT

Procurement

Procurement of activity equipment is informed by **National Governing Body** or **Technical Advisor** recommendations and industry best practice. Approval by the Director of Outdoor Education is required for all **Personal Protective Equipment (PPE)** procurement. PPE must meet regulatory requirements for manufacture and certification (e.g. EN, ISO or UKSA).

Maintenance and User Checks

Maintenance of all equipment will be conducted in line with manufacturer guidance. Where appropriate staff undertaking maintenance activities will receive specialised training. All maintenance of PPE equipment will be recorded in relevant inspection reports. Outdoor Education full time staff are trained to undertake **User Checks** of all equipment prior to use in activities. Any equipment found not to be fit for purpose will be quarantined and repaired or decommissioned.

Inspection and Inventory Checks

To ensure of accountability of equipment that present a hazard or are classed as PPE a structured system of inventory checks and inspections are undertaken. Inspections of equipment classed as PPE will be carried out by externally qualified **competent persons**. Inventory checks can be conducted by in house trained staff. All inspections and inventory checks are recorded on departmental sharepoint and conducted in accordance with the **OED Equipment Policy**.

Inventory Checks/ Inspection Intervals:

- Outdoor Climbing & Mountaineering Equipment - 6 months
- Indoor Climbing Equipment- 4 months (termly)
- Cutting Tools- Inventory (weekly) / Inspection 4 months (termly)
- Archery Equipment- Inventory (weekly) / Inspection 4 months (termly)
- First Aid Equipment- Inventory (weekly) / Inspection 4 months (termly)
- Paddlesports Equipment- 12 months
- Gas Equipment - 12 months

Vehicles & Trailers:

- 12 monthly servicing (+MOT as applicable)

REPORTING & REVIEW

Accident and Near Miss Reporting

Accident – An unplanned event that results in injury, illness, or damage to property.

Near Miss – An unplanned event that could have resulted in injury, illness, or damage but did not.

All above classed as 'Incident' requiring review.

Reporting conducted using school wide system for Accidents and Near Misses. Specific notification to Director of Outdoor Education will occur for all incidents related to Outdoor Education activities, triggering departmental review process. Additional review of incidents on termly basis at a school wide Health & Safety Committee meeting.

Review

All incidents relating to Outdoor Education will be reviewed by the Director of Outdoor Education. As appropriate, review will involve questioning of staff present at and pupils involved in incident. A practical run through of incident may also be undertaken to review sequence of events leading up to incidents. Training, procedures and equipment used during incident will be evaluated. Consultation with a qualified **Technical Advisor** will be sought if required.

Updated Practice

Review process will inform updated practice. Where training, procedures or equipment require changes a **Safety Notice** will be issued to all relevant instructors and risk management documents will be updated to reflect changes to **standard operating procedures**. Update training will also be provided to all relevant instructors and recorded in **OED Training Record**.

PROCEDURES

Workflows

To support consistent work practices, workflows are provided where malpractice could compromise safety. Workflows set out the steps to be undertaken, alongside relevant information such as sources and timescales. Examples of workflows include maintenance procedures for trailers and the preparation of pupil/ staff information prior to ventures. Workflows are available on departmental sharepoint.

Inductions

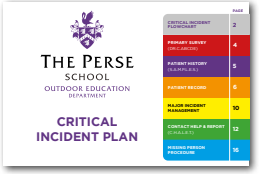
Induction procedures are provided where activities have specific work practices or present a high risk. Inductions cover key safety procedures, locations of emergency equipment and specific procedures relevant to the work environment or activity. Inductions are recorded either via physical forms or PowerApps. Specific inductions are available for staff and volunteers across a range of activities. Climbing inductions are available for independent commercial climbing.

Competency Schemes

Competency Schemes are provided where national governing bodies do not cover the delivery of a given activity. These are original schemes designed to provide graduated learning and assessment for undertaking high risk activities. The Cutting Tools Competency Scheme governs the use of all types of handheld cutting tools used by pupils, staff and volunteers.

Critical Incident Plan

In the event of an emergency staff, volunteers and senior pupils are trained to implement the Critical Incident Plan. Physical copies of the Critical Incident Plan are available in all staff/ volunteer first aid kits.



Assessment Planning and Briefing Form (APB)

Daily completion of this form is a mandatory responsibility of the Venture Leader on all Outdoor Education Department residential ventures.
Consider all the below in the context of the ability, skill and experience of both participants and staff.

Trip	
Venture Leader	
Date & Time	

ENVIRONMENTAL CONDITIONS
Record as appropriate: Temperature, windspeed & direction, precipitation, UV & pollen levels, avalanche risk, flood risk, daylight hours, natural hazards etc

ASSESS	**PLAN**
Hazards that pose a current or evolving risk (e.g. Environmental, Personnel & Resource hazards)	Control measures to mitigate or avoid assessed hazards

Meeting Attendees	

BRIEF Participants & Staff Make sure everyone knows their role and what to do.

