

OFFSITE & ADVENTUROUS ACTIVITIES GUIDANCE

These guidelines on offsite and adventurous activities should be used in conjunction with National Guidance for offsite activities at: <http://oeapng.info/> (produced by the Outdoor Education Advisers Panel and endorsed by the HSE and other national bodies), together with other resources on the LA's visit notification and approval system, EVOLVE at: <http://www.brightonandhovevisits.org.uk/>

Offsite and adventurous activities provide memorable and challenging experiences for young people, opportunities to develop self-confidence, independence and responsibility and constitute a key part of curriculum delivery, enriching learning and enhancing school engagement.

A dedicated section for adventurous activities has been added to help schools identify reputable activity providers, and where delivering in-house, the minimum leader qualifications required. Some local providers are referenced to indicate what schools can expect in terms of delivery.

Covid-19 control and prevention is not referred to specifically in this guidance since the situation is an evolving one and any guidance may quickly go out of date. However, a Covid-19 checklist is included at the end of this document for quick reference as it is essential that Covid-19 risks are factored into schools' risk assessment with the required controls. Covid-19 related updates from both the DfE and LA will always be communicated directly to EVCs and published on EVOLVE.

Acronyms used: OEA (Outdoor Education Adviser), LA (Local Authority) and BHCC (Brighton & Hove City Council), DfE (Department for Education) and VLT (Visit Leadership Team).

Further support is available from:

Paula Greening Outdoor Education Adviser, Outdoor Education & PE Support Service
Tel: 01273 293642, mob: 07823362859, email: paula.greening@brighton-hove.gov.uk

Simon Lackner Consultant (Schools), Health, Safety & Wellbeing Team
Tel: 01273 290534, email: simon.lackner@brighton-hove.gov.uk

Alison Pitts Lead consultant (Schools), Health, Safety & Wellbeing Team
Tel: 01273 292608, email: alison.pitts@brighton-hove.gov.uk

New to 13th edition (changes in blue throughout this document)

Public Liability minimum (2.3)

Child protection and DBS (3.2, 3.3)

Emergency contact (5.3)

Model Emergency Plan (5.4)

Visit Leader's role (5.5)

Terrorist attacks (5.5)

Visit Leader Action Card (5.6)

First Contact Form (5.7)

Pupils with medical conditions (6.1)

Coaches (6.31)

Transport by school staff (6.34)

Insurance (6.4)

Section 7 Adventurous Activities

ALA regulation (7.1)

Overseas expeditions (7.3)

Overseas visits (7.4)

Residential (7.6)

Land-based adventurous activities (7.7)

Water-based adventurous activities (7.8)

DofE training day notifications (8.2)

DofE qualifications & scope (8.4)

OFFSITE & ADVENTUROUS ACTIVITIES GUIDANCE

INDEX

Section 1 – APPROVAL PROCEDURES	6
1.1. Approval procedure for UK, non-adventurous day visits	6
1.2. Approval procedure for residential, overseas and adventurous visits	7
1.3. Approval of onsite adventurous activities	7
1.4. Approval of PE fixtures	8
1.5. Risk assessment	9
1.6. Record keeping timescales	10
1.7. Offsite visit flowchart	11
1.8. Adventurous and non-adventurous activities listing	12
Section 2 - CHOOSING A PROVIDER	13
2.1. Provider or facility?	13
2.2. Provider checks	13
2.3. Obtaining assurance from a provider	13
2.4. Provider contracts	14
2.5. Using tour operators and travel agents verses self-organised visits	14
2.6. Pre-visits	14
2.7. DofE and Approved Activity providers	14
Section 3 - CHILD PROTECTION & SAFEGUARDING	15
3.1. Duty of Care	15
3.2. Child Protection Procedures	15
3.3. DBS checks for volunteers	15
3.4. Registration with the online service	16
3.5. Equal opportunities	16
3.6. LGBT pupils	17
3.7. Photography	17
Section 4 – SUPERVISION & STAFFING RATIOS	18
4.1. Appointment of the Visit Leader	18

OFFSITE & ADVENTUROUS ACTIVITIES GUIDANCE

4.2	Minimum recommended supervision ratios	18
4.3	The SAGED approach	19
4.4	Gender & residential	19
4.5	Use of third-party providers & duty of care	20
4.6	Parent helpers and supervising adults	20
4.7	Activities where participants are not under direct supervision or remotely supervised	20
4.8	Recreation time	21
4.9	SEND pupils	21
4.10	Good practice in supervision	22
Section 5 – EMERGENCY PROCEDURES		23
5.1	Incident or near miss reporting procedures	23
5.2	The establishment's role	23
5.3	Developing your own Emergency Plan	24
5.4	Model Emergency Plan for establishments	26
5.5	The Visit Leader's role	29
5.6	Visit Leader Emergency Action Card	31
5.7	First Contact Form	33
Section 6 – GENERAL INFORMATION		35
6.1	First aid	35
6.2	Clothing	36
6.3	Transport	36
6.4	Insurance	38
6.5	Mobile phones	39
6.6	Consent and e-consent	39
6.7	Waivers	40
6.8	Charging & Remissions	40
Section 7 – ADVENTUROUS ACTIVITIES		41
7.1	AALA regulation	41

OFFSITE & ADVENTUROUS ACTIVITIES GUIDANCE

7.2	Overseas adventurous activities and BS8848	41
7.3	Overseas expeditions	41
7.4	Overseas visits	42
7.5	Exchange visits	43
7.6	Residentials	43
7.7	- LAND BASED ADVENTUROUS ACTIVITIES	43
	Airborne activities	43
	Archery	44
	Bouldering (indoor)	44
	Boxing	44
	Camping	44
	Climbing or abseiling on artificial structures	44
	Cycling – on and off road	44
	Expeditions – see <i>Section 8</i>	
	Farm visits	45
	Forest School & bushcraft	45
	Go karting	45
	High ropes	45
	Horse riding & pony trekking	46
	Ice skating	46
	Martial Arts	46
	Orienteering (in open country)	46
	Paintballing	46
	Quad biking	46
	Rock climbing (single pitch)	47
	Roller blading, skating and skateboarding	47
	Skiing (including dry slope and tobogganing)	47
	Trampolining	47
	Tree climbing	48
	Trekking/hiking/rambling	48
	Wild Beach	48
7.8	- WATER (AND WATER MARGIN) BASED ACTIVITIES	48
	Boating	49
	Coasteering	49
	Canoeing and kayaking	49
	Fishing	49
	Pond dipping	49
	Powerboating	49
	Rock pooling	50
	Rowing	50
	Sailing	50
	Scuba diving & snorkelling	50
	Stand up paddle boarding	50
	Swimming	51
	Surfing	51
	Water skiing	51
	Windsurfing	51

OFFSITE & ADVENTUROUS ACTIVITIES GUIDANCE

Section 8 – DUKE OF EDINGBURGH’S AWARD	52
8.1 Expedition notification	52
8.2 Bronze training day notification	52
8.3 Use of AAPs	52
8.4 Qualifications & scope	52
8.5 Expedition roles	54
8.6 Training of participants	54
8.7 Pre-expedition checks	55
8.8 Staffing ratios	55
8.9 Indoor accommodation option for Bronze	55
8.10 Mobile phone policy	56
8.11 Knife policy	56
Covid-19 checklist	57

EVOLVE resources referenced in this guidance at: <http://www.brightonandhovevisits.org.uk>.

To access, click on the pink Resources tab – pink document icon – and relevant *sub-tab* shown below:

Document reference	Sub tab location
Car seat and seat belt clarification	Best Practice Documents
Easing the (financial) squeeze on school visits	Poverty Proofing
External Provider Form	General Forms
Local provider listing	Local Provider Listing
Making the most of what’s on your doorstep	Toolkits
Offsite checklist	Offsite Checklists
On Brighton Beach	Toolkits
One off consent form	General Forms
Outdoor curriculum weblinks and lesson plans	Curriculum Support
Overseas checklist & threat assessment	Offsite Checklists
Parent transport declaration	General Forms
Pre-visit checklist	Offsite Checklists
Risk assessments (various)	Risk Assessments
Road safety when walking with children	Best Practice Documents
Sixth formers on unsupervised visits checklist	Offsite Checklists
Swimming Health & Safety Guidance	PE Guidance
Visit evaluation questions	Offsite Checklists

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 1 – APPROVAL PROCEDURES

Visits that are residential, overseas or involve an adventurous activity or hazardous environment, must be approved by the Educational Visits Coordinator (EVC), Headteacher and the LA (through the Outdoor Education Adviser). Non-residential and non-adventurous UK based trips only require approval from the EVC and Headteacher. Approval is required regardless of whether the activity takes place inside or outside of normal school hours.

In approving visits, the Headteacher and EVC should ensure that this guidance has been followed and that the Visit Leader is sufficiently competent. Brighton & Hove City Council (BHCC) expects the EVC, Headteacher and Governing Body (where applicable) to exercise appropriate professional judgement when approving visits, and to seek advice from the Local Authority (LA) where required.

Split-site working and work experience do not fall under offsite activity but still require a similar level of planning as for any offsite visit.

Establishments should use these guidelines in conjunction with National Guidance for offsite visits at: <http://oeapng.info/> to generate their own offsite visits policy.

1.1 Approval procedure for UK, NON-ADVENTUROUS DAY VISITS

For UK, non-adventurous day visits (i.e. not overseas, residential or involving adventurous activities and/or hazardous environments), BHCC delegates all aspects of approval for these visits to the EVC and Headteacher. This delegation is conditional upon compliance with LA guidance, and appropriate induction, training and assessment of the Visit Leader's competence. Note: parental consent is only required where a visit is *not* curriculum based and/or falls outside of school hours.

The following procedure should take place for these types of visits:

- i. The Visit Leader proposes the visit to the Headteacher/Governing Body for initial approval.
- ii. The EVC provides guidance and support to the Visit Leader on planning the trip.
- iii. The Visit Leader risk assesses all aspects of the trip to prioritise, plan effectively and identify any areas of concern.
- iv. Once the visit has been planned and risk assessed, approval is requested from the EVC prior to being requested from the Headteacher.
- v. It's recommended that all UK, non-adventurous day visits that go beyond the Brighton & Hove boundary are added to EVOLVE at: <http://www.brightonandhovevisits.org.uk> by the Visit Leader. This enables the LA to support schools more effectively by being able to immediately locate school groups in an emergency and monitor the types and levels of offsite visits taking place to direct resources as efficiently as possible. The EVC can issue log-ins to Visit Leaders for EVOLVE.
- vi. The establishment must keep a complete record of any visits *not* added to EVOLVE for record keeping purposes (see *Section 1.6*).

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 1 – APPROVAL PROCEDURES

Timescales

UK, non-adventurous day visits should be approved at least a week in advance. Procedures should also factor in Governing Body consultation and approval, where required.

1.2 Approval procedure for RESIDENTIAL, OVERSEAS AND ADVENTUROUS VISITS

Where visits are overseas, residential and involving adventurous activities and/or hazardous environments such as water margins, approval from the LA (through the Outdoor Education Adviser) is required, in addition to the EVC and Headteacher. *Section 1.8* provides the full list of activities requiring LA approval. Visit details should be submitted via EVOLVE at:

<http://www.brightonandhovevisits.org.uk>. Parental consent and where applicable, up to date medical information, must be sought (see *Section 6.6* for details).

The following procedure should take place for these types of visits:

- i. The Visit Leader proposes the visit to the Headteacher/Governing Body for initial approval.
- ii. The EVC provides guidance and support to the Visit Leader about planning the trip.
- iii. The Visit Leader risk assesses all aspects of the trip to prioritise and plan effectively and identify any areas of concern.
- iv. Once the trip has been planned and risk assessed, the Visit Leader logs on to EVOLVE to complete an online visit form as early as possible before the visit.
- v. Any member of staff intending to lead an adventurous activity must be specifically approved by the OEA to do so by an online Activity Leader's Form (ALF) being completed on EVOLVE.
- vi. The online visit form must be approved by the EVC and Headteacher via EVOLVE, before submission to the LA.
- vii. Following submission of the online visit form, the OEA will review it and either approve the visit, request additional information or return the visit form to the EVC with reasons given.
- viii. Prior to the visit taking place, the EVC must check the approval status of the visit form on EVOLVE. **Residential, overseas and adventurous visits must NOT take place without LA approval.**

Timescales

A minimum of **4 weeks' notice is required for all UK residential and adventurous visits and 4 months' notice for overseas visits** where they have not received LA approval previously. This gives the LA enough time for any changes or additions to be made and for any monies paid to be recovered if the visit is not approved by the LA.

Where the notice period is less than 4 weeks, the LA cannot guarantee to approve the trip in time. Where this is the case, in the event of an injury or fatality, the school may be held entirely liable in any subsequent action brought for negligence and will have to justify why the trip went ahead without LA approval. Insurance cover could be affected if LA approval has not been given.

1.3 Approval of ONSITE ADVENTUROUS ACTIVITIES

Many schools are now running adventurous activities on the school grounds – saving time, money and effort and allowing for greater flexibility and spontaneity. To ensure these activities* meet the

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 1 – APPROVAL PROCEDURES

same levels of health & safety applied to those carried out offsite, LA approval is required. This should be sought via EVOLVE, selecting 'Onsite', in addition to 'Adventurous activity...' when prompted in the initial classification screen.

Example onsite activities requiring LA approval (whether staff or external provider led) include: archery, abseiling, camping, non-permanent climbing walls (managed by an external provider) and Forest School activities.

*where onsite activities have already been subject to Health & Safety checks or no longer meet the definition of 'adventurous' because of being onsite e.g. pond dipping, cycling, permanent climbing walls, LA approval is NOT required.

1.4 **Approval of PE fixtures** - see also PE, School Sports and Physical Activity Health & Safety guidance on EVOLVE for more details

PE fixtures should be planned in the same way as non-adventurous day visits and must be approved by the EVC and Headteacher. Sports tours, which include overnight stops, are classed as residential and therefore also require approval from the LA.

(i) **Seeking approval**

Approval for most PE fixtures can be obtained through a 'series' approval, whereby the establishment's PE coordinator submits one approval request to the EVC/Headteacher to cover the range of fixtures planned. Providing the range of activities is clearly listed and the recommended LA procedures for offsite visits applied, approval can be given for the fixtures to go ahead. This reduces documentation and enable a standard process to be adopted.

(ii) **Supervising and driving**

Where possible, it's recommended that a minibus is used to transport pupils to a PE fixture. However, it's recognised that most schools have to rely on the goodwill of staff and parent volunteers to provide transport to a sporting fixture through private cars. Where this is the case, the process that needs to be followed varies according to whether departure for the fixture takes place within or outside of school hours (see below):

Transport to a PE fixture within school hours

Where private vehicles are used within school hours, the conditions apply as set out in *Section 6.34 Private Cars* to ensure the school fulfils its duty of care.

