

# Policy

## Bradfield CE Primary School



## Educational Visits and Journeys Policy

*Bradfield CE Primary is committed to protecting and safeguarding the welfare of children and young people in its care by: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes,'(Keeping Children Safe in Education, Sept 2016).*

*Bradfield CE Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.*

### Overview

The Governors and staff of Bradfield CE (VA) Primary School acknowledge the great value of educational visits in broadening and enhancing both the learning and social experience of pupils.

### Rationale

Well planned educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience.

### Purpose

School visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the classroom
- Enabling, supporting and complementing the work of the curriculum, experiential (first hand) and memorable learning
- Assessing and managing personal risks (safety; encouraging children to be aware of risks and show regard and responsibility for own safety)
- Developing latent talents, abilities and interests, this can be motivational and have lifelong relevance.

### Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a safe, rich, learning experience for the pupils.

This policy should be read in conjunction with the information provided by Evolve on their website.

<https://evolve.edufocus.co.uk/evco10/docs.asp>

EVOLVE is a web based system used to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead (known as Group Leader) or accompany visits (known as supervisors) can access their own EVOLVE account, which is set up by their Educational Visits Coordinator.

### **Educational Visits Co-ordinator (EVC)**

Our EVC is Mrs Jackie Goodwin who will ensure that the planning and supervision of all visits and adventurous activities meet DfES requirements and LEA guidelines. The EVC should:

- be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management of the establishment
- attend training and update training, as required by the LA
- should support the head of establishment in ensuring that competent staff are assigned to lead and accompany visits
- support the head with approval and other decisions such as Competency to Lead
- ensure that a policy is in place for educational and off-site visits, and that this is updated as necessary, and readily available to staff, e.g. via EVOLVE For a full list of EVC responsibilities please refer to Outdoor Education Adviser's Panel (OEAP document found in EVOLVE.

### **Approval and Consent for a visit/trip**

Approval and consent for education visits and residential events needs to be sought from the EVC and headteacher. For residential events, consent and approval needs to be sought from the LEA as well as EVC and headteacher at least 4 weeks prior to the event. Governors are responsible for the overall Health and safety of trips and can access Evolve for information and an overview of the trips .

### **Organising a Trip Before a visit is advertised to parents and pupils**

The headteacher must approve the initial plan. The EVC and headteacher will also approve the completed plan and risk assessments for the visit at a later date. In the absence of the headteacher the EVC's coordinator approval is sufficient. Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the pupils.

All payments for the visit will be made through the school's accounts.

### **Planning**

Many aspects of planning will normally already be in place in the form of existing policies and guidance, such as the establishment's own policy, LA policy, etc. These, in conjunction with the EVOLVE Visit Form may be sufficient for a particular visit, as it is not necessary to repeat generic policies on EVOLVE.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the EVOLVE visit form itself and, where appropriate, any event specific notes or attachments.

Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event.

Significant issues must be recorded on EVOLVE, either in Notes or as an attachment, and shared with all parties. This planning process by the group leader may be compared to the expectation of a teacher or youth worker to plan a lesson / session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. The trip must have made themselves familiar with these in advance of the trip.

Alternative arrangements (a 'Plan B') should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option. It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event. Refer to the documentation on Evolve.

For local visits, parents will be asked to sign a general reply slip of consent for participation in these activities when their son/daughter enters the school.

Parents will be given a letter with details of the activities that pupils are involved in and will be informed by letter, email or phone call if an activity has been cancelled.

For any visit lasting more than a day, parents will be asked to sign a Parental Consent Form, which consents to their son/daughter taking part.

For all other, visits a consent form will be attached to an information letter about the trip. As part of the parents' consent, they will be fully informed of the activities and arrangements for the visit including transport details.

For all residential visits, parents will be invited to a briefing meeting, at least 4weeks beforehand, where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

### **Exploratory visit**

Wherever possible the person in charge on the trip known as the Group Leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and pupils in the group;
- Ensure that the group leader is familiar with the area before taking a party of young people.