Category	**Notes**
Planned Activity & Timings	
Hazards & Control Measures	
Personal/Group Equipment	
Transport & Communications	
Supervision/Remit/RVs	
Food/Hydration/Hygiene/ Waste	
Medical/Pastoral/Dietary need	
Reserve/Escape options	

Assessment Planning And Briefing Form (APB)

Advisory- Beauforts Windscale

Consider wind direction, shelter, and exposure to wind. Assess the impact of evolving weather fronts on rapidly changing/ isolated high wind speeds or localised phenomena e.g. Föhn, Anabatic/ Katabatic winds, Sea breeze

Wind				Water		Land
Beaufort wind scale	Mean wind speed			Open Water descriptive terms	Paddle UK Remits	Mountaineering Scotland Advice
	Knots	Metres/sec	Miles/hr			
0	0	0	0	Calm (glassy). No impact.	PSI/ PL No more than 200m offshore	Negligible impact
1	2	1	1-3	Calm (rippled). Negligible impact.		
2	5	3	4-7	Smooth (wavelets). May require some additional work against or across wind.		
3	9	5	8-12	Regular small waves with the occasional whitecap. Will require sections of good paddling to maintain course. Venue should be considered regarding wind fetch.		
4	13	7	13-18	Regular waves with bigger troughs. Regular whitecaps. Increasingly difficult with sections of challenging paddling. Venue should be considered to minimise/ avoid impact of wind. Group skill should be considered. Rafting should be considered.	MWL No more than 500m offshore	
5	19	10	19-24	Regular larger waves which will likely affect stability. Larger troughs and whitecaps/ spray present. Challenging paddling. Venue, group size/ ability, tactics and other factors should be considered before committing to the water.	AWL	Unlikely to affect your balance, but be aware that wind chill will be a factor. A temperature of 0 degrees will be equivalent to -10 degrees. Add a windproof outer layer. Secure map and compass. Goggles will be very useful in winter conditions.
6	24	12	22-27	Very rough water. Large waves with large troughs, whitecaps and spray. Challenging paddling for experienced paddlers. Unsuitable for paddlesport unless completely sheltered by shoreline topography. If committing to the water, mitigations should be in place for any change in wind direction or general weather.		
7	30	15	28-33	Extremely rough water. In most, if not all scenarios, paddling on open water should be avoided.		Starts to affect the balance of a fit/strong adult. You may find that your foot does not quite land where you had planned it to. May be wise to avoid exposed ridge lines, rough underfoot terrain and keep away from exposed edges. Risk of frost nip on exposed flesh if the temp is below zero.
8	37	19	34-40	Gale force winds and water state. Unsuitable for paddlesport.		
9	44	23	41-47			Walking will be arduous. You will need to brace/lean into wind, and energy output will be significantly increased. Risk of being blown off balance/sideways. Navigation will be challenging: get your back to the wind and down on one knee to ensure a stable platform to read your map, then put your map safely away in a pocket.
10	52	27	48-55			Walking will be VERY challenging and exhausting. Keep a wide stance, perhaps linking in arms with a weaker member of the party. Move between gusts and brace yourself when a gust arrives. Get off the hill by the easiest and safest route staying well away from ridge crests and corrie rims.

Sources: MET office, Mountaineering Scotland, PaddleUK



Department Policies

Behaviour Policy

All members of Outdoor Education are expected to follow the Perse School Code of Conduct and School Rules. Above all students should act with honesty, trustworthiness and respect for others. Common sense should be used at all times and an atmosphere of co-operation is required to make activities and camps run smoothly. Below are listed behaviours deemed unacceptable.

Serious Breaches of Conduct

- Persistent and deliberate refusal to follow staff instructions or accept the authority of staff and the school
- Abusive behaviour to teaching and non-teaching staff
- Persistent lying
- Continued undermining of authority or individuals
- Serious acts of abuse or bullying on grounds of race, sex, disability, gender, religion, sexuality or age
- Inappropriate levels of intimacy between pupils
- Dangerous behaviour likely to endanger yourself or others
- Misuse of equipment both personal and group (to include appropriate use of sharp implements)
- Misuse of alcohol and narcotics
- Disrespect to landowners and the countryside

Camp Rules

Below are listed the appropriate and expected behaviours of pupils around camp. This list is not exhaustive and pupils should demonstrate common sense and sound reasoning at all times.

- Leave no trace
- Girls and Boys may not be in the same tent
- No mobile phones and loud speakers.
- Be respectful of others, public/ common space and keep noise levels down.
- You are responsible for your kit administration (personal and group)
- Remember you are representing the School. Your behaviour will inform people's views of The Perse.