Transport to a PE fixture outside school hours

Outside of school hours, parents/carers should make their own car sharing arrangements to transport pupils to a fixture location, without any involvement from the school.

(iii) **Supervision in minibuses**

It is recommended that minibus drivers do not act as supervisors so the driver is free to focus on driving. However, for local PE fixtures, it may be appropriate for the Headteacher to agree a list of nearby schools where it is considered safe for one adult to take responsibility for driving and supervising. Under such circumstances, the Headteacher should ensure there is a documented procedure in place to enable someone to get to the group's location quickly in the event of an incident. Additional help can also be sought from a DBS checked parent

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 1 – APPROVAL PROCEDURES

volunteer who is able to fulfil the supervisory requirements of the role or the member of staff can consider sharing supervision with another school attending the fixture (with arrangements made ahead of the event). As with all offsite activities, a member of school staff should have an appropriate first aid qualification such as Emergency First Aid at Work (EFAAW).

1.5 Risk assessment

The legal perspective

It's a legal requirement to carry out a formal risk assessment for any offsite activity to identify the significant risks. This should be carried out in small groups and include at least one trained risk assessor and someone who is experienced in the activity. Risk assessments will be required when seeking approval at both establishment and LA level. A blank risk assessment form can be found on EVOLVE and on BEEM.

What should be risk assessed?

The risk assessment process should consider all aspects of the visit the school is responsible for, including:

- Checking the provider and the venue
- Travel to and from the venue
- Any activities led by school staff
- Supervision of the participants
- Recreational or unstructured time
- Complex behavioural or medical needs of individuals.

The participants and their needs should always be considered as this will change on a visit-by-visit basis. Where external providers and venues are used, establishments should undertake a pre-visit (see *Section 2.6*) and/or request information from them to help inform their own risk assessment.

Dynamic risk assessment

Ongoing dynamic risk assessment should be carried out throughout the visit. Pupils should also be encouraged to become involved in the risk assessment process.

Model, generic and past risk assessments

For activities or visits that are run by an establishment on a regular basis or have aspects that are similar on several visits, e.g. minibus use, the school may use a tailored LA model risk assessment or produce their own generic risk assessment. When using model, generic or past risk assessments, the needs of the pupils, the environment and the location should always be considered to ensure that the assessments are still valid.

If, at any stage you identify an activity or part of an activity that presents an unacceptable risk, it must not go ahead, even if the overall rating is reasonable.

Low Risk

A low risk activity is one in which the possibility and nature of an accident are not substantially different to those encountered in everyday experience.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 1 – APPROVAL PROCEDURES

Medium Risk

A medium risk activity is one in which the hazards encountered are outside the group's experience but by adopting principles of safe practice, should bring them down to an acceptable level.

High Risk

A high-risk activity is one in which the hazards encountered are well beyond the everyday experience of the group. The repercussions of an accident could lead to serious consequences.

Reviews

Risk assessments should be reviewed annually as a minimum and after a visit to incorporate any new learning before subsequent visits take place.

If you have any queries or concerns relating to the risk assessment process, please contact either the OEA or a member of the Health, Safety & Wellbeing team. Further information on risk assessments can also be found on the Health, Safety & Wellbeing resource section on BEEM.

1.6 Record keeping timescales

(i) General documentation

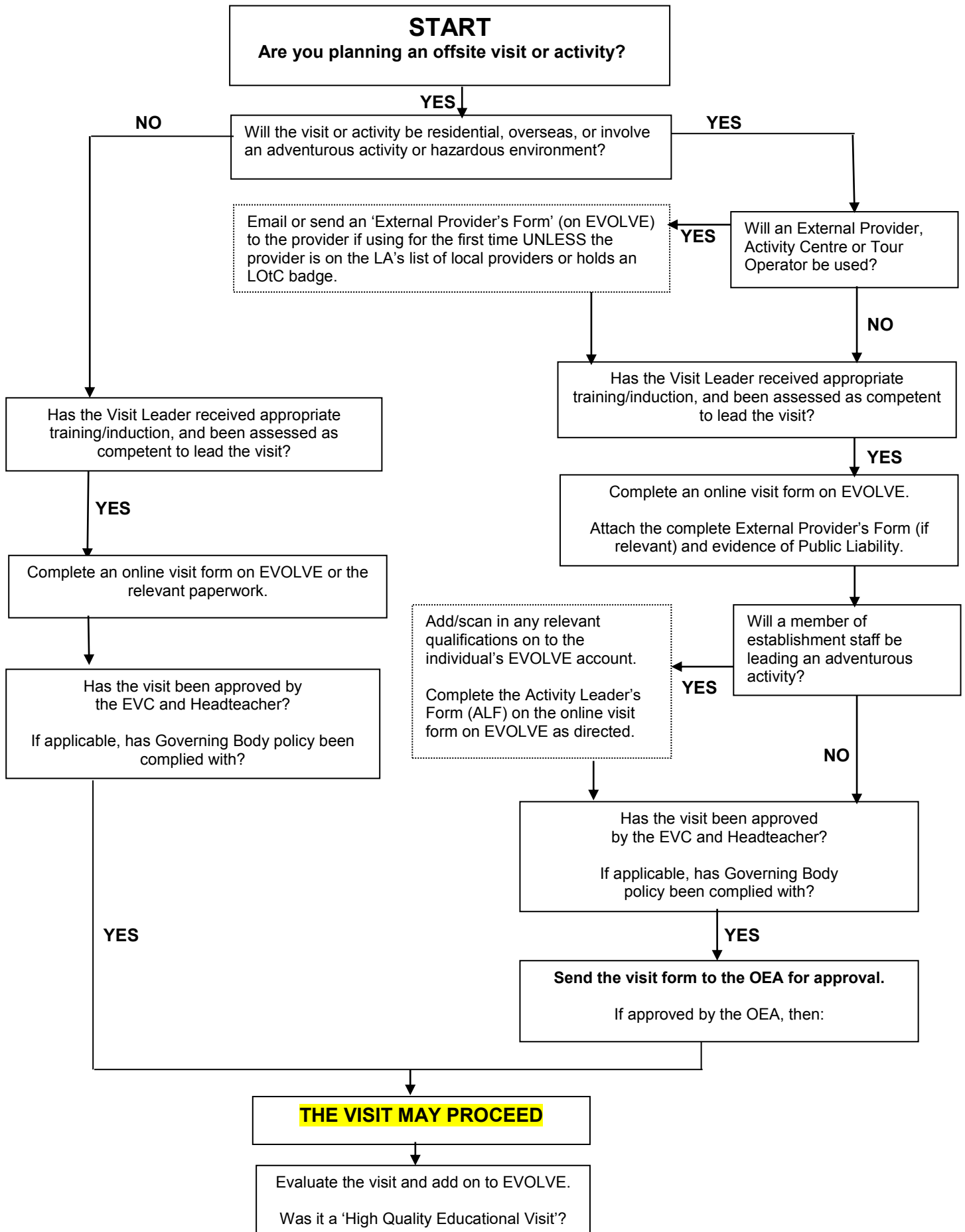
Schools should retain all documentation needed for the approval of adventurous and non-adventurous offsite visits for up to 14 years after the visit date for primary schools, and up to 10 years for secondary schools, regardless of whether a major incident has occurred. If EVOLVE is used for recording all visits a school undertakes, this information will automatically be held online, but if not, all paperwork must be retained in line with GDPR requirements.

(ii) Parental permission slips

Where there has been a major incident e.g. a child has had to be taken away for medical treatment, the parental permission slip must be retained for 25 years from the date of birth of the pupil(s) involved. Otherwise, parental permission slips should be retained for six months following conclusion of the trip.

OFFSITE & ADVENTUROUS ACTIVITIES SECTION 1 – APPROVAL PROCEDURES

1.7 OFFSITE VISITS APPROVAL FLOWCHART



OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 1 – APPROVAL PROCEDURES

Adventurous activities and hazardous environments requiring LA approval	Examples of non-adventurous activities where approval stops with the Headteacher
Land-based activities	
Airborne activities e.g. ballooning	Beach games
Archery	Beach visits (non-water based or paddling only)
Bouldering (indoor)	Bowling
Boxing	Library visit
Camping	Laserzone
Climbing or abseiling on artificial structures	Restaurant visits
Cycling – on and off road	Museum visits
Expeditions	Music workshops
Farm visits	Park visits
Forest School & bushcraft	Places of historical interest
Go karting	Science fair visit
High ropes (including zip wire)	Ten pin bowling
Horse-riding & pony trekking	Theatre visit
Ice skating	Theme parks
Low ropes & assault courses	University and college visits
Martial arts	
Orienteering (in open county)	
Paintballing	
Quad biking	
Rock climbing (single pitch)	
Roller blading, skating and skateboarding	
Skiing (including dry slope and tobogganing)	
Trampolining	
Tree climbing	
Trekking/hiking/rambling	
Wild beach	
Water-based activities	
Boating	
Coasteering	
Canoeing & kayaking	
Fishing	
Pond dipping	
Powerboating	
Rock pooling	
Rowing	
Sailing	
Scuba diving & snorkelling	
Stand up paddle boarding	
Swimming	
Surfing	
Water skiing	
Windsurfing	
<p>PLUS All residential & overseas visits. All visits involving a hazardous environment. All ONSITE activities involving any of the above excluding cycling and permanent features or equipment such as ponds and climbing walls.</p>	

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 2 – PROVIDER CHECKS

When planning an offsite visit, establishments should thoroughly research the suitability of the venue or provider and check that facilities and third-party provision will meet a group's needs and expectations.

2.1 Provider or facility?

A provider is any third-party person or organisation contracted to organise and/or deliver all or part of a visit or activity, and/or supervise participants.

A facility is a publicly accessible venue or resource that will form part of a visit but where the establishment will remain in charge and deliver any activities. These include public transport providers, museums and galleries, theme parks and theatres. It isn't necessary to look for accreditation, risk assessments or evidence of Public Liability cover from facilities that are open to the public and where no arrangements are made for them to provide activities, instruction, teaching or supervision. However, you still need to satisfy yourself of their suitability and request any school-related risk assessments and other relevant information to inform your own risk assessments.

2.2 Provider checks

When choosing a provider, you should consider:

- Whether the programme will be tailored to fulfil learning outcomes
- Provision for special needs
- Whether there is a clear understanding about responsibility for supervision
- The respective roles of provider staff and your staff
- The flexibility of the programme to meet changing circumstances
- To what extent the provider will be involved in the evaluation of the learning objectives.

Establishments have a duty of care to ensure that any provider they use meets acceptable standards. The best way to do this is to take advantage of nationally accredited provider assurance schemes, such as the [Learning Outside the Classroom \(LOtC\) Quality Badge](#) or for specific adventurous activities, the Adventure Activities Licensing Authority (AALA) licence – see *Section 7.1* for details.

2.3 Obtaining assurance from a provider

Establishments should ask providers for the following except where they have an LOtC badge or are on BHCC local provider listing*:

- (i) Completion of an External Provider's Form (on EVOLVE).
- (ii) Confirmation of Public Liability (PL) cover. The recommended PL level is £10 million, but for smaller providers, a minimum of £5m may be acceptable [providing this has been agreed with the BHCC Insurance Team](#).
- (iii) Any 'school' related risk assessments or other school related information that helps the Visit Leadership Team (VLT) make best use of the facilities or venue, and to plan appropriate supervision for their group e.g. a site plan, photographs, local advice etc. These are likely to be the most helpful to the Visit Leader's decision making, risk assessing and planning, together with the knowledge gathered from a pre-visit (see *Section 2.6* overleaf).

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 2 – PROVIDER CHECKS

- (iv) Although the provider's risk assessments are written for their own purposes and unlikely to be useful to schools, they may be requested if the establishment wishes to seek additional reassurance about a provider's quality.

*Establishments do not need to request an External Provider's Form or seek evidence of PL cover for providers on BHCC Local Providers' List (on EVOLVE) as these are held centrally.

2.4 Provider contracts

All contractual agreements should be between the establishment organising the visit and the provider. You should not allow providers to agree contracts or waivers directly with participants or parents to ensure the school retains control and has the right to cancel the contract if the provider revokes on (and fails to resolve) any aspect of the programme.

2.5 Using tour operators and travel agents verses self-organised visits

Establishments considering organising a visit abroad independently may find themselves financially exposed with no right of redress if a provider they're using goes into administration or is sub-standard. BHCC strongly recommends using a properly bonded, ABTA or ATOL tour operator or travel agent. Quality assurance can also be provided by choosing a member of the School Travel Forum (STF) or a provider with the LOtC quality badge.

The DIY option may save money in the short term but leaves establishments potentially exposed to issues not covered by insurance. Tour operators can be more cost effective by being able to access special discounts, fares and hotel rates, and save time by vetting providers. They may also be able to offer specialised local knowledge and help with resolving any problems during the trip.

2.6 Pre-visits

A pre-visit to any unfamiliar facility or venue will back up research, enable establishments to clarify issues face to face and assist with risk assessment. They are best done when other groups are in residence and at a similar time of year and can be built into the pricing of the visit. A pre-visit checklist list of questions to ask a venue or provider during a pre-visit can found on EVOLVE. Where a pre-visit is not practicable, establishments should consider how they will gather enough information to make an adequate assessment. Reliable sources include:

- Similar groups that have recently used the facility/provider (through EVOLVE's search tool)
- The OEA
- Colleagues
- Reputable organisations such as tourist boards.

2.7 Duke of Edinburgh's Award and using Approved Activity Providers (AAPs)

If your establishment uses an Approved Activity Provider (AAP) to deliver the expedition side of the Duke of Edinburgh's Award, please contact the OEA before enlisting an AAP's services. See *Section 8* for more details.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 3 – CHILD PROTECTION

This section contains information on Duty of Care, Child Protection Procedures, Disclosure & Barring Service and Equal Opportunities.

3.1 Duty of Care

Ensuring the welfare of pupils involved in offsite activities is as important as ensuring good health & safety practice. Additional safeguards may be required where certain risk factors are present, which include:

- Where the child may be vulnerable such as special needs, immaturity, abuse or neglect, substance misuse etc.
- Where the nature of the activity means the child is likely to be or will be alone with an adult
- Where the offsite activity has a residential component.

3.2 Child Protection Procedures

Schools should have access to Sussex-wide child protection procedures (which cover Brighton & Hove, East and West Sussex) and know what action will be taken and by whom, should a child protection or safeguarding issue be raised. Making sure these procedures are accessible is part of a general duty of care. These procedures can be accessed via the [Brighton & Hove Safeguarding Children website](#)

Schools must have their own Safeguarding and Child Protection policy and procedures that cover what action will be taken and by whom and whether a child protection or safeguarding issue should be raised. Schools must make provision for the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead to be available to advise and support for the duration of any activities organised by the school outside of the normal school day or outside of term time.