### **Feedback**

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it

may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

### **Risk Assessment**

EVOLVE provides a means of recording planning during the planning phase, and enables the EVC and headteacher to monitor, contribute and support the activity. The extent of planning required is related to the complexity of the visit, please see our standard templates stored under establishment documentation on EVOLVE.

Risks are expected to be reduced to an acceptable or tolerable level, and not necessarily eliminated.

Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

### **First Aid**

First Aid provision must be considered when assessing the risks of the visit. For adventurous activities or visits which involve overnight stays, it is essential to have at least one trained first-aider on site. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- A suitably stocked first-aid box/bag;
- A person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The headteacher and EVC should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned. The school has a separate policy for the Administering of Medicines (KPS008).

### **Parental/Carer Consent**

For local visits parents will be asked to sign a general reply slip of consent for participation in these activities when their son/daughter enters the school. Parents will be given a letter with details of the activities that pupils are involved in and will be informed by letter, email or phone call if an activity has been cancelled.

For any visit lasting more than a day (referred to as residential trips), parents will be asked to sign a Parental Consent Form, which consents to their son/daughter taking part. For all other visits not covered by the local consent for example, adventurous activities or overseas visits. (See definition in appendix 1 or page 23 of the 2014 EVJ), a consent form will be attached to an information letter about the trip.

As part of the parents' consent they will be fully informed of the activities and arrangements for the visit.

For all residential visits, parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

## Supervision

There are no statutory requirements with regard to minimum staff to pupil ratios on educational visits; however, there is guidance on Evolve, see documents – supplementary Employer Guidance – supervision

Actual ratios will be determined by the outcome of a risk assessment focussing on the SAGED principles:

- Staffing requirements - ratio and level of staff expertise and is experience required?
- Activity characteristics - specialist instruction required? Group characteristics - what is their prior experience and ability?
- How compliant are they and are there any specific medical needs?
- Environmental conditions - possible impact of weather condition and water levels?
  - Distance from base - Time and distance to travel to base to access support mechanisms?

### Supervision ratios and qualifications guidance

Activity	Qualifications/staffing	Minimum ratios	Notes
Local visits – in the local area, close to support at the base	<ul style="list-style-type: none"> <li>• An experienced group leader</li> <li>• Other qualified leader(s) (numbers as required)</li> <li>• At least one Outdoor Leader certificated leader recommended</li> <li>• Other responsible adult(s) in support</li> <li>• A minimum of two leaders required, unless exceptional circumstances are agreed</li> </ul>	Reception: 1:6  Key Stage 1: 1:8  Key Stage 2 and above: 1 per activity or supervision group (maximum 1:20)	A minimum of one qualified leader is needed for every group or class. They can then be supported by other qualified leaders or responsible adults   Minimum ratios are not recommended ratios. Small working groups of 6-12 remain the target.
Day visits – more than 60 miles or one hour from base	<ul style="list-style-type: none"> <li>• an experienced group leader (recommended)</li> <li>• At least one Outdoor Leader certificated leader recommended</li> <li>• Other qualified leader(s) (numbers as required)</li> <li>• Other responsible adult(s) in support</li> <li>• A minimum of two leaders required</li> </ul>	Reception: 1:6  Key Stage 1: 1:8  Key Stage 2 and above: 1 per activity or supervision group (maximum 1:12)	Leaders should reflect the gender of the group   It is recommended that any off-site visit should include at least one certificated Outdoor Leader trained member of staff where possible.
Residential visit, UK or abroad	<ul style="list-style-type: none"> <li>• An experienced group leader (recommended)</li> <li>• At least one Outdoor Leader certificated leader recommended</li> <li>• Other qualified leader(s) (numbers as required)</li> <li>• Other responsible adult(s) in support</li> <li>• A minimum of two leaders required</li> <li>• Large or complex visits</li> </ul>	Reception: 1:6  Key Stage 1: 1:8  Key Stage 2 and above: 1 per activity or supervision group (maximum 1:12)  These ratios do not include the centre/ residential base staff	As above, however it is recommended that the ratio of qualified leader to responsible adult support is low, at 1:1 or 1:2  Where the visit is part host family, part residential, the residential conditions should apply  It is strongly recommended that all residential visits should include at least one

The above ratios are advisory and can be used as a 'starting point' in the process to determine the actual teacher – pupil ratio.