Overnight Accommodation Guidance for Pupils

- Sleep is important to be able to enjoy the full range of activities on offer – you will be given some time to settle down after which we expect you to respect others' need for sleep.
- Girls and Boys are accommodated separately and must not enter each other's residential spaces or other single-sex spaces.
- Pupils should demonstrate respect for one another and maintain personal space. Pupils must not engage in any behaviour which could be interpreted as sexual
- Pupils should not engage in non-consensual activity or cause others to witness activities likely to cause distress or discomfort.
- Pupils remain under remote supervision and should be respectful of the need for staff to be well rested. Disruptions overnight may lead to changes to activity delivery, on the grounds of safety e.g. driving, higher risk activity.

Sanctions

- Staff will seek to address breaches of the behaviour policy in a timely fashion, within the practical constraints of ventures/training activities
- An educative approach will be taken wherever possible, in the form of dialogue and discussion, affording pupils the opportunity to learn and develop
- Where safety is at risk, immediate action will be taken by staff
- Minor infractions will usually result in a community sanction (outdoor education lunchtime detention), a which pupils give back to the group they have impacted by assisting in support functions such as equipment maintenance or cleaning.
- Significant infractions can lead to more severe sanctions outlined below.

Contravention of any of these rules may lead to the senior leader excluding the pupil(s) concerned from any or all of the adventurous activities. In extreme cases pupils will be sent home and this will be done at the parent's/ carer's expense.

Pupil & Staff Camp Accommodation and Facilities Policy

Pupil residential accommodation

- All pupils must be accommodated separately according to sex (male and female separately)
- Sanitation facilities should be provided separately according to sex (male and female separately). Where this is not possible single occupancy facilities may be used for both sexes.
- Sanitation facilities for staff should be separate from those of pupils. Where this is not possible single occupancy facilities may be used for both staff and pupils.
- Where possible, pupil accommodation and sanitation facilities should be separated by section (Lower, Middle School and Sixth Form)
- Disposal facilities for hygiene waste must be provided

Staff residential accommodation

- All school leavers, volunteers and contractors over 18 years are included in term 'staff' within this policy
- All staff should be accommodated separately according to sex (male and female separately). Where this is not possible consent for combined accommodation must be sort from all staff present.
- Sanitation facilities for staff should be separate from those of pupils. Where this is not possible single occupancy facilities may be used for both staff and pupils.
- Disposal facilities for hygiene waste must be provided

Individual needs

- Where concerns are raised regarding a staff/pupil's individual needs support will be facilitated on a case by case basis in consultation with the pupil / staff member and the school pastoral team.

Cutting Tools Policy

The Perse Outdoor Education Cutting Tools Policy is designed as a common sense policy to prevent injury and maintain accountability for the use of cutting tools in all activities run within the department. Responsibility for enacting the regulations outlined in this policy lies with suitably qualified person as defined below.

Legal Framework

It is illegal to:

- sell a knife of any kind (including cutlery and kitchen knives) to anyone under 18 years of age
- carry a knife in public without good reason - unless it's a knife with a folding blade 3 inches long (7.62 cm) or less, e.g. a Swiss Army knife
- carry, buy or sell any type of banned knife (the list of banned knives can be found at www.gov.uk)
- use any knife in a threatening way (even a legal knife, such as a Swiss Army knife)

Lock knives are not classed as folding knives and are illegal to carry in public without good reason. Lock knives:

- have blades that can be locked and refolded only by pressing a button
- can include multi-tool knives - tools that also contain other devices such as a screwdriver or can opener

Definition of Terms

- **Cutting Tool-** Any bladed tool designed for cutting, splitting or otherwise separating or piercing material. This includes, though not limited to, all types of knife, saw, axe, carving implement, shear or lopper commonly used in outdoor, gardening and cooking activities. This term does not include scissors.
- **Personal Cutting Tool-** A cutting tool, as defined above, that is not the sole property of The Perse School.
- **Training Sessions-** Any Perse organised activity on or off site which runs within the school day and/or forms part of the enrichment or extra-curricular programme, excluding expeditions/ventures.
- **Expeditions/Ventures-** Any Perse organised trip away from any one of the Pelican, Prep or Upper school sites.
- **Stock Equipment-** Perse owned cutting tools, stored as per the safe storage and distribution guidelines.
- **Qualified Person-** any person over the age of 21 years old who has completed and passed the white (cutting tools leader) and/or black (cutting tools instructor) assessment. The remit of the qualified person is defined by the award level held in line with the CTCS.
- **Direct Supervision-** in the context of activities using cutting tools direct supervision is supervision by a qualified person. The qualified person must be within visual and verbal range. Supervision ratios are at the discretion of the qualified person depending on the remit of the qualified person, cutting tools being used and the age or experience of the participant.
- **Remote Supervision-** in the context of activities using cutting tools remote supervision is supervision by a qualified person. The qualified person must be within a suitable response range (time and/or distance) relevant to the cutting tools being used and age or experience of the participant. A reliable and appropriate means of communication must be agreed between the supervisor and participant*. Supervision ratios are at the discretion of the qualified person depending on the remit of the qualified person, cutting tools being used and the age or experience of the participant.
- **School Day-** The school day is defined as 8.30am to 4pm (or until the end of any extra-curricular club or society). Personal Cutting Tools must be taken directly to the Outdoor Education centre.