3.3 DBS checks for volunteers

New and existing volunteers in regulated activity

Establishments are required to [identity check](#), [enhanced](#) DBS check AND barred list check all volunteers in regulated activity i.e. those responsible for teaching, supervising, giving advice and guidance relating to personal welfare or driving a vehicle solely for the purpose of conveying children, either on a frequent (once a week or more, or four or more times in any 30 day period) or overnight basis. [Any volunteers who will be undertaking teaching must also have a Prohibition from Teaching check.](#)

New and existing volunteers *not* in regulated activity

Establishments should carry out a risk assessment and use their professional judgement when deciding whether to obtain an enhanced DBS check on any volunteer who isn't in regulated activity, based on the following:

- The nature of the work with children
- Whether the establishment knows the volunteer (including formal or informal information offered by staff, parents and other volunteers)
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 3 – CHILD PROTECTION

The establishment can then decide whether to obtain an enhanced DBS check. It may, for example, decide to DBS check a volunteer who is not engaging in regulated activity but does have the opportunity to meet children on a regular basis e.g. a supervised volunteer. Under no circumstances should a volunteer without a DBS check be left unsupervised or allowed to work in regulated activity. Volunteers who, on an unsupervised basis, teach, look after children regularly, or provide personal care in schools will be in regulated activity.

See the links below for more details:

<http://wave.brighton-hove.gov.uk/schools/Documents/HR%20for%20Schools/Guidance%20on%20the%20Use%20of%20DBS%20checks,%20SCR%20and%20OFSTED.doc>

and

[Keeping children safe in education](#)

DBS policy for exchange visits - see National Guidance document [7f Exchange Visits](#)

The DfE has revised its safeguarding policy in relation to overseas students staying with host families in the UK where the school is responsible for making the arrangements. The revision means that all adults over 16 within a hosting household should be DBS and barred list checked to an enhanced level. Note, DBS checks are *not* necessary where the hosting arrangement has been set up privately.

3.4 Registering with the online service

Where a check is carried out for a volunteer, advise them to register with the online registration service at the same time. This will mean that their DBS certificate will be portable and current as long as the individual is undertaking volunteer work, and permission to obtain intermittent checks can be requested. For more information about the DBS changes, visit the <http://wave.brighton-hove.gov.uk/schools/HR/Pages/SaferRecruitmentToolkitIDBSInformation.aspx> on the HR pages of WAVE for Schools, or for any complex safeguarding issues and concerns, get in touch with your local HR contact.

3.5 Equal Opportunities

The Equality Act states that a school or other establishment must not discriminate against, harass or victimise a pupil or young person because of disability, gender reassignment, pregnancy and maternity, race, religion or belief, or sexual orientation. Activities should be available and accessible to all, irrespective of special educational or medical needs. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

Meeting everyone's needs

In making decisions, an establishment may have to balance the requirement to provide the best possible educational outcomes for all pupils with the requirement to meet the particular needs of individuals. Sometimes it may not be possible to make reasonable adjustments to include a young person on a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities if it is genuinely impossible to find a suitable way of including everyone.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 3 – CHILD PROTECTION

Reasonable adjustments

The school must do all it reasonably can to accommodate a child who is disabled or who has special needs. This includes arranging extra staffing, bringing along a parent if appropriate, considering alternative transport and adapting the itinerary (either the group's or individual's). A pre-visit will reduce the likelihood of unforeseen contingencies such as lack of disabled access. You should involve the Headteacher and safeguarding lead and possibly other relevant sources of expertise e.g. BHISS; Health, Safety & Wellbeing, bringing in the parent(s) at an appropriate point. If you do decide to exclude a child, it's important to fully document how you reached your decision as well as find an alternative way of achieving the same learning objective.

It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, other members of the group or the VLT. Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity. As an example, it may not be appropriate for a parent to accompany a young person on a residential visit where the planned learning outcomes of the visit include "developing independence" and "developing relationships".

3.6 LGBT pupils

Transgender pupils

There will be trans pupils in all schools, and schools may not always know about the trans status of pupils who have transitioned prior to coming to the school. Where a school is aware that a child is trans they will want to discuss with the child and their family what their needs and preferences are in relation to sleeping arrangements for residentials, changing rooms and toilets. Under the Equality Act transgender pupils and students can use facilities in accordance with their gender identity (and not the sex they were assigned at birth) if this is what they want to do. Protecting the confidentiality of the transgender child's trans status will be of key importance. Establishments need to act sensitively, thoughtfully and deal with each individual case as it arises and seek support from the Trans Inclusion Schools Toolkit on the WAVE, [Allsorts Youth Project](#), [Gender Intelligence](#) and the National Guidance document [6L 'Transgender young people and visits'](#).

When going abroad, you will need to consider issues such as a person not appearing to be of the gender indicated on their identification, countries where it is illegal to be openly gay, bisexual, transgender (LGBT) or where violent discrimination in the form of hate crime is condoned.

Lesbian, gay and bisexual pupils

Where a pupil is openly lesbian, gay or bisexual, the school should adhere to its usual policies regarding single gender sleeping arrangements. However, establishments will need to be mindful of any potential bullying issues and take action to ensure all pupils feel safe.

3.7 Photography

Recognisable photographs of children are regarded as personal data and are subject to data protection law. Parental consent is normally required for their use.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 4 – SUPERVISION & STAFFING RATIOS

Establishments must ensure that the staffing of visits enables the VLT to supervise young people effectively.

4.1 Appointment of the Visit Leader

Headteachers must appoint a Visit Leader to be responsible for the running of an activity who is a teacher, youth leader or approved member of staff with appropriate skills and expertise for the trip. It is also good practice to appoint an Assistant Leader in the event the Visit Leader is unable to fulfil their duties.

4.2 Minimum recommended supervision ratios

BHCC's recommended minimum ratios were revised in September 2019. These ratios are STARTING POINTS, and only apply where the activity is straightforward, and the group has no special requirements. To decide whether additional staffing is required beyond these minimums, schools should adopt a risk management approach, such as the SAGED framework overleaf.

There is now a new recommended minimum ratio for Reception, plus a reduction in the staffing ratio for Years 1 – 2 from 1:6 to 1:8, and for Year 3 from 1:6 to 1:10/15. Years 4 and upwards remain unchanged.

Brighton & Hove recommended offsite ratios

- | | |
|--|----------|
| • Reception | 1:4 |
| • Key Stage 1 (years 1 – 2) | 1:8 |
| • Key Stage 2 (years 3 – 6) | 1:10*/15 |
| • Key Stage 3 upwards (Years 7 and beyond) | 1:15*/20 |

*higher ratio recommendation for adventurous activities, residential and overseas visits where there is a greater need for increased supervision levels e.g. to allow staff to have time off duty and ensure new hazards created by an unfamiliar environment are mitigated.

Note:

- There should always be a minimum of two members of qualified staff on any offsite visit. An experienced Teaching Assistant or NQT is acceptable for local, non-residential visits, if the Headteacher deems them competent
- Any onsite SEND ratio must be duplicated offsite
- The supervision levels of sixth formers are up to the Headteacher, but staff have the same Duty of Care towards sixth formers as for all pupils
- Any student of the school given leadership responsibility must work under the direct supervision of a member of staff, who must be present.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 4 – SUPERVISION & STAFFING RATIOS

4.3 The SAGED framework

The SAGED framework can help in deciding whether additional staffing is required beyond the recommended minimum ratio.

The SAGED framework

<i>Area</i>	<i>Points to consider</i>
Staffing	What are the abilities and experience of available staff? Do the activities require a National Governing Body (NGB) qualification? Is mixed gender staffing needed? Are there adequate numbers of first aiders? Is it appropriate for a parent to provide 1:1 support?
Activities to be undertaken	What do you want the group to do? Are any activities potentially adventurous? e.g. water based, using public transport (for younger children), cycling etc.
Group characteristics	What experience, abilities, behaviour and maturity, gender specific or medical/dietary needs are there that may require more staff?
Environment	Is the environment indoors or outdoors? A public space or restricted access? Urban, rural or remote? Quiet or crowded? Within or close to the establishment grounds, or at a distance? Look at the ease of communications between the group and base and remember environments passed through between venues. For residentials, consider the accommodation and surrounding area. For the outdoors consider remoteness, the impact of weather, water levels and ground conditions.
Distance from base	How far away will you be going from the home base?

Possible exceptions to recommended offsite ratios

- Where activities involve situations that are familiar to participants and where additional appropriate adult help could be available in a short time
- On a journey where additional help will be available at the venue
- Supervision in minibuses
- For local activities e.g. PE matches, and where further adult help is available quickly
- For groups of participants that are 16+ and can be involved in the supervision process themselves. The participants should be carefully considered to ensure that this is appropriate.

4.4 Gender & residentials

When arranging residential trips, schools should ensure that staff gender mix reflects that of the pupils. Where this isn't possible, schools should ensure appropriate control measures are in place to mitigate any risks to pupils or staff. These include:

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 4 – SUPERVISION & STAFFING RATIOS

- Making parents aware of the situation beforehand (and, if applicable, advising them there will be bedroom checks), and giving them the option to withdraw their child
- Telephone access to a member of school staff of the opposite gender for the visit's duration
- Holding 'open door' as opposed to 'private' conversations with pupils
- Where staff need to visit pupils' bedrooms/changing rooms, this should be done in pairs.

Note: in the case of primary school pupils, it is not appropriate for a member of the provider's staff to fulfil this missing gender role, as children need to feel safe with staff that they know.

4.5 Use of third-party providers & duty of care

When using a third-party provider to deliver activities, a member of school staff should always remain with the group, for the reasons outlined below:

- They have a non-delegable duty of care in relation to supervision, safeguarding and wellbeing
- They have a responsibility to monitor any adventurous activity provision by a third-party provider to ensure it's safe and of sufficient quality
- There should always be a minimum of two members of staff with a group (aside from remote supervision), particularly where an activity is inherently hazardous
- School staff can provide emergency support and allow poor behaviour to be addressed immediately. They can also assist with pupils' personal problems and facilitate better outcomes through their knowledge of pupils
- There is a need for school staff to be involved in pupils' learning and progression, as well as offer encouragement, and build relationships.

Note, school staffing levels should always factor in cover for teachers becoming unwell etc.

4.6 Parent helpers, and supervising adults other than school staff

Establishments often make use of responsible adults other than members of staff in order to ensure better supervision of participants. Establishments must ensure that all such persons have satisfied the requirements for Disclosure and Barring Service (DBS) checks – see *Section 3*. It is for Headteachers to decide whether such adults will provide suitable additional help by asking:

- Will they know the participants and other adults involved?
- Do they have appropriate skills, qualifications or experience to offer?
- Will staff and pupils be likely to respond to them as they would to staff members?

Parent helpers can be included in the overall ratio, but the Visit Leader should not assign them to a leadership role or one that gives them direct responsibility for their own child.

4.7 Activities where pupils aren't under direct supervision or are remotely supervised 6th formers

For sixth formers going on unsupervised, non-adventurous day visits in the UK, a checklist is available on EVOLVE. This provides control measures to ensure young people always remain safe and secure during the visit. Control measures include a pre-visit briefing, obtaining parental consent, checks being made to ensure any significant risks have been identified and a named contact provided for students to call in the event of an emergency. It's important to point out that

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 4 – SUPERVISION & STAFFING RATIOS

the school retains responsibility for the students whilst on the trip, including travel and whilst at the location.

All schools must formally document their policy on allowing sixth form students to undertake unsupervised trips, either within the schools Health & Safety Policy, Offsite Visits Policy or as a stand-alone policy. Any accidents or incidents during the visit must be reported and investigated following the school's incident reporting procedure.

Remote supervision

There are occasions when it is appropriate for young people to work in situations where they are not directly supervised such as Duke of Edinburgh's Award expeditions, some field work exercises and exploration of a carefully and clearly defined area (including shopping excursions). Care must be taken to ensure that the following are observed:

- Participants must have the aptitude and maturity for, and be appropriately trained, briefed and experienced for whatever is involved
- The next of kin must be given clear and detailed information in writing about what is proposed, before being asked to give their consent
- Participants have some form of contact ID, including name and contact details of establishment, accommodation, leader mobile number etc.
- There must be appropriate emergency back-up available and participants must have the means, knowledge and ability to use it
- If there is any doubt as to what is appropriate, then further advice should be sought from the OEA. Such considerations should be considered well ahead of the event.

4.8 Recreational and unstructured time

Visit Leaders must ensure recreation and unstructured time is properly supervised, with a named supervisor for each session. 'Free' or 'unsupervised' time isn't acceptable.

4.9 SEND pupils

On offsite visits, establishments need to ensure that:

- An appropriate level of care and supervision is available to meet the needs of SEND pupils
- The adult and participant ratio should be at least equal to that provided in the establishment
- At least two adults with appropriate skills for meeting the special needs of the participants in the group should be available
- Where it is known that the special needs of a participant predispose them to unpredictable behaviour, or to behaviour that might put them at physical risk, then the level of supervision should reflect this
- Staff are given appropriate de-escalation /physical intervention training where required.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 4 – SUPERVISION & STAFFING RATIOS

4.10 Good practice in supervision and the standard of care

It is important that staff members and other supervising adults are:

- Aware of the high standard of care required of them on offsite activities
- Always aware of potential dangers and take necessary safeguards.

Care must be taken in environments that are naturally adventurous such as:

- Cliffs
- Coastal environments (beaches, the sea and cliff areas)
- Forested land
- Areas close to running or open water
- Mountain and moorland areas
- Ferries or boats of any kind
- Areas liable to pedestrian congestion e.g. airports, stations concerts, theatres, etc.

Head counts

Frequent head counts must be made. Participants can be divided into smaller groups to facilitate counting and key counts should be double-checked by another adult and/or a register taken.

Who to brief

Teaching staff and supervising adults involved with an offsite activity must be fully briefed about the nature of the activity, its objective, their role and responsibilities, and the roles of other adults.

Frequency and regularity of briefing

While an activity is in progress there should be regular daily briefings for participants and staff.

Briefings and frequently used venues

Briefings are no less important where a visit takes place on a regular basis and/or where the situation and local conditions are well known to the supervising staff.

Delegation of role

The Visit Leader must clearly delegate roles and responsibilities to the other staff members and supervisors involved in the activity, and ideally appoint an Assistant Leader.

Checklists and information

Each member of the VLT should carry checklists and any information that enables them to act quickly and effectively. Care should be taken if a group is to divide into smaller groups. As far as is reasonably possible, supervising adults should know who is where and when and all relevant emergency procedures.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

This Emergency Procedures guidance is recommended for use by Visit Leaders and contact staff at your establishment in the event of an incident or serious incident offsite.

Serious incidents during offsite visits are rare but they do happen, whereas minor incidents, whether accidents or other emergencies, are more common. Effective planning reduces the likelihood of any accident and if they do happen, their impact and consequences are minimised.

