

Educational Visits Policy



September 2024

This revision in response to updated BHCC Offsite Guidelines: January 2024 *Version 14*

These guidelines on offsite and adventurous activities should be used in conjunction with National Guidance for offsite activities at: <https://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.

Included here is a dedicated section for adventurous activities 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.

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

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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
Accommodation checklist	General Forms & Checklists
Car seat and seat belt clarification	Best Practice & Guidance Documents
Easing the (financial) squeeze on school visits	Best Practice & Guidance Documents
External Provider Form	General Forms & Checklists
Making the most of what's on your doorstep	Best Practice & Guidance Documents
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On Brighton Beach	Best Practice & Guidance Documents
One off consent form	General Forms & Checklists
Outdoor curriculum weblinks and lesson plans	Curriculum Support
Overseas checklist & threat assessment	General Forms & Checklists
Parent Transport Declaration	General Forms & Checklists
Pre-visit checklist	General Forms & Checklists
Risk Assessments (various)	Risk Assessments
Road safety when walking with children	Best Practice & Guidance Documents
Swimming Health & Safety Guidance	PE Guidance

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, as well as those 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 logins to Visit Leaders for EVOLVE.

The establishment must keep a complete record of any visits *not* added to EVOLVE for record keeping purposes (see *Section 1.6*).

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 and farms, 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 more details).

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

- 1) The Visit Leader proposes the visit to the Headteacher/Governing Body for initial approval.
- 2) The EVC provides guidance and support to the Visit Leader about planning the trip.
- 3) The Group Leader must undertake a preliminary visit to ensure the educational aims can be met and to assess any risks (see below);
- 4) Group Leaders should use the Offsite Visits Checklist/Overseas Visits Checklist (forms EV1 in Appendix I) to support the planning of the visit;
- 5) **Complete a risk assessment** (including reviewing any provided by the venue) for approval by the EVC at least **4 weeks** prior to visit.
- 6) If the trip is residential/overseas/involving adventurous activity please see the EVC for the relevant paperwork as additional checks must be made;
- 7) Liaise with office staff to negotiate cheapest admittance price (if required) and cheapest transport;
- 8) Liaise with Bursar re: insurance costs and possible discounts/subsidies due to pupils or the school;
- 9) Calculate the overall cost per pupil. Make bookings for transport and destination as required;
- 10) Send letter home (this should be done at least **four** weeks before the planned date of a day visit; at least 12 months before residential or overseas trip). The letter should include a parental permission and medical needs slip that should be signed and returned;
- 11) 10. Create an itinerary for the visit using form EV2 (see Appendix III) This should be saved in the AMBER > EDUCATIONAL VISITS > *current year* > a folder named: YrGrp Destination (date) > "EV2 destination name"
- 12) Liaise with the EVC to upload all relevant documentation to the EVOLVE website.

Residential, overseas and adventurous visits must NOT take place without LA approval.

At Coldean, the following details the lead times for an educational visit from approval to departure

Visit type	Approval from SLT	Process on EVOLVE	Letter to parents	Deadline for permission and/or payment
Educational Visit	8wks	4wks	4wks	2wks
Visit incl. hazardous activity	8wks	6wks	4wks	2wks
Residential (UK)*	12mths	6wks	12mths	2wks
Overseas Visit*	12mths	8mths	6mths	2wks

Local Authority 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. If 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 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 EVOLVE 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 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 is 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 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 wherever possible.

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 across 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.

Generic and blank Risk Assessment Forms can be found on network drive AMBER > Educational Visits. The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit?
- what is the telephone number of the group leader?

Completed Risk Assessments must be submitted to the EVC a minimum of **4 weeks** before the visit.

The Risk Assessment will then be checked and signed by the EVC/Head (if no alterations are required). The group leader must then ensure that the Risk Assessment is copied and circulated to the adults attending the outing. Adults should sign and date one master copy of the risk assessment to prove they have read, understand and agree to adhere to its contents.

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.

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.