*In a venture setting, the venture leader should explicitly state the overarching conditions for remote supervision and all qualified persons must adhere to these conditions.

Cutting Tools Policy

Safe Storage Guidelines:

- All cutting tools must be stored safely and accounted for after activities are undertaken
- All personal cutting tools bought in by pupils for an after-school venture must be submitted to a qualified person at the Outdoor Education Centre prior to the start of the school day

Outdoor Education Cutting Tool Framework:

Pupils in Year 6 and below must always be directly supervised when using cutting tools.

Pupils in Years 7 to Upper Sixth may use personal cutting tools as per the Cutting Tools Competency Scheme in accordance with the framework below:

- Pupils are not allowed to bring personal cutting tools into school for training sessions.
- Pupils undertaking activities involving cutting tools may use stock equipment following the safe storage guidelines.
- Pupils may also use appropriate personal cutting tools provided by a qualified person both on the school site and on ventures following the safe storage guidelines.
- Personal cutting tools may be bought on ventures if the relevant competency is reached as per the Cutting Tools Competency Scheme.
- Pupils may not store personal cutting tools or stock equipment in residential spaces. Appropriate storage for cutting tools will be provided by the school.

Supervision:

At all levels a student may gain skills in any cutting tool as long as they are directly supervised by a qualified person.

Access the CTCS online platform on your own device here



Sanctions:

If actions by an individual threaten the safety of themselves or others, immediate removal of cutting tools is permitted by anyone.

All pupils are encouraged to report concerning behaviour involving cutting tools.

The sanctions below increase in severity. Decisions on implementation order are at the complete discretion of the qualified person:

Verbal warning

If an individual is acting unsafely with a cutting tool, advice on safe practice should be provided.

Removal of a cutting tool or suspension of CTCS level (wrist band removal)

If an individual continues to act unsafely removal of a cutting tool or suspension of a CTCS level (wrist band) should be considered by a qualified person.

Demotion of a CTCS level (wrist band removal)

If there is persistent misuse of cutting tools, demotion of a CTCS level (and removal of wrist band) may be considered. Such actions may only be conducted by a qualified person and must be reported to the Director of Outdoor Education.

School Sanctions (removal from activities, camp, detention, suspension, expulsion)

Such actions may only be carried out by school teaching and support staff. All concerns by any other individuals must be reported to the venture or activity leader.

Cutting Tools Competency Scheme

LEVEL	WHO	PERSONAL TOOLS (1 OF EACH)	REMIT	KNOW	SKILLS	MAKE
N/A		N/A	Cutting tools must only be used directly supervised			
Level 1 - Red band	Y7+	N/A	Knives may be used remotely supervised. All other cutting tools to be used under direct supervision.	The Cutting tool guidelines and how to follow them Different types of knives and the parts of them How to identify a faulty knife How to set up a suitable cutting area About knots and grain in wood	Whittling Knife battening Treating a small bleed Using different cutting tools in the kitchen How to pass a knife	Sharpen a stick Cut a round vegetable
Level 2 - Orange band	Y8+	Fixed/locking blade knife (max 5" blade) & multi-tools. No non-locking blades	Knives and saws may be used remotely supervised. All other cutting tools to be used under direct supervision.	**All of red** How to sharpen a knife Types of saws and the parts of them Appropriate times to use different types of saw grip	Power cut Thumb assisted power cut Scissor cut How to treat a medium severity bleed Set up a bow saw Cross grip and proximal grip when sawing	Feather stick Peg
Level 3 - Green band	Y9+	Fixed/locking blade knife (max 5" Blade) & multi-tools. Only locking blades	Knives, Saws and Axes for battening may be used remotely supervised. All other cutting tools to be used under direct supervision.	**All of orange and red** What hypovolemic shock is, symptoms and how to treat Different types of carving tools Types and parts of axes	Tandem axe battening How to treat a major bleed	Batten Spatula
Leader - White band pupil	Y11+	Fixed/locking blade knife (max 5" blade) & multi-tools. No non-locking blades Wood carving tools including carving axes <30cm Folding saw <30cm blade length	Knives, Saws and Axes for battening may be used remotely supervised. All other cutting tools to be used under direct supervision. Instruction of Level 1-3 may be conducted under direct supervision of Cutting Tools Instructor	**All of red, orange and green**	Observe and teach level 1,2,3 sessions	Spoon or 4 identical pegs Mallet
Leader - White band staff	Staff or over 21	Fixed/locking blade knife (max 5" blade) & multi-tools. No non-locking blades Wood carving tools including carving axes <30cm Folding saw <30cm blade length	Knives, saws and axes may be used unsupervised. Instruction of Level 1-3 may be conducted under supervision of Cutting Tools Instructor	**All of red, orange and green**	Observe and teach level 1,2,3 sessions	Spoon or 4 identical pegs Mallet
Intructor - Black band	Staff	Free choice	All cutting tools may be used unsupervised. May supervise all levels using all cutting tools. May provide training and assessment at all levels up to Cutting Tools Leader			