Establishments should have a carefully worked out Emergency Plan (see *Section 5.3*) for the types of visit they organise. [An Emergency Plan can never provide a step-by-step guide to responding to an emergency, so it's important to provide relevant staff with initial training and periodic scenario-based training and testing of the system \(at all levels\) to keep them fresh, build adaptability and highlight any flaws or weakness. Using the Emergency Action Cards later in this section will also help to remind staff of the procedure to follow.](#)

For information and support on Business Continuity, contact the Emergency Planning and Resilience Team at BHCC on 01273 296699 or email on: epu@brighton-hove.gov.uk

If abroad, contact the Foreign & Commonwealth Office for support, and remember to clarify international dialling codes at: <https://www.gov.uk/government/publications/support-for-british-nationals-abroad-a-guide>.

5.1 Incident or near miss reporting procedures

School staff should use the HS2 (general) and HS3 (for violent and aggressive incidents) forms accessible on the Health & Safety resource pages on BEEM to report any incidents or near misses and send them to: healthandsafety@brighton-hove.gov.uk. A copy of the provider's incident form should also be attached where appropriate. Council (non-school staff) should use the online incident reporting system on the WAVE at: <http://wave.brighton-hove.gov.uk/supportingyou/healthandsafety/Pages/Reportingaccidentsandincidents.aspx>.

5.2 The establishment's role

Most incidents that happen on offsite visits will be dealt with by the VLT, possibly with some telephone support from the establishment. However, some of these incidents may be serious and require support from the establishment and/or the employer.

The hierarchy of visit problems:

Incident:	a situation dealt with by the Visit Leader who remains in control and can cope.
Emergency:	an incident that overwhelms the coping strategies of the Visit Leader so that they need to refer to the Emergency Contact for help.
Critical incident: *	an incident that meets the definition and overwhelms the coping strategies of both the Visit Leader and the school.
Major incident:	declared as such by the UK police or Foreign and Commonwealth Office.

*A critical incident is very rare but one where a group member has suffered a life-threatening injury or fatality, is at serious risk, has a serious illness, has gone missing for a significant and

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

unacceptable period or any incident which goes beyond the normal coping mechanisms of the VLT, or the media is involved.

5.3 Developing your own Emergency Plan

Your establishment's Emergency Plan should be comprehensive and clarify the responsibilities of everyone who has to contribute to the management of an emergency. It will require a pre-planned response system to set it in motion, which is fully understood by all Visit Leaders and staff.

It is good practice to:

- Devote a staff meeting to the plan
- Identify key staff. Being involved in an emergency can be very demanding, and it's important to ensure staff are competent and well trained. Recognise that key members of staff may not always be available at the time of an emergency.
- Provide appropriate training
- Develop checklists and crib cards to support staff during an emergency
- Recognise where there may be a need for additional support and identify ways of obtaining it e.g. counselling and legal services, insurer
- Set up an additional/dedicated telephone line for emergency use e.g. a spare mobile
- Keep readily accessible (in multiple places) up-to-date lists of key contact telephone numbers and addresses
- Have a robust system for recording names and other details of staff and participants taking part in every visit, including medical and emergency contact details
- Include a checklist to prompt those managing the emergency of the practical actions they need to take e.g. informing emergency services and appropriate parties; sending support staff; arranging food/shelter/accommodation/transport; making emergency funds available, addressing safeguarding issues; arranging counselling; informing insurers; practical arrangements for returning to base and being reunited with parents; handling the media (all requests should be referred to BHCC).

The Emergency Contact

The plan should include one or more Emergency Contact numbers to allow any Visit Leader (or participants) to alert the establishment to an emergency for the full duration of any visit, 24 hours a day. They can be a senior, experienced member of staff who can immediately take charge or someone who is trained in how to respond to a call. They should ideally have experience of practical visit leadership, sufficient status to guide the Visit Leader and be able to access support; be resilient and competent to make difficult calls and provide a calm, reassuring voice to those under stress. Guidance should be provided to anyone who is nominated and their number available to all members of the VLT, the SMT and any member of staff who by chance might receive a message.

Training

All relevant staff should be given a copy of the Emergency Plan and be familiar with it. Scenario training is an ideal way of preparing staff to deal with an emergency and managing it until help

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

arrives. Scenarios should be selected, that have a realistic chance of occurring e.g. a coach breaking down on a motorway, rapid group collection/headcount in a public place. This can be led by an experienced Visit Leader, EVC, Headteacher or the OEA. Contact the Outdoor Education & PE Support Service for more details.

Ongoing

Once a plan is operational, a member of staff should be nominated to regularly review (at least annually) and update its details. To assist with the plan:

- Regularly check that the emergency procedures are covered in the planning for all visits
- Obtain and act upon feedback from any real incidents and from regular scenario training
- Involve pupils.

Further guidance from the DfE for schools on emergency planning and response can be found at: <http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

5.4 Model Emergency Plan for establishments

Any establishment that organises offsite visits should have an Emergency Plan, which should be tested using scenario training. The plan should be readily available for the establishment's Emergency Contact and any manager or other member of staff who might be called upon to lead the response to an emergency on an offsite visit.

Visit Details

For all visits, details of the visit and a list of all staff, together with their mobile phone numbers, and participants must be placed [*state where*].

During office hours, details of all staff and participants, including medical details, contact details of parents/next-of-kin records of parental consent (if applicable) are kept [*state where*].

Out of office hours, details of the visit and copies of the group list, staff mobile phone numbers and staff/participant details must also be held by the Emergency Contact(s) and by the Visit Leadership Team (unless they are close to the school site and are able to access the records at any time, even when the site is closed).

Emergency Contact

Emergency Contact phone numbers:

Office hours [*insert numbers*]

Out of office hours - mobile phone to be carried by the Emergency Contact(s).

During office hours, the Emergency Contact is [*state role*], deputised by [*state role(s)*]. The Emergency Contact must remain on site until the group returns.

Out of office hours, there must always be a named Emergency Contact while the visit is taking place.

Any staff who might by chance take a call from a group must use the First Contact Form, which is kept in the office to take details of an incident and then alert the Emergency Contact.

On Receiving a Call

In the event of being alerted to an emergency on an offsite visit:

- STAY CALM
- ASK for details of the incident using the First Contact Form
- THINK about the actions you need to take and the people you need to contact to help you (see Possible Actions below)
- DECIDE what immediate help you need and contact those people
- TAKE CHARGE of the incident until you clearly hand over to someone else - it is essential that one person is clearly designated as controller of the emergency response at any one time, and that it is clear to everyone who this is
- CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions
- RECORD all information you receive and actions you take
- DELEGATE TASKS as and when possible and appropriate to allow you to manage the situation and allow for concurrent activity.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

Possible Actions

Depending on the circumstances and the support required you may need to do some or all of the following (possibly in liaison with Brighton & Hove City Council)

- **Inform** [*names/roles of senior managers and EVC*]
- **Establish an Emergency Response Team**, which may need to include the following roles (combine if insufficient staff are available):
 - Incident Controller
 - Coordinator/contact with group (consider keeping the same person to always speak to the Visit Leader)
 - Communications (a number of people dealing with different aspects?)
 - Logistics – arranging transport, accommodation etc. for group and any travelling team
 - Resources – e.g. office space, reception for any visitors (parents, media etc.), refreshments/food
 - Expert advice – e.g. Educational Visits Co-ordinator (EVC) or an experienced Visit Leader
 - Record/log keeper
- **Inform Brighton & Hove City Council** if you need their support, if the media might be involved, or if the incident is serious:
 - If necessary, Brighton & Hove City Council will implement their Critical Incident Plan – if so, agree whether the role of Incident Controller lies with you or them
 - Agree the protocol for keeping communications open
- **Inform the school governors**
- **Keep a log of all actions, communications and decisions**, including people involved and times
- **Arrange alternate and additional phone lines** so that incoming calls do not swamp communications
- **Consider other means of communication** such as WhatsApp, email and text, but remember that some are more reliable and/or secure than others, and do not assume that a message has been received until it has been acknowledged
- **Liaise with emergency services**, media, tour operators, insurance companies etc
- **Support the Visit Leadership Team** as required
- **Organise a Travelling Team**, if necessary, to provide support at the scene
- **Ensure the security of the school site** and ensure the access gates are staffed to control access (elements of the media/press sometimes seek to gain access wherever they can)
- **Make arrangements for relatives** etc. to be catered for [*state where*] while they wait for news
- **Arrange for the return or onwards travel of the party**, and/or arrange transport for parents to the scene/hospital
- **Control communications** and the flow of information to the affected group, parents and other school pupils and staff (beware of pupils and staff inadvertently starting rumours circulating)
- **Control information to the media** – direct all media enquiries to Brighton & Hove City Press Office (see number overleaf)
- **Make arrangements for meeting the returning group** and reuniting children with parents
- **Consider the need for future emotional support** and care for anyone involved (don't forget other staff, young people and the Emergency Response Team as well as those directly involved).

Practical Arrangements

Insert here details such as:

- which office/phones to use during an emergency
- out-of-hours information (e.g. locks, alarms, heating)

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

- location of equipment (e.g. mobile phones, laptop, printer, minibus keys)
- how to access relevant information
- how to use existing communication systems (e.g. send group messages to parents, update the school website)
- how to access cash or credit card for emergency use
- how to obtain refreshments/catering.

Emergency Numbers

Who will be called, and the order in which these contacts are called, will depend upon the nature of the emergency.

Name	Landline	Mobile
School numbers		
Head		
Deputy Head		
EVC		
(Establishment) emergency contact line		
School safeguarding lead		
Caretaker (and other key holders)		
Chair of Governors		
Other useful numbers		
Insurance emergency contact		
IT Support		
24/7 taxi		
Local schools with which reciprocal arrangements have been made for emergencies		
<p>The following Brighton & Hove City Council (BHCC) numbers should only be used in the event of a CRITICAL incident (where a group member has suffered a life threatening injury or fatality, is at serious risk, has a serious illness, has gone missing for an unacceptable period, the incident is beyond normal coping mechanisms or the media is involved) and where communication can't be established with the emergency contact or head.</p>		
BHCC Emergency Planning & Resilience team	01273 296699	DUTY (MAIN) NUMBER 07540675169
BHCC Health & Safety Duty Officer	01273 292062	
BHCC Press Office	01273 293033	
Head, School Organisation, Richard Barker	01273 290732	07584217328
Director, Families, Children and Learning, Deb Austin	01273 290446	
Assistant Director, Education & Skills, Jo Lyons	01273 293514	
BHCC switchboard	01273 290000	
Outdoor Education Adviser	01273 293642	

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

5.5 The Visit Leader's role

BEFORE THE VISIT

Procedures

Agree the emergency procedures with the EVC and Headteacher, which includes how to alert the 24-hour Emergency Contact in the event of an emergency, as well as other actions for the VLT. All members of the VLT should have ready access to a copy of these emergency procedures throughout the visit and be able to take action if there's a problem. Remotely supervised young people will also need an appropriate version.

Training & practice

During an emergency you will not have time to read this guidance so you will be reliant on training and practised systems. Practical training and practice can help leaders and participants switch to emergency mode when needed. Consider practising various realistic scenarios and emergency drills relevant to the types of visit you lead e.g. coach or minibus breaking down on a motorway, rapid group collection/head count in a public place, fire drills at any accommodation.

Communications

Communication can become swamped in an emergency so phone numbers which are not in the public domain should be agreed to maintain communications if primary channels become overwhelmed. Ensure that mobile phones have enough credit, are charged and if necessary, waterproof. Check there is mobile coverage and a range of networks in the area you are going to and carry alternative means of raising the alarm where necessary e.g. VHF radio, Personal Locator Beacon, EPIRM. You can also make use of internet-based software such as What's App to communicate. Where the visit is overseas, ensure phone(s) are enabled for roaming. You can also register your mobile phone with the Silent SMS service to text the Emergency Services during a lockdown or terrorist attack (text REGISTER to 999 and then YES to confirm when acknowledged). Ensure you have an adequately prepared Emergency Contact back at base, with access to all visit documentation and the First Response Form (see *Section 5.7*).

Grab bag

It's good practice to take a 'grab' bag including a wind-up torch, high vis. jackets, waterproof document wallets, notepad and pens, whistle, wind up phone charger, spare mobile phone, water, snacks, first aid kit etc.

First aid and medical

Ensure you have an appropriate level of first aid cover for the nature of the visit and ensure that first aid kits are appropriately stocked and accessible. It's good practice for establishments to provide some form of first aid training to all young people and staff (whether certified or not). A online first aid package for the treatment of casualties during a terrorist incident has been published by the National Counter Terrorism Security Office:

<https://www.gov.uk/government/publications/first-aid-advice-during-a-terrorist-incident>

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

DURING THE INCIDENT – SEE VISIT LEADER EMERGENCY ACTION CARD (overleaf)

POST INCIDENT

- Consider the emotional needs of any group member who may have been adversely affected
- Follow the incident reporting requirements on the Health & Safety resource pages on BEEM
- Review lessons learned and feed into future visit plans, risk assessments, emergency plans and staff training
- Share the experience with colleagues and the Senior Management Team (SMT).

Terrorist attacks

When planning any visit, you should consider the likelihood of the destination, venues or transport being subject to a terrorist attack. It is sensible to:

- Be aware of the latest news relating to your destination
- Know the current threat level in the UK available at: <http://www.gov.uk/terrorism-national-emergency>
- When travelling overseas, check the government's foreign travel advice in the start of visit planning, at regular intervals and immediately prior to at: <http://www.gov.uk/foreign-travel-advice>
- Consider the threat of terrorism as part of risk management and include in emergency plans
- Be aware of the guidance on recognising the terrorist threat published by the National Counter Terrorism Security Office at: <https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

When visiting crowded places such as a major city, venue or event, consider within your planning:

- Safe areas/venues near where you intend to be that you could use as emergency shelter
- Minimising waiting times at busy venues, and where to gather for head counts and briefings
- Minimising queuing times (e.g. not carrying unnecessary items) to speed up search and entry
- How you would get away in an emergency, bearing in mind that the direct route and planned transport may no longer be an option
- Whether it would be better not to leave immediately with the crowd at the end of an event
- The possibility of an enforced overnight stay and what this might entail
- How you might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings. Know the exits and where you would run to
- Be aware of the possibility of suspicious items
- When staying at any place for more than a short time, identify emergency meeting points in case the group is forced to move and becomes split
- Avoid congregating too long around entrances to major public sites
- At ports and airports don't linger unnecessarily on the public side of security screening
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell', and know what to expect if you encounter armed response officers.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

5.6 Visit Leader Emergency Action Card

All member of the Visit Leadership Team (VLT) should have easy access to a copy of this action card and be able to take appropriate action if needed. If the Visit Leader is incapacitated, all members of the VLT should be able to take charge.

Immediate action - the sequence of actions depends upon the nature of the emergency:

1. **Ensure your own safety**
2. REMAIN CALM - assess the situation
3. Delegate roles to other staff so you can keep an overview and allow concurrent activity
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised
5. Call relevant emergency services if necessary – see overleaf
6. Carry out first aid to the best of your abilities:
 - (i) Preserve life:
 - Casualties need to be able to breathe – if they are unconscious put them into a safe airway position
 - Try to find and stop any serious external bleeding
 - (ii) Prevent the condition worsening:
 - Protect the casualty from the environment - keep them warm and dry
 - Monitor their condition
 - (iii) Promote recovery:
 - Talk to them, reassure them, hold their hand, provide emotional support.