1.7 OFFSITE & ADVENTUROUS ACTIVITIES

Adventurous activities and hazardous environments requiring LA approval	Examples of non-adventurous activities where approval stops with the Headteacher
Airborne activities e.g. ballooning	Beach games
Archery	Beach visits (non-water based or paddling only)
Bouldering (indoor)	Bowling
Boxing	Cinema visit
Camping	Concert visit
Climbing or abseiling from artificial structures	Library visit
Cycling – on and off road	Laserzone
Expeditions	Restaurant visit
Farm visit	Museum visit
Forest School and bushcraft	Park visits
Go karting	Places of historical interest
High ropes (including zip wire)	Science fair visit
Horse riding	Ten pin bowling
Ice skating	Theatre visit
Low ropes & assault courses	Theme parks
Martial arts	University and college visit
Orienteering (in open country)	
Paintballing	
Quad biking	
Rock climbing (single pitch)	
Rollerblading, skating and skateboarding	
Skiing (incl. dry slope and tobogganing)	
Trampolining	
Tree climbing	
Trekking /hiking/ rambling	
Wild beach	
Water based activities	
Boating	
Canoeing /Kayaking	
Coasteering & sea level traversing	
Fishing	
Pond dipping	
Powerboating	
Rock pooling	
Rowing	
Sailing	
Scuba diving & snorkelling	
Stand up paddleboarding	
Swimming	
Surfing	
Water skiing	
Windsurfing	
Airborne activities e.g. ballooning	Beach games
Archery	Beach visits (non-water based or paddling only)
Bouldering (indoor)	Bowling
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.	

1. CHOOSING A PROVIDER

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. This includes accommodation providers.

A facility is a publicly accessible venue or resource that will form part of a visit but where the establishment remains in charge and delivers any activities. These include public transport providers, museums and galleries 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 through 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 (includes accommodation providers)

Establishments should ask external providers for the following*.

- (i) Completion of an External Provider's Form (this can be found under EVOLVE's Resources).
- (ii) Confirmation of £10 million Public Liability (PL) cover. Where a provider only has £5m PL cover, they should be asked to increase it to £10m. Where this is not possible, Top Up public liability cover to bring it up to £10m can be requested through the Council's Insurance Team at: insurance.section@brighton-hove.gov.uk. **Note:** Top Up cover will not be offered where a provider would be expected to have £10m e.g. a larger adventurous activity provider [or for offsite residential visits](#).
- (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. These are likely to be the most helpful to the Visit Leader's decision making, risk assessing and planning, together with pre-visit (see *Section 2.7*).
- (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 from providers who have been awarded the LOtC quality badge but still need to seek evidence of £10m Public Liability.

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. This is 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 Providers who use sub-contractors

Where using a provider who partly or wholly sub-contracts activity delivery to an external third party or venue, then the provider's offsite visit procedures and protocols (including sub-contracted provider and venue checks) must be in line with the latest BHCC Offsite & Adventurous Activities guidance. Also, the school's contract with the provider should require them to indemnify BHCC in relation to *all* claims, which includes any claims relating to their subcontractors who may have less than the required £10m Public Liability cover. *Contact the OEA for more details.*

2.6 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 through access special discounts, fares and hotel rates, offer specialised local knowledge and help with resolving any problems.

2.7 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 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 used the facility/provider (find using EVOLVE's search tool under the Resources tab), Kaddi, the OEA, colleagues and reputable organisations such as tourist boards.

2.8 Alternative Provision checks

Where alternative provision is used (offsite providers who provide education for children who can't go to a mainstream school and where school staff are *generally* not in attendance), the provider should be vetted as outlined in *Section 2.3*, and their offsite visit procedures and protocols (including use of sub-contracted provider and venue checks) scrutinised to ensure these are in line with the latest BHCC Offsite & Adventurous Activities guidance. The school's contract with the provider should require them to indemnify BHCC in relation to *all* claims, which includes any claims relating to their subcontractors who may have less than the required £10m Public Liability cover. *Contact the OEA for more details.*

2.9 Visits without establishment involvement see National Guidance document [4.4 Using External Providers](#)

Sometimes a school might become aware of an opportunity provided by an external organisation and wish to inform young people or their parents about it without itself taking on the responsibility of organising a visit.

If the school is not involved in any way (they haven't organised any aspect of it, are not providing any staff or transport, the young people aren't representing the establishment etc.) then it is *not* a school organised visit. The school should make clear to young people and their parents that this is the case and that:

- No establishment staff will be involved
- Support from the establishment may not be available even in an emergency
- The establishment's insurance is unlikely to cover the event
- The decision about whether a young person participates is for them and their parents, and not for the establishment.