### **DAY VISIT RATIOS IN THE UK**

For all day visits where the element of risk to be encountered is similar to that normally encountered in daily life (e.g. visits to historical sites, some field work, visits to places of local interest and local walks) the minimum supervisory ratio should be as follows:

### **OVERNIGHT VISIT RATIOS IN THE UK**

Establishments should ensure that:

- all young people have access to at least one supervisor who is well known to them
- all supervisors are aware of their responsibilities for the safety of the young people in their care at all times. This is especially important when the responsibility is divided between the school/youth centre and a residential centre.
- each young person must also know which supervisor is responsible for them or their group
- it is strongly advised that mixed gender groups of young people under the age of 18 have at least one male and one female supervisor if possible.

The minimum supervisory ratio should be as follows:

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

### **Approval for Visits**

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the EVC and headteacher.

Residential visits must have approval from the EVC, headteacher, Governors and LEA. The organiser of the educational trip or journey must complete an Educational Trip and Journey form on EVOLVE which must include:

- Aims and Purpose of the visit
- Venue details and travel arrangements
- Local point of contact details
- Named first aider
- Insurance details
- Detailed risk assessments of the journey and activities
- Detailed itineraries
- Adult/pupil lists.

In addition for Residential Events, group leaders must complete an Educational Trip and Journey form on EVOLVE which must include the above as well as:

- A 'Duty of Care' document. The 'Duty of Care' document outlines adult and pupil downtime, details of who is on duty, care arrangements such as hygiene monitoring.
- Accommodation risk assessments

Once approved, the Educational Trip and Journey form must be printed and a copy kept in the Group Leader's File along with all the documents named above.

### **Staffing**

The school recognises the key role of accompanying staff in ensuring the highest standard of learning, challenge and safety on a school visit. Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training.

The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit. The appointed Group Leader, usually the trip organiser, will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Any adult joining a Residential trip will be required to have DBS clearance prior to the trip. Adults joining all other trips will follow the schools Safeguarding Policies.

The Group Leader is responsible overall for the supervision and conduct of the visit, and should have been appointed by the EVC. The Group Leader should:

- Appoint a deputy;
- Be able to control and lead pupils of the relevant age range;
- Be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- Undertake and complete a comprehensive risk assessment;
- Have regard to the health and safety of the group at all times;
- Know all the pupils proposed for the visit to assess their suitability;
- Observe the guidance set out for teachers and other adults below;
- Ensure that pupils understand their responsibilities (see responsibilities of pupils below).
- Should carry all the appropriate risk assessments and Evolve printout

Other staff on the visit must:

- Do their best to ensure the health and safety of everyone in the group;
- Care for each individual pupil as any reasonable parent would;
- Follow the instructions of the leader and help with control and discipline.

Other accompanying adults should not have sole charge of pupils except where risks to health and safety are minimal and agreed by the Group Leader;

The Group Leader should consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

### **The expectations of Pupils and Parents/ Carers**

Pupils should have a clear understanding about what is expected of them and what the visit will entail. The group leader should make it clear to pupils that they must:

- Not take unnecessary risks;
- Follow the instructions of the leader and other adults;
- Dress and behave sensibly and responsibly;
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- Should not undertake any task that they fear or that they think will be dangerous.

In accordance with the school's behaviour and exclusion policy, if a child's conduct prior to a school trip or on a school trip is such that it would have led to a fixed term or permanent exclusion at school, the child may be excluded from the trip. (This decision must be made in consultation with the Headteacher, as set out in the exclusion policy.) In this instance, collection/removal of the child from the activity will be at the parents' expense and all monies paid or due for the activity will be forfeit.