Urgent action

7. **Take stock and plan, delegating where possible.**
8. Call your Emergency Contact (or if unavailable, escalate to the next level on your emergency numbers) if any of the following apply:
 - You need support
 - The emergency services are involved
 - The incident is serious
 - The press/media are involved.

They will need the following information:

- Who you are, which establishment you are from and what your role is within the group
 - The number you can be called back on
 - The nature of the emergency and details of the incident
 - What help you need
 - Whether the emergency services are involved
 - How many casualties there are and their status
 - The number of people in your party
 - Your location, and whether you plan to move.
9. Liaise with, and take advice from, the emergency services if they are involved.
 10. Address the urgent needs of the group – avoid splitting them unless it's the only way to get help:
 - Ensure adequate supervision
 - Ensure they understand what to do to remain safe

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

- Physical needs, e.g. shelter, food and drink, transport
 - Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do and protect them from intrusion.
11. Prevent group members from using phones or social media unsupervised or until approval is given
 12. Start a written log of events, actions taken and conversations held, with times.

Further Actions and Follow-Up

13. Take stock again and re-plan the next phase – what have you forgotten?
14. Deal with any casualties in the care of the emergency services. Accompany them to hospital and keep track of who is where.
15. Consider the needs of yourself and fellow leaders – are you/they coping?
16. Liaise with your establishment or employer – hand over what you can to reduce the stress on you
17. Continue the written log of the incident, including details of casualties and injuries, contact details of any witnesses, relevant environmental conditions and location and movement
18. Address the further needs of the group such as toilet, washing facilities, clean and dry clothes, transport; accommodation and contact with home
19. Refer all media, parental or other enquiries to your establishment or employer
20. Contact relevant agencies as necessary e.g. the tour operator/activity provider, travel insurance, emergency assistance, social services and consular assistance team if overseas.

Emergency Numbers

Name	Landline	Mobile
My telephone number		
School/establishment		
Emergency contact at base		
Head/manager		
<p>The following Brighton & Hove City Council (BHCC) numbers should only be used in the event of a CRITICAL incident (where a group member has suffered a life threatening injury or fatality, is at serious risk, has a serious illness, has gone missing for an unacceptable period, the incident is beyond normal coping mechanisms or the media is involved) and where communication can't be established with the emergency contact or head.</p>		
BHCC Emergency Planning & Resilience team	01273 296699	DUTY (MAIN) NUMBER 07540675169
BHCC Health & Safety Duty Officer	01273 292062	
BHCC Press Office	01273 293033	
Head, School Organisation, Richard Barker	01273 290732	07584217328
Director, Families, Children and Learning, Deb Austin	01273 290446	
Assistant Director, Education & Skills, Jo Lyons	01273 293514	
BHCC switchboard	01273 290000	
Outdoor Education Adviser	01273 293642	

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

5.7 First Contact Form

This form should be made readily available to any staff likely to take incoming phone calls from a Visit Leadership Team, either as a printed form or as a laminated prompt sheet placed visibly in any office where such calls may be received.

On receiving an emergency call

1. REMAIN CALM
2. Reassure the caller
3. Take down the following information, double checking where necessary:

Who is calling? If you receive a call from a journalist or parent asking about an incident, refer them to [insert name/role]:
What number can you call them back on should you be disconnected?
If you have more than one establishment, where are they from?
What has happened? What is the nature of the emergency?
What is their role (Visit Leader, Assistant Leader, volunteer etc.)?
What is the number and status of any casualties?
Are the emergency services involved?
What is their current location?
What is the group's current location?
What is total number of people in the group?
Is the group staying or moving and if moving, where to?
What help do they need?
What time did the incident happen?
What time is it now? If the group is outside the UK, what is the time difference?
Reassure and thank them. Tell them you will inform the appropriate people and call them back ASAP.

...continued overleaf

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 5 – EMERGENCY PROCEDURES

3. Immediately contact staff in the following priority order and give them the information you have noted. Keep in touch with the caller until someone takes over from you.

Emergency Numbers

Name	Landline	Mobile
My telephone number		
School/establishment		
Head/manager		
<p>The following Brighton & Hove City Council (BHCC) numbers should only be used in the event of a CRITICAL incident (where a group member has suffered a life threatening injury or fatality, is at serious risk, has a serious illness, has gone missing for an unacceptable period, the incident is beyond normal coping mechanisms or the media is involved) and where communication can't be established with the emergency contact or head.</p>		
BHCC Emergency Planning & Resilience team	01273 296699	DUTY (MAIN) NUMBER 07540675169
BHCC Health & Safety Duty Officer	01273 292062	
BHCC Press Office	01273 293033	
Head, School Organisation, Richard Barker	01273 290732	07584217328
Director, Families, Children and Learning, Deb Austin	01273 290446	
Assistant Director, Education & Skills, Jo Lyons	01273 293514	
BHCC switchboard	01273 290000	
Outdoor Education Adviser	01273 293642	

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 6 – GENERAL INFORMATION

6.1 First Aid

Provision must be made for first aid on trips, including the journey to and from the venue, as well as the venue itself. This should be included in the establishment's offsite visit risk assessment. The first aid requirements for the establishment should also consider the staff [and volunteers on trips, including those with any ongoing or complex medical needs \(see below\)](#). Whilst a three-day first aider qualification may not always be required, it is best practice to have, at the very least, an Emergency First Aid at Work (EFAAW) trained adult on trips. If an incident occurred (for example, on the journey) and first aid was not provided or wasn't administered in a timely manner, the school may struggle to justify why first aid wasn't available.

Supporting children with medical conditions

Schools have a duty to support children with medical conditions, following the guidance issued by the DfE in September 2014. Schools need to ensure their arrangements are clear and unambiguous about the need to actively support pupils with medical conditions to participate in school trips (or in sporting activities) and not prevent them from doing so. They should consider what reasonable adjustments they need to make and carry out risk assessments to ensure these pupils can participate safely. [Arrangements should be made for taking sufficient supplies of any necessary medicines on visits and for ensuring they are safely labelled, transported and stored \(refrigerated if necessary\) controlled and administered.](#) More details can be found on:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Type of first aid qualification

Risk assessments may indicate a higher level of qualification other than Emergency First Aid at Work (EFAAW) is needed e.g. where access to emergency services might be delayed or where the activity is adventurous such as walking on rough terrain.

Notes: (i) CPR and choking in children needs to be requested as an add-on to the standard training provision for EFAAW.

(ii) the paediatric first aid qualification is considered more appropriate than EFAAW up to puberty.

It's good practice for all members of the VLT to have knowledge of basic first aid e.g. how to open an airway, place a casualty in a safe airway position and deal with major bleeding/shock.

Factors to consider and manage on a visit, around first aid, include:

- **The legal requirement for a paediatric first aider to be present on site and on all outings for Reception pupils who are 5 or under.** This is in addition to the first aid provision for older children and adults. Enough staff should be appropriately trained to ensure adequate cover for leave/sickness absence/ trips etc.
- Any pupils or adults with special medical needs e.g. use of an epi-pen if the sufferer is unable to self-administer. Staff must have the appropriate information and instructions and training to administer medicines. See the *Administration of Medicines Standard* which can be found on the Health, Safety & Wellbeing resource pages on BEEM. Schools are now allowed to keep spare adrenalin auto injectors (AAs) for emergency use without prescription.
- The requirement for a first aider even where a coach driver may be first aid trained (but may not be able to provide immediate assistance if travelling on a busy road with no safe stopping points).

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 6 – GENERAL INFORMATION

- The suitability and accessibility of a venue's first aid provision. Note: a venue's first aiders are primarily there for venue staff
- Parents and other volunteers should be treated as employees in relation to receiving first aid, so medical information must always be sought beforehand.

All schools should have undertaken a First Aid needs assessment in line with BHCC's First Aid Standard on the Health, Safety & Wellbeing resource pages on BEEM to establish the level and type of first aid provision. This should take into account statutory requirements, age/number of pupils and staff, activities, pre-existing medical conditions, distance from emergency services, spread across larger premises etc.

6.2 Clothing

High-visibility jackets

The wearing of high visibility jackets in a school setting or on offsite trips is a recognized and recommended control measure where pupils and supervising adults may, for example:

- Encounter moving vehicles
- Be in a poorly lit location or where weather conditions and/or the time of day impede visibility
- Require additional visibility in crowded venues or high-risk environments.

6.3 Transport

6.31 Coaches – see also National Guidance document [5.4f 'Assessing a coach provider'](#)

On the day of departure, the Visit Leader should introduce themselves to the driver and go through agreed plans and timings; check the coach for cleanliness and any obvious signs of damage to seatbelts, windows etc. which would indicate poor maintenance; check the location of emergency exits (that they are clear and signposted) and location of any emergency equipment.

If considering using a provider that isn't well known, schools can visit the government website at: <http://www.gov.uk/find-vehicle-operators> to check that they hold a Public Service Vehicle License showing how many vehicles they can operate at any one time, and ask for copies of the Operator's Vehicle, Public Liability and Employer's Liability cover.

6.32 Minibuses and other vehicles

The 'Driving at Work' Standard outlines the requirements for vehicle and passenger safety, including guidelines for minibus operation, on the Health, Safety & Wellbeing pages on BEEM.

6.33 Taxis

Schools wishing to use Brighton & Hove taxis to transport pupils should consider their behaviour and medical needs when assessing whether adult supervision is required. Parental consent should also be obtained. All registered Brighton & Hove taxi drivers will have had an enhanced DBS check.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 6 – GENERAL INFORMATION

6.34 Private Cars

Whenever parent volunteers are asked to use their private vehicles to transport pupils (other than their own children) to school organised activities, the following procedures should be followed. These differ according to whether the departure time falls **within** or **outside** of school hours:

Departing **WITHIN** school hours

1. Carry out due diligence as to whether a DBS check on the parent volunteer is warranted for the journey* e.g. distance travelled, whether travelling will be in convoy, how frequently the parent will be transporting a child. Note: if this occurs more than three times a month, it constitutes 'Regulated Activity' and therefore automatically requires an enhanced DBS and barred list check.
2. Seek parental/carer permission for the child being transported. Parents/carers must also be made aware that DBS checks have not been made and why. Note: both requirements could be accommodated by a generic permission for offsite sport activity.
3. Ask the parent volunteer to complete a Parent Transport Declaration (on EVOLVE) relating to their licence, experience and condition of their vehicle.
4. Ensure the volunteer advises their insurance company they're acting in a voluntary capacity.

*Although a DBS check is no longer a mandatory requirement for parents who transport pupils by private car during the school day, schools are still encouraged to treat them as they would those volunteering around any other activity, and where possible get them DBS checked.

School staff transport

School staff who transport pupils during school time to a school organised event [in their own vehicle will also need to ask for parental consent and should check with their insurer that they are covered to do this. Schools may also wish to ask staff to complete a similar declaration to parents or physically check vehicle documents.](#)

General considerations for private car use:

(i) Pupils with medical or behavioural issues

Schools should consider whether additional support or supervision is required for those pupils with known medical conditions or behavioural issues if being transported by a volunteer helper other than their parent.

(ii) Car seats

With younger children, schools need to ensure the following:

- Appropriate child seats or booster seats and restraints are available and used (see the car seat & seatbelt guidance on EVOLVE)
- Children must not be left unattended in a vehicle
- Maximum seating must not be exceeded.

(iii) Lone transport

Other than in an emergency situation, or where there is a specific job requirement as a day to-day duty, staff or volunteers transporting pupils should not be put in a position where they are alone with a young person.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 6 – GENERAL INFORMATION

(iv) **Mobile phone use**

It's BHCC policy that use of any mobile phone (hand-held AND hands-free) is prohibited whilst driving. This policy applies to all mobile phones, whether personal or work, in connection with any driving at work activity. A hands-free phone can be used as a SatNav but only while held in a cradle and the route has been pre-programmed. If new directions need to be input this must only be done when the vehicle is parked.

Departing OUTSIDE school hours

Where a school organised activity falls outside of school hours (as does the departure time), the school should advise parents to consider arranging transport to the venue amongst themselves. The school's duty of care resumes once the activity begins.

6.4 Insurance

All school teachers are covered by Brighton & Hove City Council's Public Liability cover, up to £10m. [Volunteers, whether individuals or organisations delivering activities on behalf of the school are similarly covered.](#)

Schools should buy school journey insurance for adventurous, residential and overseas trips, which may cover all or some of the following:

- The journey
- Loss arising from cancellation or delay ([check under what circumstances](#))
- Loss of, or damage to, personal possessions
- Personal accident cover for party leaders, voluntary helpers and participants
- Medical expenses
- Any adventurous activities (sometimes excluded from standard policies)
- Public Liability
- Transport and accommodation expenses in case of an emergency
- Compensation for loss of baggage and effects
- Legal assistance in the recovery of claims
- Failure or bankruptcy of the centre or travel company.

Pre-existing medical conditions

Most insurers will not want to be advised of every medical condition, but they will expect the parent/carer/guardian to have knowledge of the level of the condition and whether any flare up of a condition has occurred prior to the trip. If a flare up has occurred, some insurance companies are clear in that in the event of a claim, they would require a doctor's letter confirming that the pupil or staff member was fit to travel. If this is not available, they may not settle. Care should also be taken that cover is not invalidated by circumstances that are possible when travelling with young people. For example, if a participant had to receive medical care or be repatriated due to self-harm, mental illness or undeclared pregnancy.

Tour operator insurance

Establishments are not obliged to take out insurance offered by a tour operator as part of a package, providing they have alternative cover. If a provider includes travel insurance in the price and it isn't needed, the establishment can ask them to remove it.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 6 – GENERAL INFORMATION

Dual cover

Be aware of the dangers of dual or double insurance i.e. having two insurance policies covering the same risks. This could lead to a more protracted and complicated claims process or invalidate both policies.

For travel within the European Union in 2020, an EHIC (European Health Insurance Card) must be carried. See: <http://www.dh.gov.uk> where you can apply for this on line. The card lets you get reduced (or sometimes free) state health care. The EHIC is valid in all European Economic Area (EEA) countries, including Switzerland. Note: medical insurance must still be taken out as extent of cover varies. Note: whether the card will be valid in 2021 and beyond will be decided in negotiations on the future relationship between the UK and the EU.

6.5 Mobile phones

It is up to each establishment to decide whether to allow mobile phones to be taken on offsite visits. Depending on the visit and the potential for an emergency situation to arise, it may be appropriate to treat mobile phones as an additional hazard. The benefits of allowing mobiles should be weighed up e.g. to locate missing pupils, ease homesickness, against the potential pitfalls e.g. that pupils will call home and create unnecessary panic and alarm or publish inappropriate photos/postings on social media.