As young people and their parents are unlikely to be able to assess the suitability of a particular event or provider, the establishment should not inform them about any opportunity unless it is sure that the provider and event meets acceptable standards. This may mean that the establishment needs to carry out external provider checks as detailed in Section 2.3 before deciding whether to inform young people and parents about the opportunity. Also, see National Guidance document [4.4 Using External Providers](#).

2. CHILD PROTECTION & SAFEGUARDING

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.

The establishment can then decide whether to obtain an enhanced DBS check. They 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 links below for more details:

[Resources | Page | SLA Online \(sla-online.co.uk\)](#) 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 relevant pages on BEEM or for any complex safeguarding issues and concerns, contact your local HR lead.

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. All reasonably practicable measures must be taken to include all young people and every reasonable effort made to find a venue and activities that are both suitable and accessible for the whole group.

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.

Reasonable adjustments

The school must do all it *reasonably* can to accommodate a child who is disabled or has special needs. This includes arranging extra staffing, bringing along a parent if appropriate, considering alternative transport and adapting the itinerary (group 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, parent(s) at an appropriate point. If you do decide to exclude a child, fully document how you reached your decision and find an alternative way of achieving the learning or self-development outcome. 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 to themselves or other members of the group. Any adjustments 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. LGBTQ pupils

Transgender pupils

There are likely to 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 BEEM 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 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.

2.7. Support with mental health - see also National Guidance document 4.4n [Mental Health](#) see also Mental health issue offsite form on EVOLVE

Young people who suffer from mental health issues may struggle more than others while on a visit. While having a good relationship with an attending teacher can help, not all children will have obvious triggers, so the VLT needs to remain vigilant.

To help susceptible young people adjust to a new environment, give them time to acclimatise, schedule regular breaks, encourage communal activities and check in with them regularly. Pre-familiarisation such as a pre-visit or watching a centre's introductory video can also help.

Carrying out an emotional management risk assessment is a useful exercise, and if an individual is known to have a history of a self-harming/mental health condition, the school should check their insurance policy to establish if this is covered for repatriation etc.

As teachers are unlikely to be experts in this area, any episode of self-harming, bulimia etc. while away is best addressed in conjunction with the school's SENCO, and parents. There should be clear reporting procedures in place for any incidents involving self-harm and all staff should be aware of what to do.

3.8 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 in line with the school's Photographs and Videos Policy.

3. SUPERVISION AND STAFFING RATIOS

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

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 STAGED framework overleaf.

Brighton & Hove recommended minimum offsite ratios

Age of Pupils	Year Group	Adult:Pupil Ratio
3 year old	Nursery	1:2
4-5	Reception	1:4
6-8	Y1 – Y2	1:8
9-11	Y3 – Y6	1:10 for residential/ overseas or hazardous trips 1:15 for non-hazardous

*indicates the higher ratio recommendation for adventurous activities, residential and overseas visits where there is a greater need for increased supervision levels, to allow staff to have time off duty and ensure any 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 ECT 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.

4.3 STAGED framework

The STAGED framework can help in deciding whether additional staffing is required beyond the LA's recommended minimum ratios.

The STAGED framework

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?
Transport	How will you get there? Will you be taking public transport where the group may be split. Are you travelling on London Underground where it's easy for the group to become separated?
Activities	What do you want the group to do? Are any activities adventurous or potentially more challenging or require LA specific ratios? e.g. <i>on-road cycling, Duke of Edinburgh's Award</i> .
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 will you be going from the establishment 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 pupils are contained e.g. a coach
- Where there is additional help at the venue
- 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 (see over):

- 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

4.8 Recreational and unstructured time

Visit Leaders must ensure recreation and unstructured time is properly supervised and managed, with a named supervisor for each session listed on the EV2 form. '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.

Preparing Pupils

- Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.
- Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

4.10 Parent as Visit Leader

If a Visit Leader is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child, rather than looking to the needs of the whole group. This could compromise group management, particularly with a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Where this may not be possible e.g. when a class teacher has their own child in their class, consideration should be given to other ways to manage the risk, for example, by ensuring that other leaders are available.

4.11 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.

4. 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>.

The Establishment's role

Many incidents that happen on offsite visits will be dealt with by the visit leadership team, perhaps 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 refer to the Emergency Contact for help
Critical incident:	an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency Plan
Major incident:	declared as such by the UK police or Foreign and Commonwealth Office

A critical incident is one where a group member has:

- suffered a life threatening injury or fatality
- is at serious risk;
- has a serious illness; or
- has gone missing for a significant and unacceptable period.