*Cutting tools must be designed for utility. Those designed for any other purpose e.g. assault, concealment etc will be removed at the discretion of the supervising adult

Personal Equipment & Dress Code Policy

Personal Equipment

- The Outdoor Education Department will provide all safety equipment required for activities undertaken.
- The Outdoor Education Department does not provide personal outdoor equipment such as sleeping bags, roll mats, ruck sacks, walking boots and personal clothing. It is the responsibility of the individual to ensure that they have everything on the kit list and that it is fit for purpose
- Mandatory kit checks will be run prior to all Outdoor Education Ventures.
- Outdoor Education Staff strive to ensure that all equipment required is affordable. We do have a small range of spare equipment and will endeavour to ensure any shortfalls in personal equipment are resolved.
- Serious omissions of equipment may lead to the removal of an individual(s) from a venture or activity. No refund will be available in this situation.

Kit Check Statement:

- All participants are required to undergo an equipment check prior to departure on any trip
- Equipment checks may be carried out by any member of school staff
- Participants will only be asked to show items of equipment pertinent to the safe carrying out of the activity or trip
- On some occasions a fully packed bag is required for a kit check prior to a trip. This is done to ensure that all items of personal and group kit can be carried within the bag provided.
- Kit checks are an essential step for ensuring the safe undertaking of trips and activities. As such they are compulsory and non-negotiable.

Personal Equipment & Dress Code Policy

Student Luggage Searches

Trip Leaders (school staff) have the right to search a student's baggage without consent under the Perse School 'Policy on searching and the retention and disposal of confiscated items' whilst on a venture or preparing for a venture. The aim of this policy is outlined in subsection 2.1 of the policy:

Safety and Welfare: The central aim of this policy is to enable the School to carry out its duties to safeguard and promote the welfare of children by ensuring that dangerous, illegal or disruptive items are removed from pupils and disposed of safely and lawfully.

Perse Exploration Society Dress Code

- All members of the Perse Exploration Societies are to attend training sessions and expeditions/ ventures dressed in black PES polo tops. These should be tucked in and clean. Unless stated otherwise sturdy footwear (trainers as minimum), outdoor trousers (no jeans) and a waterproof jacket/ warm layer should be bought to each training session. A head torch may be required in the winter months or during late evening/ night time training.
- Outdoor Education members failing to attend in correct dress will be prevented from taking part in activities and in extreme cases removal from the Perse Exploration Society will be considered.

Digital Devices Policy

Trips – Years 7 - 11

Pupils may bring their mobile phone on UK trips. These will be collected in by staff on trip departure and stored securely in a dust and waterproof 'Peli Systems' hardcase. Smart watches and music players are not permitted. Pupils may not bring their mobile phones on international trips.

Weekly Sessions - Years 7 - 11

If a session finishes before 5.45pm – pupils should not be in possession of their phone. Phones should be left in lockers and picked up after the session. If a session finishes later than 5.45pm – pupils may bring phones to the session, however these must be handed in to staff upon arrival. The above points apply to both onsite and offsite sessions. Phones will be stored in a dust and waterproof 'Peli Systems' hardcase. When offsite, these will be stored in a secure location. Where sessions are offsite and there is no secure location for mobile phones to be stored – a common-sense policy of 'switched off, not seen, not used' will be implemented. Within Ascent Group sessions – Year 10 leaders may adhere to the same policy as Sixth Form pupils. Smart watches and music players are not permitted.

Trips – Sixth Form

Pupils may bring their mobile phone on UK trips. These will be collected in by staff on departure and stored securely in a dust and waterproof 'Peli Systems' hardcase. Smart watches and music players are not permitted. Pupils may bring their mobile phones on international trips. These will be collected in by staff on arrival to the trip venue and stored securely. Phone use will be at the discretion of the Venture Leader.

Weekly Sessions - Sixth Form

Sixth form pupils may bring mobile phones to weekly sessions in line with a 'switched off, not seen, not used' policy. Smart watches and music players are not permitted.

Exceptions

Pupils who require a phone on their person as part of a school medical care plan may keep access to their phone. This phone may only be used for those medical purposes. Pupils with specific communication needs during a session or trip may request to keep their phone/ gain access to their phone for those needs. This must be discussed and agreed with staff prior to the session/ trip and only be used for the discussed purpose. Staff may direct pupils to use mobile phones in specific scenarios, such as for emergency communication (e.g hiking), or administrative purposes (e.g. immigration forms). Fitness watches with no 'smart' functionality/ sim card are permitted. Sessions finishing later than 5.45pm in the school climbing wall may be subject to the 'switched off, not seen, not used' policy (i.e phone in bag). This is at staff discretion.