Recording of students' mobile telephone numbers should be done on a school mobile device, rather than a personal phone, and deleted once the visit is over.

6.6 Consent and e-consent

Curricular activities

Except for nursery age children, establishments are not required to obtain consent from parents for pupils to participate in curriculum based offsite activities that take place during school hours, which are a normal part of a child's education e.g. local studies, visits to a museum or library etc. While parents can't withdraw their child from a curricular activity, it is still good practice to inform parents that a visit or activity is happening. Note: swimming is a statutory requirement within the curriculum and therefore parents cannot refuse consent, as with all curricular physical education. Parental consent is required where swimming is a leisure (rather than a PE) activity.

Adventurous and out of hours activities

Consent is required for visits taking place outside of school hours and for activities taking place during and outside school hours, where it involves a higher level of risk, such as a long journey or adventurous activity. A blanket consent form, covering adventurous and non-adventurous trips, is available on EVOLVE.

Parental consent for over 18s

Parental consent isn't a legal requirement for pupils who are 18 or over, but establishments may continue to request this if it helps with their administrative processes. Where parental consent isn't requested, a signature is still required from the student.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 6 – GENERAL INFORMATION

Provider consent forms

Some third-party providers provide forms for establishments to pass onto parents to complete and sign. However, provider forms should not be used if they include any agreement between parents and the provider regarding financial commitments, terms and conditions or waivers. All contractual arrangements should be between the establishment and the parents, or between the establishment and the provider, not directly between parents and the provider.

Data protection

Sometimes it's necessary for an establishment to share personal data with another organisation, such as medical or other information about participants. Where this is required, establishments must obtain assurances that the provider is compliant with GDPR. Note: the law allows personal data to be shared for the protection of life, even if there is no consent.

e-consent

With e-security measures in place, parents can give consent on-line. Online systems that provide the option for visit-specific e-consent should have the facility for parents to confirm that they have been fully informed, and when and by whom the consent was given. Where e-consent is provided online via a web link, this should be accessible only via a password-protected parental login. If consent is given by email, it should use the email address provided by the parents to the establishment, taken directly from the establishment's Management Information System.

6.7 Waivers

Establishment staff cannot sign waivers on behalf of pupils, and neither can they ask parents to sign waivers for children while the children are under the school's duty of care. Therefore, establishments should refuse to complete a waiver if asked to do so by a provider where they are looking to abdicate responsibility. If the provider insists on one being completed, alternative provision should be sought. Note: some waivers may just be consent forms.

6.8 Charging & Remissions

Details of the DfE's Charging & Remissions policy can be found at:

<https://www.gov.uk/government/publications/charging-for-school-activities>

An LA template and useful flowchart can be found under the School Finance Resources page on BEEM, 'Income – non-invoiced'.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

The adventurous activities listed below can be accessed or run by an external provider or by a member of establishment staff who has demonstrated sufficient levels of competence, with both options requiring LA approval. Where a member of establishment staff is leading a more adventurous activity such as climbing, sailing or mountain walking, **evidence of the relevant National Governing Body (NGB) qualification, plus a current first aid certificate (if needed to validate the NGB status) must be uploaded onto the individual's account on EVOLVE and an online Activity Leader's Form (ALF) completed.** A full list of adventurous activities and requiring approval by the LA can be found in *Section 1.8*. For information about any activity not covered below, contact the OEA.

7.1 AALA regulation

The Adventure Activities Licensing Authority (AALA) is the licensing authority for outdoor activity centres for young people in Great Britain that covers four broad groups of activities. Establishments should check that any provider offering these activities (see below) is licenced with AALA. For further information, visit: https://www.aals.org.uk/aals/provider_search.php or email AALA-applications@hse.gov.uk. **Note:** providers with licences granted after 31 March 2020 may not have yet been entered onto AALA's register due to a change in inspection provider.

AALA licenced activities

Caving: the exploration of underground passages in parts of mines which are no longer worked or natural caves where rock climbing or diving equipment is required.

Climbing: climbing, traversing, abseiling or scrambling over natural terrain or outdoor man-made structures (other than structures designed for such activities) requiring the use of equipment or special skills e.g. rock climbing, abseiling, ice climbing, gorge walking, ghyll scrambling and sea level traversing. Climbing walls, abseiling towers and ropes courses are exempt from licensing.

Trekking: journeying on foot, horse or pedal cycle or skiing over terrain which is moorland or more than 600 metres above sea level and from which it would take more than 30 minutes travelling time to reach any accessible road or refuge e.g. hill walking, mountaineering, fell running, orienteering, pony trekking, off-road cycling and off-piste skiing. It does not include skiing on a prepared and marked-out ski-run.

Watersports: e.g. canoeing, kayaking, dragon boating, wave skiing, white-water rafting, improvised rafting, sailing, sailboarding, stand up paddle boarding (SUP) and windsurfing where done on specified waters i.e. the sea, tidal waters (e.g. estuaries), inland waters more than 50 metres from the nearest land, excluding any island or on turbulent inland waters.

7.2 Overseas adventurous activities & BS8848

BS8848 provides a rigorous framework for providers who manage risks on overseas adventure trips, such as expedition organisers, organisers of field trips and providers of adventurous holidays. Although it's a voluntary standard, providers must fully implement all the measures if they claim to comply with it. For more information, visit: <https://www.bsigroup.com/LocalFiles/en-GB/consumer-guides/resources/BSI-Consumer-Brochure-Adventurous-Activities-UK-EN.pdf>

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

7.3 Overseas expeditions - see also National Guidance document [7q Overseas Expeditions](#)

Overseas expeditions usually require a 12 to 24-month planning, preparation and training period and will be delivered by an external expedition provider as a complete package or led by the establishment's own staff. Establishments planning their own expeditions are advised to follow BS8848 (see *Section 7.2*). Booking contracts should always be between the establishment and the provider to ensure the establishment retains financial control and the right to cancel if a provider revokes on a significant aspect of the contractual arrangements.

The competence of the VLT and participants is fundamental, and the competencies required in terms of experience, qualifications, health, fitness, maturity etc. should be clearly identified in the planning and matched to appropriate leaders and participants. Enough time should be made to allow expedition leaders to undertake training with the group and make a proper assessment of their abilities and competencies. The expedition provider must be fully informed of all health issues and individual needs of participants

Contingency plans and emergency procedures should be in place and capable of providing an effective response should they be needed. Establishment staff should always accompany the young people on the expedition and be sufficiently competent to instigate and manage the emergency procedures in the event they need to take over from the expedition leader.

Clear and detailed information, including the level of challenge and emergency procedures, must be given to parents in obtaining their consent.

7.4 Overseas visits - see also National Guidance document [7r Overseas Visits](#) see also [Overseas Checklist on EVOLVE](#)

A key resource for planning and risk assessment is the UK government's foreign travel advice at: <http://www.gov.uk/foreign-travel-advice> which should be checked in the early stages of visit planning, at regular intervals and immediately prior to leaving. Passport and visa requirements can be checked here or with the country's consulate, High Commission or embassy. All establishments must have appropriate travel insurance in place for overseas visits. Where provider insurance is offered, establishments should check what is covered (and excluded), and whether cover is already in place. Visit Leaders should check what the travel insurance covers. See *Section 6.6*.

A Visit Leader's competence should take account of the extra complexity involved in leading a visit overseas. The VLT should also include someone who can communicate effectively, with a good understanding of the local culture (or failing this, have 24/7 access to someone who can fulfil this role).

It is important to be aware of the vulnerability of groups when arriving in a foreign country, especially at night or if tired after a long journey. Risks can be reduced by: having a clear plan; a native speaker or a trusted local person in the group; delegating specific leaders to concentrate on group supervision; preparing participants to keep valuables secure, stay together, alert and vigilant and know what to do if they feel threatened; having pre-arranged transport to the first night's accommodation and ensuring that the first night's accommodation is secure and in a safe area. Both the establishment and any third-party provider should have an emergency or critical incident plan, which should be checked to ensure they interact effectively before the visit takes place.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

To address the additional risks young people with special educational needs and disabilities face overseas, a pre-visit is strongly recommended, together with higher staff ratios and making all staff aware of the young people's medical needs and medical emergency procedures.

Parents should be fully briefed so that they can make informed decisions when consenting to the arrangements. This is best achieved through a pre-visit parental briefing session.

7.5 Exchange visits – see National Guidance document [7f Exchange Visits](#)

7.6 Residential – see also National Guidance document [4.2b Residential](#)

The quality and location of residential venues should be checked as part of the provider selection process and should be suitable for the age, physical ability and needs of the group. Where a building such as a school is being used, which is not designed for sleeping, a fire & security risk assessment should be carried out, and ideally the local fire service informed. Some overseas accommodation may not meet expected UK/European standards and so might require additional controls such as taking smoke and carbon monoxide alarms.

On arrival, fire escape routes and signage should be checked, and everyone familiarised with the emergency procedures, escape routes and assembly points. A Personal Emergency Evacuation Plan (PEEP) should also be in place for any adult or young person who may need one. Where there are only one or two members of school staff on a visit, young people should be familiar with the emergency procedures, or at least know how to get help.

Accommodation will ideally be for the exclusive use of the group or rooms will be located next to each other, on the same floor and with establishment staff close by. Special considerations may need to be given to the transgender young people in relation to room allocation and accessing facilities – see *Section 3.7*. Ground floor rooms, which are less secure, and balcony rooms, which run the risk of falls from height, are best avoided. Rooms should be lockable and leaders should have access to a master key.

Before departure, a code of conduct should be agreed in discussion with the participants around behaviour expectations, including smoking, alcohol and drug use, and appropriate relationships. Outside structured activities, leaders should agree geographical boundaries and use their judgement to decide the appropriate level of supervision. Where the establishment decides that responsible drinking of alcohol is permissible amongst the VLT, there must always be enough staff who remain alcohol-free to provide effective supervision, including during an emergency.

7.7 Land based adventurous activities

Airborne activities – ballooning etc.

These activities will usually take place within a specially prepared site and be under the control of accredited clubs who will be responsible for providing pilots/instruction. These will be considered on a case by case basis. Contact the OEA for more information.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

Archery

Instructors must hold Archery GB as a minimum qualification. Note: this doesn't include 'Arrows' - an initiative created by Archery GB for primary schools.

Bouldering (indoor)

Instructors should hold either the Climbing Wall Instructors (CWI) Award or outdoors equivalent. Boulder Brighton, which caters for secondary age and upwards, requires all participants to have completed four hours of induction training from a qualified instructor before climbing without an instructor present (although most school groups will continue to have an instructor present for each session). High Sports' Bouldering, which caters for all ages, provides instructors for all school groups.

Boxing

The British Medical Association does not support the teaching or coaching of, or participation in, boxing due to evidence indicating detrimental effects upon health. However, establishments may consider non-contact versions of boxing, and accreditation is now available to coach this through the appropriate home country governing body of sport. Students should always wear protective equipment, including a mouth guard, protective hand bandages, gloves, cup protectors and force absorbent headgear etc. The [Amateur Boxing Association of England](#) provides guidance on the safe delivery of boxing in schools, including non-contact of the sport.

Camping – see also National Guidance document [7L Camping](#)

Staff leading camping in the school locality or surrounding countryside should be appropriately experienced, trained and if relevant, qualified for the terrain. All camping sites should be thoroughly risk assessed, with specific attention given to access by the general public. Supervision can be made easier by careful planning of where tents are pitched. Leaders should ensure pupils receive appropriate training in camp craft, including the safe packing and carrying of loads, pitching of tents for anticipated weather, use of stoves, and preparing food safely.

Climbing or abseiling on artificial structures

Other than low walls used for traversing, climbing walls should only be used under the supervision of an individual with the appropriate qualification for the complexity of the wall and local conditions of use e.g. a Climbing Wall Instructor (CWI) Award, Single Pitch Award (SPA), Mountain Instructors Award (MIA) or an in-house qualification that follows Mountain Training England guidance. Teachers can opt to undertake the [Indoor Climbing Assistant Award](#) to support qualified instructors with climbing sessions on artificial structures.

Cycling

- **Road cycling**

Establishment staff wishing to leading groups of cyclists on road should have an appropriate qualification such as the British Cycling Ride Leadership Award, Level 1. [They should also be able to demonstrate substantial cycling experience and practical experience in bike maintenance.](#) [Bikes should be checked for road worthiness, particularly brakes and lights, safety and be suitable for the size and weight of participants.](#) [All participants must wear an approved and correctly fitting cycling helmet, ideally wear reflective clothing, be proficient cyclists and know the Highway Code.](#) [Groups should be no larger than 10, with a minimum ratio of two adults and cycle in single file.](#)

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

- **Off-road cycling/mountain biking**

Establishment staff wishing to lead groups mountain biking should have a minimum Level 1 MTB Leadership Award, which covers limited, pre-determined routes in a safe environment [and a relevant first aid qualification given the likelihood of low-level injuries](#). For more experienced cyclists, the Level 2 MTB Leadership Award enables qualified leaders to use their experience to safely guide others on off-road terrain. See: <https://www.britishcycling.org.uk> for more details. [Bikes should be checked for safety and be suitable for the size and weight of participants. All participants must wear an approved and correctly fitting cycling helmet \(and ideally reflective clothing\), be proficient cyclists and know the Highway Code.](#) Inexperienced groups should not go off-road until the leader is satisfied they are sufficiently competent. [Groups should be no larger than 10, with a minimum ratio of two adults.](#)

Expeditions (UK based) - see *Section 8*

Farm visits - see also National Guidance document [7g Farm Visits](#)

If a visit to a farm is planned that doesn't regularly host educational visits or hold any accreditation such as CEVAS (Countryside Educational Visits Accreditation Scheme), establishments should need to work with the farmer to ensure that the visit can take place safely. For example, public footpaths may be close to hazards such as machinery, barbed wire, silos, slurry, pits, ponds or stacked bales or through fields or yards with potentially dangerous animals such as dogs, cattle, horses, pigs or bees. When submitting the form on EVOLVE, select 'Adventurous activity led by school'.

Forest School & bushcraft

A Forest School Level 3 award, together with an appropriate first aid qualification, is required for Forest School or bushcraft activities involving teaching knife and fire skills etc. [However, some staff with experience of Forest School or bushcraft may be able to deliver basic activities in the school grounds and close by without Level 3 accreditation.](#) For information, contact the OEA.

Go karting

A pre-visit is strongly recommended to assess the appropriateness of the track for participants and to check safety protocols e.g. the driver briefing covers safety information, tracks rules, use of flags/lights to communicate to drivers and track familiarisation. Leaders must ensure a waiver limiting the provider's liability is not required.