Or any incident which goes beyond the normal coping mechanisms of the Visit leadership team, or the media is involved.

Critical and major incidents are very rare.

Developing your own offsite visits emergency plan

Your establishment's plan should be comprehensive and clarify the responsibilities of all those who have 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.

- Keep up to date lists of contact telephone numbers and addresses readily accessible in more than one place, and in hard copy as well as electronically.
- Provide guidance for any member of staff acting as the emergency contact.

Once a plan is operational, you should nominate a member of staff to regularly review (at least annually) and update its details. To assist with the plan, it's good practice to:

- Ensure the emergency procedures are covered in the planning for all offsite visits
- Include scenario-based training on offsite visit emergencies within your establishment's training programme.
- Involve young people.

The contact numbers should be available to all those involved in the visit as well as Heads, managers and management team, and EVCs. All members of the visit leadership teams are advised to carry the Emergency Action Cards at all times during the visit (ideally laminated).

For serious incidents and emergencies abroad, the Foreign Office Consular Assistance Team should be contacted. For more information, visit <https://www.gov.uk/government/publications/support-for-british-nationals-abroad-a-guide>.

Useful numbers *(the order in which these are called will depend upon the nature of the emergency).*

- | | |
|--|---|
| • Emergency Planning & Resilience team | 01273 296699 (for major incidents only) |
| Out of hours mobile | 07540675169 (for major incidents only) |
| • Health & Safety Duty Officer | 01273 292062 |
| • Head of School Organisation | 01273 290732 |
| Richard Barker | 07584217328 |
| • Children's Services directors | |
| Jo Lyons OR | 01273 293514 |
| Pinaki Ghoshal | 01273 290446 |
| • Press Office | 01273 293033 or 01273 291035 |
| • Main Council Switchboard | 01273 290000 |
| • Senior management and governors of the establishment as appropriate. | |
| • Foreign & Commonwealth Office | 020 70081500 (24 hr) |

Saving Lives

Basic first aid isn't complicated and many lives could be saved each year if more people knew how to open an airway, place a casualty in a safe airway position, deal with major bleeding etc. Good practical first aid training is an excellent way to provide young people with a useful life skill while enhancing their self-esteem and self-confidence. It is also an excellent team building/group work activity. It's good practice for establishments to provide some form of first aid training to all young people and staff (whether certified or not).

BEFORE THE VISIT

1. Agree Emergency Procedures, which include 24-hour contacts at the establishment and clear roles for the visit leaders, emergency/establishment contact, head etc. See Emergency Action cards in this guidance.
2. Phone numbers should be agreed between visit leaders and their establishment.
3. Ensure all members of the visit leadership team know how to respond to an emergency.
4. The role of the Emergency contact back at base can be very demanding, and it's important to choose the right person. Ensure they are adequately prepared to support the Visit Leader, and

have access to all documentation related to the trip (including details of key holders, itinerary, medical and home contact details for all people involved in the visit - including staff and volunteers).

5. Always include discussion of emergency procedures in any planning meeting as part of your risk management process.
6. Allocate roles. An effective emergency response requires several things to happen simultaneously, and the leader cannot attend to casualties, ensure that others in the group are safe, call for help for the emergency services, initiate the emergency procedures and keep notes of the incident all at the same time.
7. Whilst taking reasonable care of themselves and others, leaders should not hesitate to take lifesaving action in an extreme situation. If the visit leader is incapacitated, all members of the visit leadership team should be able to take charge and initiate the establishment emergency plan.
8. All members of the visit team (including the first/emergency contact) should have easy access to a copy of the emergency procedures throughout the visit. Consider laminating the procedures on cards.
9. Remotely supervised young people will need a version of the emergency procedures.
10. Ensure appropriate first aid cover is provided and first aid kits are stocked and accessible. All individual medical needs should be known and leaders competent to handle them. It's good practice to provide some form of first aid training to all young people and staff (whether certified or not) e.g. placing casualty in a safe airway position
11. Ensure that appropriate first aid cover is provided.
12. Practice emergency drills e.g. evacuation of a minibus, rapid group head counts, fire drills at accommodation.
13. It's good practice to take a 'grab' bag including 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.

EMERGENCY ACTION CARD - See Appendix V
TO BE CARRIED BY ALL GROUP LEADERS

First response

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
 - accounted for
 - safe
 - adequately supervised
 - briefed to ensure that they understand what to do to remain safe
 - To ensure parents aren't unnecessarily worried or panicked, don't let party members phone home until contact has been made with the establishment/appropriate service.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities.