Sanctions

Any contravention of the above rules will be dealt with via school sanctions. This may be an Outdoor Education community sanction, a Friday detention, or a Heads detention depending on circumstance. This may be escalated to further school sanctions if more severe, for example, repeated incidences, or lying about phone possession on a session or trip. On these occasions the pupil's phone will also be confiscated until the end of the session/ trip.



Department Procedures

On Camp Procedures

Pupil Camp Area Inspection Procedure

Pupil Group:
Date & Time
Inspector

Each of the six areas below is to be graded on the 0-5 scale below. No half-scores are permitted.

A 3 grade is the expected median grade, with a 5 grade being genuinely outstanding.

The questions in each area are only a guide, and the latter questions in each area are pitched at the pupils getting 4 or 5.

- **5** Outstanding – exceptionally well above the expected standard
- **4** Excellent – a very good standard for a strong patrol
- **3** Good – comfortably met all the expectations we'd have of a patrol
- **2** Satisfactory – met most of the expectations, but not quite there
- **1** Poor – below the expected standard
- **0** Very poor – well below the expected standard

Area	Score	How could pupils improve in this area?
Site Is the site tidy and free of litter? If appropriate are the camp boundaries in good order? Are there functioning additions to the site (gadgets, trenching, wind shields etc.)?		
Tent Pitching Are the tents securely pitched? Are the tents situated intelligently? Are the pegs neatly aligned? Has the tent been adjusted for the prevailing conditions?		
Camping Equipment Are all the tent bags, mallets and spare pegs securely stowed? Is the gas stove/ fire box safe? Is all the group equipment in good order? Have any defects been reported to the group leadership?		
Catering Equipment Is all the washing up done? Is all the food hygienically stored in an ordered fashion? Are bins closed and off the floor?		
Hygiene Are all group members clean? Is there evidence of washing of hands, cleaning of teeth, changing of clothes? Has the washing up been done well?		
Tent Interior Is it clear that the pupils are taking off their footwear inside the tent? Is the inside of the tent clean? Is everyone's property clearly in bags or neatly ordered?		

Food Grading Procedure

Food and its production for staff is a big event for pupils. They put in a huge amount of effort and the grade they get for it, which contributes to camp prizes, are competitively fought for. It is important that we are positive but honest in our grading of food. Though you do not need to share your intended grades with pupils at meal times, feedback on what went well and improvements are to be encouraged. If there is more than one volunteer, staff member or pupil leader present try to discuss the final grade with all of them before submitting it to your group leadership team. Standards are high overall so do not grade too generously unless the food is exceptional.

Category	Description	Grading
Quantity	This category concerns the amount of food given to all people present at the meal. Higher grades may not awarded where staff/volunteers are given more than everyone else. Be aware where pupils are issued ingredients which may limit what they can produce.	0: did not use all ingredients 1: not enough/ adequate use of ingredients but poorly distributed 2: just right
Quality	This category is the most subjective. Be aware that standards are high. A score of 9 would be restaurant quality food and 1 would be inedible. An average meal would satisfy a score of 3-6 and a good meal would achieve a 6-8 score.	1 low- 9 high
Presentation	This category concerns the way in which the dining arrangements have been made and the food has been plated up. Be considerate of the efforts put into setting up the dining area with decorations or additional comforts.	0: no additional table decoration, poor plating up of food 1: some additional table decoration, food neatly plated 2: exceptional additional table decoration, food artistically plated
Hospitality	This category concerns engagement of all people present at the meal not just staff. Hospitality towards just staff and volunteers does not justify a higher score.	0: poor conversation and engagement, inappropriate conversation 1: stilted conversation and engagement, some people left out 2: good conversation and engagement, all people involved 3: engaging conversation, additional activities and genuine participation by all
Timing	All meals are given a deadline. Score as accurately as possible. Where you as the guest are late or not available for collection mark on the basis of when the meal was ready.	0: exceptionally late 1: 5-15 minutes late 2: 0-5 minutes of deadline
Hygiene	This category looks at the cleanliness of the cooking area, dining area, cutlery and crockery. Consider the provision of hand washing facilities. No handwashing facitlity would be graded 0, cold water or no soap would qualify for a score of 1 and hot water with soap a score of 2	0: no provision for hygiene 1: adequate provision for hygiene 2: excellent provision for hygiene
Total out of 20		

Signals: Radio and Whistles

Whistle Signals

— • • •	Full Troop/ Group fall in
— • •	Patrol leader/ Fire Leader
— •	Food Quartermaster
— —	Runner

PES Ascent Group specific signals

• • • —	Bear
• • —	Bear PL
• —	Bear FQM

Radio Protocol

Letter	Key Phrase
A	Alpha
B	Bravo
C	Charlie
D	Delta
E	Echo
F	Foxtrot
G	Golf
H	Hotel
I	India
J	Juliet
K	Kilo
L	Lima
M	Mike
N	November
O	Oscar
P	Papa
Q	Quebec
R	Romeo
S	Sierra
T	Tango
U	Uniform
V	Victor
W	Whiskey
X	X-ray
Y	Yankee
Z	Zulu