High ropes (including zip wire)

Instructors or Leaders responsible for the supervision of participants must have received site specific training and have been assessed as competent by an ERCA High Ropes Trainer, Mountain Instructors Award or Certificate (MIA, MIC) holder. Progressive activities are recommended so that confidence can be established before tackling more challenging elements. High ropes courses, which are not instructor led, should be on a continuous belay system where users are always connected to a safety line. 'Cows tail' courses such as Go Ape, where the individual is responsible for protecting themselves, are not approved by BHCC.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

Horse-riding & pony trekking

Establishments using a horse-riding school for the first time should ensure it carries one or more of forms of accreditation as a Member of the British Horse Society, Member of the Association of British Horse-Riding Schools or Approval from the Riding for the Disabled Association. **Pony trekking should only be done with established AALA registered trekking centres, with all participants having had preliminary riding instruction.**

Ice skating

Visit Leaders should have previous experience of skating at rinks and leading groups in similar environments. More caution should be taken on smaller or temporary rinks, which are likely to be more crowded. Sensible clothing should be worn (including gloves) and participants must follow the ice rink's rules to minimise the risk of injury. It's recommended that beginners and advanced skaters skate in separate groups.

Low ropes & assault courses

Instructor should be familiar with group management and the apparatus arrangement and any potential risks. For apparatus above 1m high, there should be impact absorbent surfaces and the maximum fall distance not exceed 2.5m.

Martial arts

Providers will be a member of the National Governing Body for the martial art involved e.g. the English Karate Federation, British Taekwondo Council etc. Protective equipment, including headgear and shin protectors, must always be used where provided. For more information, see Section 4 of the AfPE manual or contact the OEA.

Orienteering (in open country)

For orienteering in open country, leaders should hold a Level 1, 2 or 3 British Orienteering Coaching Award, and in mountainous country, additional qualifications such as the Mountain Leader Summer Award or Lowland Leader Award with British Orienteering Federation (BOF) training are required. Holders of British Orienteering Teaching qualification Part 1 or 2 or competent adults with experience of orienteering are competent to deliver a basic introduction to orienteering in the school grounds, local parks or small areas of woodland with clear boundaries and observable paths. The City's parks have several orienteering challenges, which can be found at: <https://www.brighton-hove.gov.uk/content/leisure-and-libraries/parks-and-green-spaces/park-orienteering>

Paintballing

Paintballing is not an LA approved activity where paintballs are fired at each other due to the high likelihood and incidence of injuries. Paintballing is only acceptable when fired at a static target.

Quad biking

Quad biking is only acceptable where the engine size is limited to 50CC or where a low speed limit such as 5mph, is in force in the case of more powerful bikes. Comprehensive instruction must be given to all participants on riding technique and expected behaviour. **Note:** any waiver limiting the provider's liability (except regarding deliberate damage to bikes) must not be signed.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

Rock climbing (single pitch)

Instructors should hold a Single Pitch Award (SPA), Rock Climbing Instructor (RCI) or Mountain Instructors Award (MIA). The activity should be progressive and the level of challenge appropriate to the group. Helmets must be worn on natural rock and all participants should be top roped, with no lead climbing.

Roller blading, skating and skateboarding

Ensure that safe, uncrowded areas are selected, with smooth, debris free surfaces. Protective clothing should include a helmet, wrist guards, and knee and elbow pads, and all participants taught how to fall safely.

Skiing - see also national Guidance document [7v Snowsports](#)

It's strongly recommended that any Visit Leader of a school ski trip has attended a Snowsports England Ski Course Organiser course or is able to demonstrate competence in this area. If you're not clear what the educational benefits are to pupils, see the publication 'Snowsports and learning outside the classroom' on EVOLVE under 'Resources – Activity Information'.

Whenever young people are skiing or snowboarding, they should be under the supervision of either an accredited snowsports school, or a suitably-competent member of school staff, who:

- Is experienced and conversant with good practice
- Holds a nationally recognised first aid qualification
- Is clearly able to demonstrate competence by holding an appropriate National Governing Body qualification (see below) or through *assessment by a competent Technical Adviser.

*Assessment would need to take place in a ski resort in order to assess navigation, as well as skiing supervisory competence. An appropriate minimum qualification for leading or supervising snowsports is the Snowsports England Alpine Ski Course Leader Award. For instructing, or coaching, a British Association of Snowsport Instructors (BASI) Alpine Coach Level 2 Award would be required.

Pupils should never be allowed to ski unsupervised, and a member of school staff should always remain with any third-party provider i.e. a ski school, to fulfill their duty of care.

Dry slope skiing

To instruct on an artificial slope, leaders must be a qualified Snowsports England coach, hold an Artificial Ski Slope Instructors' Certificate or a British Association of Snowsport Instructors UK Advanced Instructor award. Participants should wear gloves or mitts, avoiding loose clothing which may get caught in the tow.

Non-skiing activities such as tobogganing should only be carried out by an external provider who has been sub-contracted by the tour operator and appropriate assurances obtained.

Trampolining

Trampling at trampoline parks is not an approved LA activity due to the high risk of injury. Use of small trampolines for fitness and motor coordination improvement (within a gymnasium) are acceptable.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

Tree climbing

See the LA's model risk assessment and control measures on EVOLVE.

Trekking/hiking/rambling/walking

A Lowland Leader Award (LLA) is recommended for staff wishing to lead walks in open country. Staff should also be familiar with the type of terrain and the conditions to be found on their planned trip. For walking in upland, moorland, fell, hill or downland e.g. Dartmoor, or wild country (summer or winter), contact the OEA.

Wild Beach

Wild Beach is a child-led Forest School inspired learning programme focused on exploring the coastal environment, incorporates risk management, expressive art and design, making and problem solving, and discovering natural materials. Schools can opt for a provider led, or an in-house school led approach, in which case an accredited qualification in Wild Beach Leader Training (Level 3) through Sussex Wildlife Trust is required.

7.8 Water (and water margin) based activities - see also 'On Brighton beach' toolkit on EVOLVE

For all water-related activities it is important to check that the conditions are suitable, that only appropriately qualified leaders and safety checked equipment are used, and that participants have the necessary level of confidence and swimming ability where required. Many providers e.g. Hove Lagoon, will accept non-swimmers for some watersports if they wear a life jacket rather than a buoyancy aid, are water confident and staff are notified in advance.

Leaders should be aware of the potential risks to health from contact with fresh water due to animal urine or infected animals e.g. Weil's disease. Open cuts and abrasions should always be covered by waterproof plasters before entering the water, swallowing water avoided and showers encouraged following immersion.

Hypothermia, due to exposure and possibly exhaustion, can be minimised by ensuring participants are suitably clothed, fit (without any underlying medical condition that would make them vulnerable), adequately fed and that rescue boats are present. Leaders should also be aware of the consequences of cold-water shock: <https://www.rlss.org.uk/cold-water-shock-the-facts>.

If working on the sea or on a larger body of inland water, providers will require an AALA licence.

Working by water margins – see also National Guidance document [7i 'Group Safety at Water Margins'](#)

Inland

If working near or in water, leaders need to consider the make-up of the group in terms of water ability and confidence, and the likelihood of someone falling in and if so, how they can be reached safely. Using a throw rope is recommended for any activity near or on a water margin. Where water entry is planned, leaders should check for any hazards, either under water or downstream, and ensure participants can always get in and out safely. Potential health risks from poor water quality and the impact of rainfall on water levels (even if falling elsewhere) should also be carefully assessed.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

By the sea

If visiting Brighton beach, leaders should check the weather forecast and tidal conditions, be aware of areas of steep shelving and ensure the group is given clear physical boundaries (staff can provide this with younger groups). If paddling is planned, some members of staff should stand in the water to provide a physical boundary and a throw rope is recommended. Brighton's pebble beach makes it difficult to paddle without suitable footwear, but this is possible during Spring tides when sandy beach is exposed. When visiting other coastlines, always contact the local seafront office ahead of the visit to get advice about local hazards (rip currents, being cut off, mud banks etc.) as well as local tide times.

Boating

All vessels operating on a commercial basis must be appropriately licensed by the Maritime and Coastguard Agency (MCA), and those with more than 12 passengers (excluding crew) are required to hold an appropriate Passenger Ship Certificate.

Coasteering (adventure swimming, sea level traversing)

It is recommended that any coasteering organisation has signed up to the National Coasteering Charter. Instructors should hold an appropriate award in a related intertidal, rock/water interface such as climbing or sea kayaking such as the Mountaineering Instructor Award (MIA) and Certificate (MIC) or BCU Level 5 Coach (Sea) and have extensive experience of delivering coasteering activities at the selected venue. Where the activity could or will involve participants being in water, a member of staff must hold a Life Saving qualification. All participants should wear approved helmets, a buoyancy aid at all times and wet suits may also be required.

Canoeing and kayaking

Instructors must have an appropriate British Canoeing qualification for the type and level of water environment in which they are operating (sheltered, moderate, advanced), with canoeing centres ideally holding the British Canoeing quality mark. Participants' swimming ability will be at the instructor's discretion, based on the location, participant's age and prevailing conditions. All participants should wear warm and windproof clothing, an approved buoyancy aid and, if appropriate, a wetsuit.

Fishing

At least one member of staff proficient in life saving and resuscitation should be present during any angling activity that takes place inland. Fishing from piers, jetties and harbours is not recommended. Sea angling from a boat requires expert knowledge of sea fishing and boat handling, and any boat must conform to the requirements laid down by the Maritime and Coastguard Agency (MCA) and other relevant agencies.

Pond dipping - see also model Pond Dipping risk assessment on EVOLVE

Clear boundaries should be set by leaders to ensure participants stay within specified areas and ideally a throw rope should always be available.

Powerboating

Companies offering power boating rides for leisure must have an appropriate Maritime and Coastguard Agency (MCA) licence. All participants must wear a lifejacket or buoyancy aid and

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

clothing appropriate for the conditions and location, including additional sun protection due to the exacerbation of the sun's effects on water. Brighton Lagoon based at the Marina, offers powerboat rides for up to 5 people. Participants must be 12 years or over and not have any back or neck conditions.

Rock pooling - see also model Pond Dipping risk assessment & 'On Brighton Beach' toolkit on EVOLVE Leaders should consult a tide table to identify the best time, aiming for an hour or two before low tide. Participants should wear tough, waterproof footwear.

Rowing

For slide seat rowing, most clubs will have British Rowing accreditation. A minimum of two leaders should be qualified in the type of water being used (e.g. inland or coastal) and have an appropriate qualification from British Rowing such as the UKCC Level 3 certificate. All participants must be able to swim 50 metres or have had parents confirm that they can be submerged without distress. For fixed seat rowing, there are various forms of accreditation, including membership of the CPGA e.g. Newhaven's gig rowing club can provide a stable marine rowing experience within the confines of Newhaven Harbour.

Sailing

Any sailing activity should take place at an established sailing centre or club with Royal Yacht Association (RYA) accreditation. For dinghy sailing at all levels, a safety boat should be on hand, staffed by qualified crew with a minimum qualification of an RYA Powerboat Level 2, preferably RYA Safety Boat Award. For sailing on yachts, Day Skipper and Yachtmaster Awards are proficiency awards but do not necessarily reflect leadership skills. Visit Leaders need to satisfy themselves that the activity will be led by staff who are sufficiently experienced in managing young people or adults. Yachts must comply with Maritime & Coastguard Agency regulations according to their size and the area of operation. All vessels need either to be operating through an RYA registered school or hold a Small Commercial Vessel Certificate from the MCA.

Scuba diving & snorkeling

Diving and snorkeling centres should have BSAC or PADI accreditation, with instructors holding an HSE approved diving qualification such as the BSAC or PADI Open Water Instructor Award. Both activities are best taught in either a swimming pool or in sheltered open water with all diving activities taking place within a recognised BSAC or PADI training facility. All participants taking part in snorkeling or scuba diving must be able to swim 200m and tread water for 10 minutes, be medically fit and fully briefed on rescue and emergency procedures.

Stand-up paddle boarding (SUP)

Instructors should have an appropriate qualification in SUP from a recognised body such as British Canoeing (BCU), the British Stand Up Paddle Boarding Association (BSUPA) or the Academy of Surfing Instructors (ASI). Participants must wear a buoyancy aid or a lifejacket that allows them to move their arms freely, and leashes may also be mandatory. Non-swimmers may be able to participate if they wear a life jacket, are water confident and the provider is notified in advance. Where participants are working on sea, a powered rescue boat must be provided, staffed by qualified crew with a minimum qualification of an RYA Powerboat Level 2, preferably RYA Safety Boat Award.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 7 – ADVENTUROUS ACTIVITIES

Swimming - see the LA's Swimming Health & Safety Guidance on EVOLVE

Surfing

Surfing activities should take place at an established Surfing England approved surf school. The instructor should hold a Surfing England coaching qualification e.g. ISA/Surfing England Level 1 or 2, together with a lifesaving and first aid qualification and the activity must take place on a life-guarded beach. All participants must be competent swimmers. It is recommended that beginners are paired with a shore-based member to observe them afloat, are given a board with adequate flotation, and wear wetsuits. Surfing England recommend a minimum ratio of no more than 8 surfers to one instructor. Artificial wave centres such as Surf Snowdonia and The Wave in Bristol should hold an adventure mark such as the Adventure Activities Industry Advisory Committee (AAIA), together with qualified instructor led sessions (as above) and lifeguards.

Water skiing

Water skiing centres should be accredited by, or an affiliate of, the British Water Ski and Wakeboard Association (BWSW). The provider should have in place minimum standards of competence for the driver such as the Ski Boat Driver Award (SBDA) or RYA level 2 certificate, backed up by additional training. Ski boats should always have a second person, or 'spotter' to watch the skier or riders and assist the driver.

Windsurfing

Centres offering windsurfing instruction should have Royal Yacht Association (RYA) accreditation, and instructors should hold an RYA Windsurfers instructor certificate. In tidal waters and on open sea a powered rescue boat must be on hand, staffed by two people with a minimum qualification of RYA Level 2 National Powerboat Certificate, preferably the RYA Safety Boat Award, who are competent to rescue windsurfers. Protective equipment appropriate to the conditions and water temperature should be worn.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 8 – DUKE OF EDINBURGH'S AWARD

8.1 Expedition notification

All expeditions should be notified to the Outdoor Education Adviser via the EVOLVE notification system at: www.brightonandhovevisits.org.uk. For Gold expeditions, either a Green form for *wild country* expeditions or a Blue form for *overseas* expeditions will need to be completed and attached to the EVOLVE form. Expedition information and forms can be downloaded at:

<https://www.dofe.org/shopping/expedition-kit/expedition-downloads/>

8.2 Bronze training day notification

Bronze training days should be submitted on EVOLVE as a standard 'adventurous' offsite visit (not selecting DofE as the primary purpose). Staff qualifications should be detailed where remote supervision is planned (see *Section 8.4*).