Remember the aims of first aid are to:

- a. Preserve life
- b. Prevent the condition worsening
- c. Promote recovery

Essential First Aid

1. Casualties need to be able to breathe – if they are unconscious this means being put into a safe airway position
2. You need to try to find and stop any serious external bleeding
3. You need to protect the casualty from the environment - keep them warm
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

Once the immediate situation is contained

- Inform the school/Establishment Emergency Contact or, if unavailable, your employer e.g. Local Authority. They will need the following information:
 - Who you are, which establishment you are from and what your role is within the group
 - What number can you be called back on?
 - What is the nature of the emergency?
 - How many casualties there are and their status
 - The total number of people in your party
 - Your current location
 - Whether you are staying where you are or moving – if you are moving where to?
 - What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and any relevant medical information but ensuring you still maintain an adequate adult/pupil ratio.
- Avoid splitting the group – unless it is the only way to get help – and leave no one on their own.

- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do until they can be returned to base.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, decisions made, conversations held and a timescale. Do not leave this until later when your memory of details may be confused.
- Refer all media, parental or other enquiries to your employer's press office. Do not admit anything. Do not sign anything.
- Inform the Foreign & Commonwealth Office for support if abroad.
- Monitor, reassess and review – ensure nothing has been forgotten, and all leaders and young people are coping, cared for and secure.

Emergency Numbers

Name	Landline	Mobile
My telephone number		
School/establishment		
Emergency contact at base		
Head/manager		
The following Brighton & Hove City Council numbers should only be used in the event of a CRITICAL incident (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 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)		
Brighton & Hove City Council Emergency Planning & Resilience team (for major incidents only)	01273 296699	(Out of hours) 07540675169
Brighton & Hove City Council Health & Safety Duty Officer	01273 292062	
Brighton & Hove City Council Press Office	01273 293033 or 01273 291035	
Head of School Organisation Richard Barker	01273 290732	07584217328
Director, Families, Children & Learning, Deb Austin	01273 290446	
Assistant Director, Education & Skills, Jo Lyons	01273 293514	
Brighton & Hove City Council Switchboard	01273 290000	
Outdoor Education Adviser	01273 293642	

FIRST CONTACT EMERGENCY ACTION CARD

If an Establishment adopts this 'card', it should make it available to any staff likely to take incoming phone calls from a Visit Leadership Team.

It is recommended that the card is printed, laminated, and a copy placed visibly in any office where such calls may be received.

On receiving a call

If you receive an emergency call from a group on a Visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1. Take down the following information:

Who is calling?
If you have more than one establishment, where are they from?
What is their role (visit leader, assistant leader, helper, participant)
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the status, severity and number of casualties (and names)
Have the Emergency Services been called?
What is the total number of young people in the party?
Are they staying or moving? If they are moving, where to?
What help do they require?
What time did the accident happen?
What time is it now? If the group is outside the UK, what is the time difference?

2. Reassure them and tell them they will be called back once you have contacted a senior manager (within 30 minutes).

3. Contact staff in the following priority order and give them the information you have noted.

The table below should be completed with names and numbers of those who should be informed, in order of priority.

4. If you receive a call from the media or a parent, refer them to a senior manager.

Emergency Numbers

Name	Landline	Mobile
My telephone number		
School/establishment		
Head/manager		
The following Brighton & Hove City Council numbers should only be used in the event of a CRITICAL incident (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 an unacceptable period, the incident is beyond the normal coping mechanism or the media is involved) and where communication can't be established with the emergency contact or head.		
Brighton & Hove City Council Emergency Planning & Resilience team (for major incidents only e.g. road accident)	01273 296699	(Out of hours) 07540675169
Brighton & Hove City Council Health & Safety Duty Officer	01273 292062	
Brighton & Hove City Council Press Office	01273 293033 or 01273 291035	
Head of School Organisation Richard Barker	01273 290732	07584217328
Director, Families, Children & Learning, Deb Austin	01273 290446	
Assistant Director, Education & Skills, Jo Lyons	01273 293514	
Brighton & Hove City Council Switchboard	01273 290000	
Outdoor Education Adviser	01273 293642	

POST INCIDENT

1. Consider the emotional needs of any group member who may have been adversely affected.
2. Follow the incident reporting requirements set out on the [WAVE4SCHOOLS – Health & Safety - Reportingaccidentsandincidents.aspx](#)
3. Review lessons learned and feed into future visit plans, emergency plans and staff training.
4. Share the experience with colleagues and Senior Management Team.
5. Ensure you retain all equipment involved in an incident in an unaltered condition.