Morse Code

Letter	Code
A	• —
B	— • • •
C	— • — •
D	— • •
E	•
F	• • — •
G	— — •
H	• • • •
I	• •
J	• — — —
K	— • —
L	• — • •
M	— —
N	— •
O	— — —
P	• — — •
Q	— — • —
R	• — •
S	• • •
T	—
U	• • —
V	• • • —
W	• — —
X	— • • —
Y	— • — —
Z	— — • •



Department Procedures

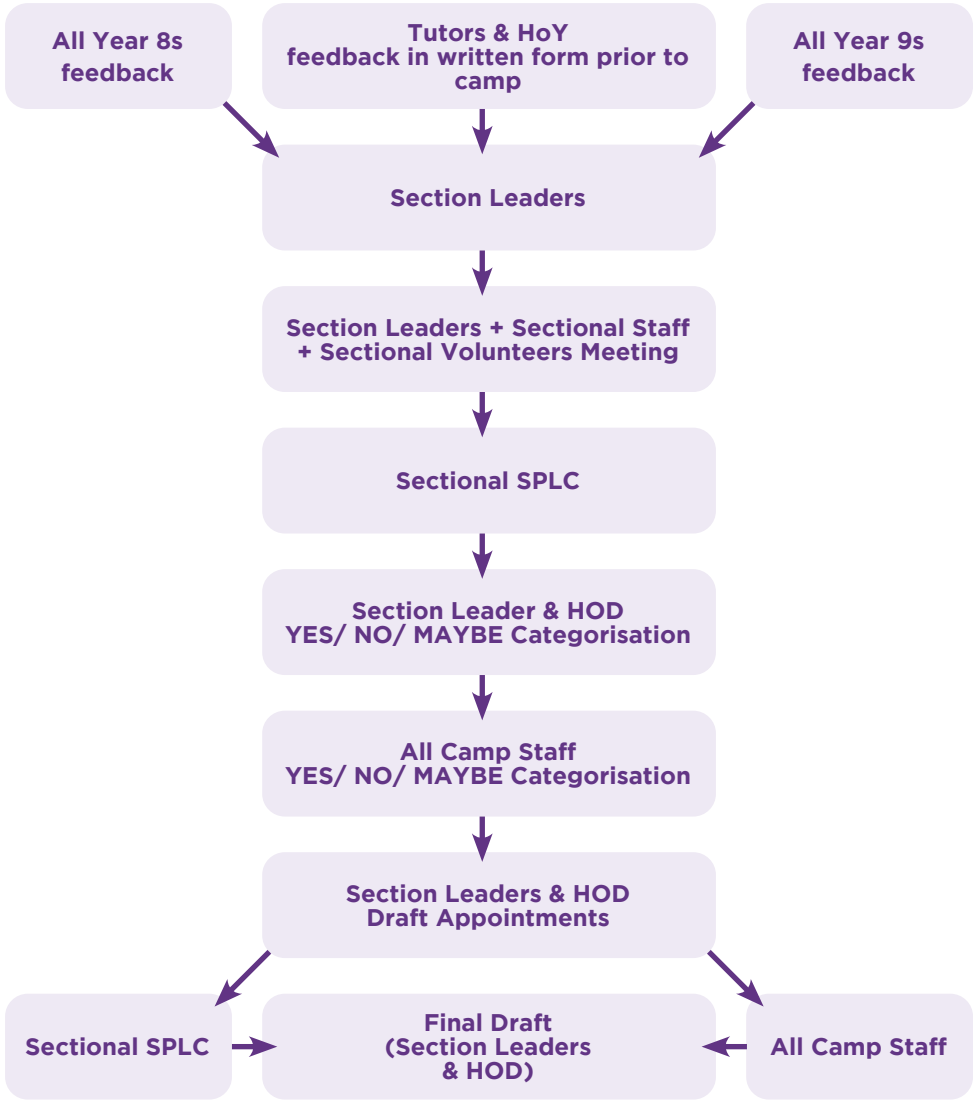
Structural Procedures

PES Ascent Group Appointments Procedure

Appointment to leadership positions in Year 9 and 10 within PES Ascent Group is an important step for many pupils. The impact of being appointed/ not appointed on the pastoral needs of pupils must be borne in mind. The below flow chart is a guide to ensure that as wide a range of opinion and evidence is gathered before appointments are made.

All appointments are the responsibility of the Ascent Series Coordinator who will be assisted by Section Leaders.

Appointments may not be appealed, however explanation may be given on request.



All Other Groups Appointments Procedure

All appointments to leadership positions are important to the pupils involved. Decisions must take into consideration a wide range of factors including skill, experience and personal attributes. In all cases evidence on each applicant should be sought from all available sources within the school community to ensure an informed decision is made.