### **Pupils with special educational needs and disabilities and medical needs**

The EVC will not exclude pupils with special educational needs and disabilities or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. See Evolve –resources – information notes –supporting children in school with medical conditions, training and trips

### **Parents/ Carers**

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Special arrangements may be necessary for parents for whom English is a second language. Parents must:

- Provide the group leader with emergency contact number(s);
- Sign the consent form;
- Give the group leader relevant information about their child's health which might be relevant to the visit.
- Provide up to date medication (if needed).

### **Communicating with Parents / Carers**

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would.

The following information will be included in letter to parents / guardians prior to a visit:

- Dates of the visit;
- Times of departure and return;
- Mode(s) of travel including the name of any travel company;
- Details of accommodation with security and supervisory arrangements on site;
- Names of leader, or other staff and of other accompanying adults
- Visit's objectives;
- Details of the activities planned and how the assessed risks will be managed;

- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover.
- Clothing and equipment to be taken;
- Money to be taken;
- The information to be given by parents and what they will be asked to consent to.

## **Emergency Procedures**

In most instances, thorough planning of an Educational Visit or Journey will ensure that serious incidents are avoided; however, it is impossible to totally eliminate risks. Accidents and even fatalities can happen on school visits, although the statistical likelihood of this happening is very low.

Headteachers and EVCs should familiarise themselves with the emergency procedures as described on Evolve.

The following emergency procedures should be in place to, as far as is possible, negate the effects of an accident or incident that has occurred on a visit.

- A competent and experienced visit leader who has been fully briefed / trained in responding to emergencies that have occurred on school visits.
- A fully briefed 'School Emergency Contact' of appropriate seniority with access to the Emergency Card –School Emergency Contacts
- Appointment of Assistant Group Leader with access to duplicate field file and duplicate Emergency Card – Visit Leader
- All visit supervisors to carry one another's mobile phone number and the number for the School Emergency Contact.

If there is an emergency during a visit, the Group Leader will contact the school or designated out of hours contact which can be the EVC, senior member of the leadership team or the headteacher who will advise on procedure.

Certain emergency produces, such as breaking down of the coach, are outlined in the specific travelling risk assessment. Parents will be contacted by the school with any information or change to itinerary. For emergencies which involve serious injury or fatality and/or is likely to attract media attention, the Group Leader should adopt the protocol as outlined in the Emergency Card. See Off-site Emergency Procedures Yellow Card in Evolve –resources – establishment documents. See appendix 2.

The Group Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including home contact details of parents/guardians and next-of kin, as appropriate.

For visits which may involve large numbers of children and split travel arrangements, a deputy Group Leader will be appointed who will also carry key information. All incidents and accidents occurring on a visit will be reported back through the school systems (CREST form).

The Group Leader must carry the means for emergency funding which will obviously be reimbursed.

## **Evaluation**

All visits will be evaluated by the Group Leader on the EVOLVE system within 4 weeks of the trip. The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

### **Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. Reasonable adjustments are required to be made to avoid participants being placed at a substantial disadvantage. However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

### **Monitoring and Review**

It is expected that this policy will be reviewed at least every 2 years as part of the Governing Body's policy review process.

The following activities are regarded as 'adventurous' and require LA approval:

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coastering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting and archery
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports
- Ice skating (rink)
- Theme parks
- Other activities (eg., initiative exercises) involving skills inherent in any of the above

There are many useful documents and forms on Evolve . <https://evolve.edufocus.co.uk>

Dated March 2018

**Approved by the Full Governing Body on (date) ..... 22.3.2018 ....**

**Date of next review (2 years) .....**

## Appendix 1

### Teachers' procedure/checklist for trips/visits

- Complete risk assessment on EVOLVE. **At least 2 weeks prior to a day trip, 6 weeks prior to a residential trip.**

Check if all permission slips returned

Car drivers – must have completed forms OHA6 for MOT/insurance

Yellow Emergency Procedure Card (held in office)

Cash/cheque for entrance fee/car parking etc

First Aid packs – (adequately stocked and include accident forms)

Check if there are any medical issues with any of the children

Epi pens (sign them out and in again from the medical room)