HEADTEACHER EMERGENCY ACTION CARD

This card should be used by the management of the establishment, when called upon to take charge of managing serious incident (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 an unacceptable period, the incident is beyond the normal coping mechanism or the media is involved) **on an off-site visit.**

It is recommended that this card is printed, laminated, and a copy placed visibly in the establishment's office.

On receiving a call

In the event of being alerted to an emergency on an off-site visit use the following to guide your actions:

STAY CALM – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.

TAKE CHARGE of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response, and that it is clear to all 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/appropriate to allow you to manage the situation and allow for 'concurrent' activity.

Depending on the circumstances and the support required you may need to consider some or all of the following:

- Inform your senior management team as required.
- **You must inform your employer - see numbers overleaf**, and governors. If necessary, your employer should implement a Critical Incident Plan to give support to you, the party, and the parents.
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
 - Overall controller
 - Coordinator/contact with group (consider keeping the same person to always speak to the group leader)
 - Communications (could be a number of people dealing with different aspects)
 - Logistics – arranging transportation, accommodation etc. for group and any travelling team
 - Resources – e.g. office space, reception for any visitors (parents, media etc.), refreshments / food – Site Service Officer(s), Admin support
 - Record/log keeper
- Keep a log of all actions, communications and decisions, including the 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 internet, email and text.
- Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary.
- Carry out the actions required to support the Visit Leadership Team.
- Decide if a 'Travelling Team' is needed to provide support at the scene.
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives etc. to be catered for on-site or nearby, if possible, 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, other Establishment staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media – use the expertise of your Employer’s communications team and direct all media enquiries to them.
- Make arrangements for meeting the group back from the visit and returning children to parents. Consider the possible need for future emotional support and care for anyone involved (don’t forget other staff, young people and the Emergency Support Team as well as those directly involved).

Emergency Numbers

This emergency numbers table should be completed with names and numbers of those who should be informed. The order in which the contact names are called is depends upon the nature of the emergency.

In addition to this list, all numbers relating to a specific visit should be lodged with the emergency base contact.

Name	Landline	Mobile
Brighton & Hove City Council Emergency Planning & Resilience team (for major incidents only e.g. road accident)	01273 296699	(Out of hours) 07540675169
Brighton & Hove City Council Health & Safety Duty Officer	01273 292062	
Brighton & Hove City Council Press Office	01273 293033 or 01273 291035	
Head of School Organisation Richard Barker	01273 290732 07584217328	
Brighton & Hove City Council Children’s Services Jo Lyons OR Pinaki Ghoshal	01273 293514 01273 290446	
Brighton & Hove City Council Switchboard	01273 290000	
Establishment governor team		
Establishment management team		

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, cash/emergency means of payment etc. Paper copies of consent & medical forms can be taken on a visit, when online or telephone access to this information may not be possible. However, for GDPR reasons, it is more secure to save the forms on an encrypted memory stick, which is taken along on the trip.

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). *See also Section 6.1*. 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>

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 and feed into future visit plans, risk assessments, emergency plans and training
- Share the experience with colleagues and the Senior Management Team (SMT).

5.6 Terrorist attacks See also National Guidance document 6K: [Visits & the risk of Terrorism](#)

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 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
- Exiting in an emergency if the direct route and planned transport was no longer feasible
- Whether it would be better not to leave immediately with the crowd at the end of an event
- Communications (mobile coverage, roaming, SMS, What's App etc.)
- The possibility of an enforced overnight stay and what this might entail
- How you might manage an enforced group split.
- Having a Plan B

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.