An applicant's pastoral needs and level of commitment to other areas of the school must also be considered to ensure the interests of the applicant are met where possible.

Appointments may not be appealed, however explanation may be given on request.

Fire/ Team Leaders

- All Fire/Team Leaders are appointed by application only.
- Pupils who do not put themselves forward will not be considered for a role. Staff/ volunteers may encourage pupils to make an application.
- All pupils must be given an opportunity to put themselves forward for a given position (usually at the beginning of a new academic year). However if a pupil joins after the application deadline passes this point does not apply.
- The staff member in charge of the group should take advice and feedback from the wider Outdoor Education team, teaching and support staff, volunteers and advice from HoY and Tutors to assist in appointing Fire/Team Leaders.
- No form of popular vote is allowed
- Appointments must be communicated to the whole group, not just the appointees, at the same time

Pupil Volunteers

- All pupil volunteer positions are appointed by application only
- Pupils in Year 11-13 only are eligible to apply
- Applications for pupil volunteer positions must be made directly to the Outdoor Education Operations Manager
- Applicants for the pupil volunteer positions may express a group preference on application.
- The Outdoor Education Operations Manager will consider all applicants for pupil volunteer positions against the needs of each Outdoor Education group and the experience, skills and personal attributes of the applicant
- Advice and feedback will be sought from the wider Outdoor Education team, teaching and support staff, volunteers and the HoY and Tutors
- No form of popular vote is allowed
- Appointments must be communicated to all applicants, not just the appointees, at the same time
- Volunteer placements are available with Trailblazers, PES Base Camp, Urban Uprising and PES Ascent Group. PES Ascent Group volunteer placements are strictly limited to 5 per section (inclusive of HQ).

Group/Patrol/Fire Formation Procedure

Group formation can be both a source of great enjoyment for pupils but also great anxiety. Entering into groups where pupils may have to work with people they do not know or have previously had negative interactions with can be challenging. Staff and volunteers need to recognise these challenges and be compassionate towards pupil concerns. The below procedure should be followed. The advice of the Director of Outdoor Education and/or school pastoral team should be sought where concerns arise.

Year 6-10

- Groups will be formed without consultation with pupils.
- Information will be gathered from the relevant pastoral staff (HoY, Tutors, Safeguarding team) to try to best manage pupil needs.
- Group formation is the responsibility of the lead staff member in conjunction with the wider Outdoor Education team, teaching and support staff and volunteers associated with that group.
- No form of popular vote is allowed.
- Groups must be communicated to all pupils at the same time.
- Alterations will be considered on a case-by-case basis.
- The focus in this age group is for all pupils to work with others they may not have met before and to form cohesive teams by getting to know one another.
- Alterations on the basis of friendship will not, in isolation, be considered a valid reason unless necessitated by pastoral need.

Year 11-13

- Groups will be formed in limited consultation with pupils.
- Pupils will be afforded the opportunity to submit a grouping request with up to 2 other pupils. Wherever possible this group of 2-3 pupils will be maintained when forming patrols, fires or teams.
- Pupil grouping requests may be contested by the school on the basis of behavioural management or pupil safeguarding. Where this is necessary the lead staff member must communicate this clearly to the pupils involved.
- Information will be gathered from the relevant pastoral staff (HoY, Tutors, Safeguarding team) to try to best manage pupil needs.
- Group formation is the responsibility of the lead staff member in conjunction with the wider Outdoor Education team, teaching and support staff and volunteers associated with that group.
- No form of popular vote is allowed.
- Groups must be communicated to all pupils at the same time.
- Alterations will be considered on a case-by-case basis
- Alterations on the basis of friendship will not, in isolation, be considered a valid reason unless necessitated by pastoral need.

Climbing Wall- Pupil Use Procedure

ALL DECISIONS ARE AT THE PROFESSIONAL DISCRETION OF THE SUPERVISING INSTRUCTOR. DECISIONS ARE FINAL.
NON-COMPLIANCE WILL LEAD TO EXCLUSION FROM ACTIVITIES.

All year groups:

Clothing

No hoodies, jewellery or watches

Tie back long hair

Bouldering

No harnesses

Keep matts clear

Stay behind the red line when others are climbing

Auto Belay Climbing

Check-in visually with an instructor every time you connect to an Auto Belay, before you start climbing

Bottom Rope Climbing

Check-in visually with an instructor every time you tie-in and connect a belay device, before you start climbing

Belayers must be tailed by an instructor, unless belay assessed

Ensure you complete buddy checks before climbing (knot, connectors & belay device)

Year 10+ only

Independent Belaying

Independent belaying may be undertaken by experienced belayers. Assisted braking devices only.

Lead Climbing

Additional parental consent is required for lead climbing

The lead rope must be pre-clipped at the 3rd clip before commencing lead climbing

Lead Belayers must be tailed by an instructor at all times