8.3 Use of Approved Activity Providers (AAPs)

- **By Directly Licensed Centres (DLCs) or DofE Centres**

Approved Activity Providers (AAPs) are independent organisations approved by the DofE to deliver sections of the DofE programme. If you are using an external provider rather than your own qualified staff to deliver a DofE expedition, the provider *must* be an AAP. The DofE makes no judgement about the safety management systems of an AAP so these organisations are subject to the LA's ratio requirements (see matrix A & B for details) and other standard checks on third party activity providers - see *Section 2*). In order to ensure they meet the LA's criteria, please advise the OEA of the AAP you are intending to use as far in advance of the expedition as possible and before any money has changed hands. A current list can be found at:

<https://www.dofe.org/run/aap/>

- **AAP bookings by individual DofE participants**

If a registered participant books onto an AAP 'Open Expedition', the parent/guardian or participant (if they are over 18) is responsible for evaluating the health and safety of the expedition. The LA does not require notification as this constitutes a private contract.

8.4 Qualifications & scope

BHCC believes that the best way of proving the competence of leaders is through nationally recognised National Governing Body (NGB) qualifications that have an assessment element. Very experienced DofE leaders who demonstrate a high level of competence but have no qualifications, are encouraged to pursue NGB awards. BHCC will, in certain circumstances, offer these leaders the opportunity to be internally assessed for technical competency. Contact the OEA for advice.

Leaders' qualifications and experience need to be appropriate for the number of teams and the terrain (see requirements in matrix A overleaf) for every practice and qualifying expedition ([plus training days where remote supervision is proposed](#)). All adults working with DofE participants must have an enhanced DBS checked.

- **First aid certificates**

All leaders with NGB qualifications must hold a valid first aid certificate. Due to the potential delay in professional help arriving in more remote terrain, a 16-hour first aid course is recommended.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 8 – DUKE OF EDINBURGH'S AWARD

This covers managing and treating a casualty in an outdoor situation, dealing with an unconscious casualty, CPR, shock, severe bleeding, fractures, choking, burns and other minor injuries.

Matrix A: Minimum qualifications required

Leaders' qualifications need to match the terrain in which the expedition is taking place. These terrain levels do not necessary relate to DofE Bronze, Silver and Gold level expeditions.

Note: Lowland Leader Award (LLA) and Hill & Moorland Leader Award (HMLA) allow leaders to supervise day walks *only*. Anyone wishing to supervise overnight expeditions needs to complete the additional Expedition Skills Module. See: <http://www.mountain-training.org/> or contact the OEA for advice.

For Bronze training days, where remote supervision is planned, the minimum NGB qualifications apply.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 8 – DUKE OF EDINBURGH'S AWARD

Terrain Level	Description of Terrain	Minimum NGB Qualification	First Aid level required
Level 1	<p>UK Terrain <600 metres Terrain <600m in height, and not more than 60 minutes on foot from a public road or habitation where it would be reasonable to get help. Walking should be mainly on footpaths with clearly identifiable features and landmarks. Areas enclosed by well-defined geographical or man-made boundaries such as classified roads.</p>	<p>Lowland Expedition Leadership (LEL3) (replaces Basic Expedition Leader) OR Countryside Leader Award (CLA) OR Lowland Leader Award (LLA) + Exp. Skills Module</p>	<p>8-hour first aid 16-hour first aid 16-hour first aid</p>
Level 2	<p>UK Remote Terrain Terrain that includes open, uncultivated, non-mountainous, high or remote country known variously as upland, moor, bog, fell, hill or down. Areas are enclosed by well-defined geographical or man-made boundaries such as classified roads. <u>Note:</u> areas that merge with mountain regions and do not have well defined boundaries are excluded. Areas of remoteness that are easily exited in a few hours, returning to a refuge or an accessible road. Areas where movement on steep or rocky terrain is not required (in either a planned or unplanned situation). The majority of Gold expeditions will take place in this environment.</p>	<p>Hill & Moorland Leader Award (HMLA)</p>	<p>16-hour first aid</p>
Level 3	<p>UK Remote Terrain & Terrain 600m+ Any terrain including that above where there are no clear boundaries and are classed as mountainous or where steep or rocky terrain may be encountered where walkers will be dependent on themselves for immediate help.</p>	<p>Mountain Leader Award (MLA) Joint Services Mountain Leader (JSMTCL)</p>	<p>16-hour first aid</p>

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 8 – DUKE OF EDINBURGH'S AWARD

8.5 Expedition roles

An **Expedition Supervisor** has overall responsibility for all young people on the expedition. They hold a NGB qualification suitable for the terrain and have been assessed as competent by Brighton City Council via *EVOLVE* to take legal responsibility for the teams in the field. Additionally, the Expedition Supervisor is responsible for ensuring that any adult helpers have the necessary competence and experience to assist.

All adults acting as Expedition Supervisor must have undertaken the DofE's Expedition Supervisor's Training course (ESTC). There should be one Supervisor per eight teams.

An **Expedition Leader** is someone who holds an outdoor NGB qualification and has been assessed as competent by BHCC via *EVOLVE*. They can deliver training and remotely supervise groups.

Adult Helpers may support an expedition by helping to deliver training and remotely supervising teams under the supervision of the Expedition Supervisor. It is up to the Expedition Supervisor to determine whether or not they have the necessary competence to carry out their role.

An **Expedition Assessor** supports and checks that teams undertaking their expedition are meeting the 20 Conditions and provides teams with a personalised assessors report. They will have completed the Expedition Assessor Accreditation Scheme (EAAS) and have been approved and registered as an assessor by either BHCC or a Directly Licensed Centre (DLC). Where an assessor assesses for multiple centres, they must be registered with each one for insurance purposes. The assessor does not take responsibility for the health and safety of the participants in the field, unless they are acting in a dual Assessor/Supervisor role for a Bronze expedition (see below).

Dual Assessor/Supervisor role

Bronze level expeditions can have one individual performing the Expedition Supervisor and Assessor role, providing they are an accredited assessor and have completed both the DofE's Assessor's (EAAS) and Supervisor's (ESTC) courses. The Expedition Supervisor must ensure that that such an arrangement meets all the LA's safety requirements.

8.6 Training of participants

In all cases, expedition training of participants must be overseen by an adult with an appropriate NGB qualification. All adults involved in training, practice and qualifying expeditions should follow the guidance contained in the Duke of Edinburgh's Award Handbook and Expedition Guide.

Bronze expedition training

Practice: a practice expedition is no longer a requirement at Bronze but participants are still expected to reach the skills and fitness levels appropriate for completing the remotely supervised, qualifying expedition. DofE has a set of training resources to help Leaders and Supervisors run robust training for their Bronze groups.

Training days: is always advisable to incorporate remote supervision on a training day to ensure participants are adequately prepared for the assessed expedition. Where remote supervision takes place, leaders should be qualified to Expedition Leader status as set out in *Section 7.4* and the ratios overleaf applied. Where remote supervision is *not* planned, staff will only need to be competent, not qualified, and standard (non-DofE) offsite ratios will apply.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 8 – DUKE OF EDINBURGH'S AWARD

Training days should be submitted on EVOLVE as a standard 'adventurous' offsite visit (*not* selecting DofE as a primary purpose), detailing staff qualifications where remote supervision is proposed.

8.7 Pre-expedition checks

The Expedition Supervisor will conduct a check on all the equipment that the team will need and use during the expedition, ensuring it is all fit for purpose. The Assessor at Bronze and Silver will meet the team on the morning of the expedition. At Gold level this usually takes place in the acclimatisation period, lasting one to two hours.

8.8 Staffing ratios

There must be a minimum of two adults (one NGB qualified and one other) on any DofE Expedition. Where there are both male and female DofE participants, both male and female leaders should be present.

Matrix B: minimum staffing ratios required

(these are also required on a Bronze training day where remote supervision is planned)

No. of Teams	Number of NGB Qualified Leaders required (appropriate to terrain)	Number of Adult Helpers
1 team	1	1
2 teams	1	1
3 teams	2	0
4 teams	2	1
5 teams	2	2
6 teams	3	2
7 teams	3	3
8 teams	3	4
Additional Supervisor required after 8 teams		
9 teams	3	5
10 teams	4	5
11 teams	4	6
12 teams	4	7
13 teams	5	7
14 teams	5	8

Any DofE expedition that does not meet these staffing ratios will not be approved by BHCC.

For staffing ratios for Gold expedition please contact the OEA.

8.9 Indoor accommodation option for Bronze groups

The indoor accommodation option at Bronze level can extend the expedition season for mainstream groups and offer a more practical alternative for groups with additional needs.

OFFSITE & ADVENTUROUS ACTIVITIES

SECTION 8 – DUKE OF EDINBURGH'S AWARD

8.10 Mobile phone policy

DofE Centres and Directly Licensed Centres (DLCs) can select one of the following three policy options for expeditions, which should be agreed in advance with the expedition team and assessor.

1. No mobile phones will be carried by the team. Emergency procedures (and evidence gathering methods) must be carefully thought out and designed to take this into account.
2. Mobile phones may be taken by the team for emergency use only. These phones must be switched off, kept in sealed bags and packed with the first aid kits. Teams should make allowance for this when planning to gather evidence.
3. As for Policy 2 above, but additional mobile phones without SIM cards or satellite internet access may be taken by the team for use as cameras, digital video recorders and alarm clocks.

Mobile phones should always be thought of as a team kit item and not as an individual item, and never be taken for navigation or GPS purposes.

8.11 Knife policy

A sense of adventure is essential in the DofE expedition section and young people should be appropriately equipped to hike and camp unaccompanied. A Swiss Army style pen knife (with a folding blade 7.62cm or less, as endorsed by DofE nationally and also by The Scout Association) is a suitable tool to take, has many benefits and as such will remain on BHCC's recommended DofE kit list. However, each centre is free to establish their own policy on Swiss Army style pen knives. BHCC does not allow the taking of fixed blade knives or lockable blade knives on DofE expeditions.

If your DofE participants bring Swiss Army type knives (pocket tools) on expedition, please ensure that you have covered their correct use in your training sessions. If you would like further information on this, please contact the OEA. The law on knives can be found at:
<https://www.gov.uk/buying-carrying-knives>

OFFSITE & ADVENTUROUS ACTIVITIES

COVID-19 CHECKLIST: update 14.9.2020

This checklist will be updated as the situation with the pandemic develops.

Current status: Non-overnight domestic educational visits can resume but the Government is still advising against overnight and overseas visits with children under 18. The Rule of Six does not apply to offsite visits or expeditions

Maximising time outdoors

The outdoors has many educational and health benefits, and during the pandemic, also provides opportunities for social distancing. Consider how you can maximise the amount of time that pupils spend outdoors, whether on your own grounds, areas nearby the school or further afield.

Planning

Review your planning and processes to ensure that they include the measures you need to take to reduce the risks from Covid-19. Pay attention to social distancing, remaining in designated bubbles, personal protective equipment and hygiene.

First Aid

Avoid activities which have a high likelihood of minor injuries to reduce the need for first aid, close contact with participants, or hospital visits. Take disposable aprons and eye protection, in case staff need to administer first aid or give direct support/personal care to a participant.

PPE

When going offsite, don't forget to take hand sanitiser (minimum 60% alcohol), antiseptic wipes, tissues and bags for waste. Face coverings will be needed during transport for anyone aged 11 and over, and indoor areas where required.

Social distancing

If the planned activity is in an area open to the public, consider how you will isolate your group.

Hygiene

The same attention should be given to hygiene when outdoors as when indoors. e.g. regularly washing/sanitising hands, avoiding touching objects shared by the public, avoiding activities which involve touching each other such as holding hands and cleaning equipment before it's used.

Zoning

During some activities, it may be possible to designate or mark out 'zones' within which individual participants work, to minimise contact between them.

Parent communication

Keep parents informed about your plans and the precautions you are taking, both indoors and outdoors to allay any concerns.

Parent volunteers

Ensure any parent volunteer isn't vulnerable or in a high-risk category for contracting Covid-19 and is following Government guidance, is symptom free and has no members of their household who are symptomatic. They should be briefed on your school's Covid-19 control measures and maintain 2m physical distancing between pupils, staff and other adults at all times.

OFFSITE & ADVENTUROUS ACTIVITIES

COVID-19 CHECKLIST: update 14.9.2020

Risk assessment

Take current government and LA guidance into account as part of your process of risk assessment and check it regularly in the days and weeks leading up to the visit and make any changes necessary to your plans.

Staff shortage

There may be a higher than normal risk of leaders being unable to go on a visit, and so you may need to take this into account when planning the staffing of visits.

Using an external provider or venue

When planning a visit to an indoor venue such as a museum or if using a tour operator or activity provider, discuss the potential effects of Covid-19 with them at the time of booking, and keep in touch with them during the run-up to the visit. Ensure they have assessed the risk of coronavirus and implemented effective control measures to prevent infection. Consider a pre-visit to check the measures in place and to discuss any issues

Transport

Current Government advice is to avoid using public transport. Where walking or cycling is not possible, dedicated transport such as a minibus or coach should be used, keeping pupils in their bubbles. Make sure the transport provider has appropriate control measures to prevent infection, encourage the use of hand sanitiser when getting on and off transport, organise boarding and disembarking carefully to minimise contact and use face coverings for adults and pupils over 11.

Managing the financial risks

When making any bookings or financial commitments, clarify how the terms & conditions will apply if you, or the provider, have to cancel, or are prevented from going ahead because of Covid-19 or its effects e.g. due to government guidance or a 'lockdown'. You should also ensure that parents are clear about any financial consequences of cancellation.

Contracts and waivers

If the visit involves any significant financial commitments, discuss the potential effects of Covid-19 with your insurance provider, especially as most policies now have Covid-19 exclusions. For example, will insurance cover the cost of cancellation, curtailment or delay due to changes in government guidance or virus control measures e.g. group members being isolated at home or in a hotel and prevented from travelling?

Overseas visits

Current government guidance advises against all overseas visits for children under 18. However, where planning ahead, monitor the Government's foreign travel advice and liaise closely with your travel provider for the country you're planning to travel to. Consider the alternatives and options should the visit not be able to go ahead.

Useful Resources

Covid-19 resources on EVOLVE

'Managing Covid-19 when going offsite' model risk assessment

'Managing Covid-19 when delivering PE' model risk assessment

Date: 14.9.2020

Doc ref:OG

Version: 13

Page 59 of 60

OFFSITE & ADVENTUROUS ACTIVITIES COVID-19 CHECKLIST: update 14.9.2020

Useful websites

Current government guidance: www.gov.uk/coronavirus

DfE's range of guidance for teachers, school leaders, carers, parents and students:
www.gov.uk/coronavirus/education-and-childcare

DfE's guidance for autumn 2020 schools re-opening:
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

DfE's travel advice for educational settings:
<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings>

The Association of British Insurers advice on the travel insurance implications of COVID-19:
<https://www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-hub/>

Foreign travel advice: <https://www.gov.uk/foreign-travel-advice>

Government advice for people travelling overseas during the pandemic, and the rules for entering the UK: www.gov.uk/guidance/travel-advice-novel-coronavirus

The Association of British Travel Agents (ABTA) guidance for travelling overseas:
<https://www.abta.com/news/coronavirus-outbreak>