5. GENERAL INFORMATION

6.1 First Aid (including allergies)

Provision must be made for first aid on trips, including the journey, as well as the venue itself and risk assessed. Prior to the visit, the visit leader should assess what level of first aid provision is needed and identify any additional items or support that may be necessary for specialised activities. The first aid requirements should also consider the staff and volunteers on trips, including those with any ongoing or complex medical needs (see below). A three-day first aider qualification may not always be required but it is best practice to have a minimum Emergency First Aid at Work (EFAAW) trained adult on trips. Note: additional training on CPR and choking assistance for younger pupils should be requested for the EFAAW course. 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 (updated 2017). 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 (& 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 they 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. All staff supervising offsite visits should be aware of any medical needs and relevant emergency procedures. Where appropriate and with parental consent, this information may also need to be shared with volunteers on the trip. A copy of the individual health care plan should be taken on visits in the event of the information being needed. If staff are concerned about a young person's safety offsite, they should consult with the parents, relevant healthcare professionals and the Outdoor Education Adviser. For more details, visit: [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk/guidance/supporting-pupils-with-medical-conditions-at-school)

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: **CPR and choking in children needs to be requested as an add-on to the standard training provision for EFAAW.** A one day combined paediatric EFAAW is also available through BHCC's preferred provider, Top Edge. A paediatric first aid qualification is considered more appropriate than EFAAW up to puberty.

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. Note: a paediatric qualification is appropriate for children up to 18.
- 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.
- Allergies, known and unknown, to food or insect stings affecting staff and pupils and how to attend to these in an emergency (see below).
- 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 (AAIs) for emergency use without prescription, and are also allowed to hold salbutamol inhalers, and to use these in an emergency if they have written parental consent to do so. Note: medication and epi-pens should be stored securely to prevent unauthorised access by others.

- The requirement for a first aider even where a coach driver is first aid trained (but may not be able to provide immediate assistance if travelling on a busy road with no safe stopping points).
- 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

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.

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.

Taxis

Schools wishing to use Brighton & Hove taxis to transport pupils should consider their behaviour and medical needs when assessing the need for adult supervision. Parental consent should also be obtained. All registered Brighton & Hove taxi drivers are regularly (enhanced) DBS checked.

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 falls **within** (A) or **outside** (B) of school hours:

A - 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 (available on EVOLVE) relating to their licence, experience and condition of their vehicle. There are stored securely in the DHT's office.
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:

Pupils with medical or behavioural issues

Schools should consider, through risk assessment, whether additional support or supervision is required for pupils with known medical conditions or behavioural issues if being transported by a volunteer helper other than their parent or a member of school staff.

Car seats and child locks

With younger children, schools need to ensure the following:

- Appropriate child seats or booster seats and restraints are available and used – Current UK law states that any child under 12 years of age, less than 135cm tall must use a booster seat in any seat in a car. *(This is the height of the green emergency release button on the foyer door)*
- Children must not be left unattended in a vehicle
- Maximum seating must not be exceeded.
- Use child locks (if deemed appropriate following risk assessment)

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.

Communication

Drivers should have key contact numbers for the school available.

Smoking and vaping

Drivers should not smoke or vape when transporting minors.

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 ideally not be put in a position where they are alone with a young person. Lone children should use the seat behind the front passenger seat to minimise driver distraction.

B - 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 at the venue.

6.4 Insurance

All teachers are covered by Brighton & Hove City Council's Public Liability cover of £10m. Volunteer (unpaid) individuals and 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 (lifetime expenses are generally limited to £25,000)
- Medical expenses
- Adventurous activities (some are excluded from standard policies so check with provider)
- 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 won't want to be informed of every medical condition but will expect the parent/guardian to have knowledge of its severity and whether any flare up has occurred prior to the trip. If a flare up has occurred, some insurance companies, in the event of a claim, require a doctor's (pre-trip) letter confirming that the pupil or staff member was fit to travel. If not available, they may not settle. Care should also be taken that cover isn't invalidated by circumstances that are possible when travelling with young people e.g. 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.

Dual cover

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

GHIC

For travel within the European Union, a [GHIC \(UK Global Health Insurance Card\)](#) must be carried. This lets you get reduced (or sometimes free) state health care and is valid in all European Economic Area (EEA) countries, including Switzerland. Note: medical insurance must still be taken out as extent of cover varies. If you have a UK European Health Insurance Card, it will be valid until the expiry date on the card, after which you need to apply for a GHIC.

Extended stays overseas

Where a pupil wishes to stay on following an overseas visit to join friends or family members for an additional trip/holiday, parents should check the details of any insurance cover to ensure the policy is still valid for a holiday starting overseas rather than the UK.

6.5 Mobile phones

It is up to each establishment to decide whether to allow mobile phones to be taken on offsite visits. The benefits of allowing mobiles should be weighed up (e.g. to locate missing pupils, ease homesickness), against the potential pitfalls (e.g. pupils calling home and creating unnecessary panic and alarm or publishing 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.

Out of hours & adventurous activities

Consent is required for visits taking place outside of school hours and for activities taking place either during and outside school hours, where they involve 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.

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'.

6. 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 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.

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>

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.

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. Note: from 2024, a new European Travel Information and Authorization System (ETIAS) is being introduced, which will allow visa free travel for 18+ year olds across the EU for up to 90 days. 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 if not, 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.

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.

Insurance for extended stays overseas – see page 40.

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

7.6 Residentials see also National Guidance document [4.2b Residentials](#) See also Accommodation Checklist on EVOLVE

The quality and location of residential venues should be checked as part of the provider selection process and be suitable for the age, physical ability and needs of the group. As some overseas accommodation may not meet expected UK/European standards, additional controls such as taking smoke and carbon monoxide alarms might be required.

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 be in place for any adult or young person who may need one.

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*. Less secure ground floor rooms and balcony rooms 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.

Residentials in the school building

If you decide to run an overnight camp in your school building, treat it like any other residential and risk assess it thoroughly. As the school building isn't normally used as accommodation, more detailed planning and checking will be required:

- Carry out a security check
- Ensure there is emergency (or alternative) lighting e.g. torch, & appropriate 'exit' signage
- Carry out a fire check and make sure the fire alarm will trigger overnight and can be heard; run through the evacuation procedures, assembly points etc. while everyone is wide awake; make sure a sufficient number of exit routes are present for the number of people; and check any equipment and personal items are not creating an additional fire risk e.g. electrical items, naked flames etc.
- Assess any potential trip hazards, such as stairs
- Inform the local emergency services.
- Check the overnight stay is covered by insurance.
- Note: as with any other residential, it isn't necessary for a member of staff to stay awake 'on call' overnight if you have done your preparation properly.

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.

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

On-road cycling

At least one member of establishment staff leading groups of cyclists on road must have an appropriate NGB qualification such as the British Cycling Ride Leadership Award, Level 1, and should be able to demonstrate substantial cycling experience, as well as have practical experience in bike maintenance.

The cycle leader should always be accompanied by another competent, confident and experienced helper who, if not NGB qualified themselves, has been thoroughly briefed in cycle leadership. An NGB qualified leader can lead a group of up to 10 KS2 (and above) pupils providing they are accompanied by at least one competent adult. For KS1, the maximum is 8. It's recommended that the cycle leader has a

first aid qualification to give them more flexibility when taking pupils out on bike rides, but if not, there must be at least one qualified first aider present in the group.

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. Rule 66 of the Highway Code (rule 66) recommends riding two abreast when in larger groups or accompanying children/ less experienced riders, with the more competent cyclists positioned on the outside i.e. further away from the curb. Bear in mind, it may be more appropriate to move into single file at certain times e.g. stopping or to allow a driver to overtake on a narrow road.

To gauge competence levels and get used to cycling as a group, it is useful to start with a smaller, competent and mature pupil group, and practice group cycling skills onsite beforehand (riding single file as well as two abreast and using traffic cones to simulate street obstacles etc.).

A model risk assessment is available on EVOLVE. Please note, it's recommended that you shouldn't be more than approximately ten minutes' walk away from an access point for an emergency vehicle.

- **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>, <https://www.cyclinguk.org/> or <https://www.mias.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.

A model risk assessment is on EVOLVE. Please note, it's recommended that you shouldn't be more than approximately ten minutes' walk away from an access point for an emergency vehicle.

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 familiarise themselves with the latest Code of Practice issued by Access to farms and liaise with the farmer to ensure the recommended control measures are in place. 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.

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.

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.

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 is 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. All participants and leaders must wear helmets for skiing and snowboarding.

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. As with snow-based skiing, all participants and leaders must wear helmets.

Trampolining

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

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.

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.

Aqua parks

Aqua Parks have grown across the UK and Ireland in recent years. RLSS UK, which has been working closely with the UK Aqua Park Steering Group since October 2017, has developed a set of industry minimum standards to drive high levels of safety both in operation and equipment across all Aqua Parks. The 'Industry Approved Aqua Park' status is awarded to Aqua Parks that can

demonstrate that they meet the operational and equipment standards set out within the guidance. For more details, visit: <https://www.rlss.org.uk/aqua-parks>

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 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 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 & 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.

Swimming - see 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.