Inhalers (kept in the office)

Transport list including no. of children/(adults with mobile tele. nos.) and which car/coach/minibus they are travelling in - to be left in the office prior to trip

List of children and accompanying adults (if walking) – to be left in the office

Medical forms (if applicable)

Inform support staff that maybe working with any children in your class such as Numeracy or Literacy Catch Up staff, ELS etc

On the day sick bucket, 'newspaper' for children on bus, no electronic equipment or cameras, little notepad for playing games on bus?, comics

#### **THINGS TO CONSIDER -**

Children needing motion sickness tablets or booster seats

School camera -if needed make sure it is charged

Music lessons - music teachers to be advised if children are missing lessons

Playground duty which may need changing

Let Leigh in the kitchen know if all-day trips and if any free school meal children need packed lunches

Let Linda Barnes (Sunshine Club) know if trip expected back late

Let Taxi company know if trip back late or residential trip

## **Appendix 2**

### **Offsite Emergency Procedures -- BASE CONTACT**

Action to be taken by the base & base contact person in the event of a serious accident/incident, eg:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
  - circumstances in which a group member might be at serious risk or have a serious illness
  - any situation in which the press or media are or might be involved.
- 1) Record the telephone number of the group leader and the group. Listen carefully and write down:
    - what happened
    - to whom
    - where
    - when
    - what has happened since the incident.
  - 2) Inform the head of your establishment or a senior member of staff of the relevant details as soon as possible.
  - 3) If agreed or as necessary, telephone the Children's Services emergency number as follows:  
WBC: Daytime: Critical Incident Schools Liaison: 01635 519027  
Out of hours: Emergency out-of-hours switchboard: 01635 42161  
  
Outdoor Education, PE & DofE Service offers advice and guidance to any of the above during work hours on 01962 876218.
  - 4) Not only must the parents of any injured young person be notified as a priority, but arrangements should be made for all parents to be contacted regarding the safety of their particular child(ren) or young people.
  - 5) If necessary, assistance should be given to transport parents to their injured child if he/she is hospitalised.
  - 6) If necessary, an incident centre should be established as soon as possible. Each school/youth area should have a planned location for this eventuality.
  - 7) Refer all press/media enquiries to the Media Centres: WBC 01635 519125, or via the emergency contacts above.

#### **All base contacts must have by their telephone:**

- lists of all group members (including adults) together with the addresses and telephone numbers of their next-of-kin
- complete details of the itinerary
- telephone numbers of senior staff from the establishments concerned
- telephone numbers of Children's Services/EPT contacts.

## Offsite Emergency Procedures      GROUP LEADER

### Action to be taken by the group leader in the event of a serious accident/incident:

- 1) Stay calm - assess the situation.
- 2) Protect the group from further injury or danger.
- 3) Render first aid or other service as appropriate.
- 4) Call rescue services (112 / 999) and/or police if required:
  - state the nature of the emergency
  - give your name, address/location and telephone number, followed by:
    - the location of the incident
    - the nature of the incident
    - the names of the individuals involved
    - the condition of those involved and where they are located.
- 5) Phone your base or base contact person (as soon as possible) with:
  - clear information about the situation
  - your location
  - your actions to date
  - your telephone number
  - a request to the receiver to alert your senior managers and/or the Children's Services contact.
- 6) If it is not possible to reach your base/base contact person, telephone the emergency number::

**WBC:** Daytime:            Critical Incident Schools Liaison: 01635 519027  
Out of hours:    Emergency out-of-hours switchboard: 01635 42161  
Outdoor Education, PE & DofE Service offers advice and guidance to any of the above during work hours on 01962 876218.
- 7) It is probable that both the leaders and young people will be in a state of shock, therefore:
  - remove remainder of the group to some secure accommodation and place under the care of a member of staff able to protect them from the attention of the press/media
  - if necessary, request the police to assist or ask for direct support from your base
  - calm and comfort the young people and arrange for their evacuation.
- 8) Do not make any statements to the press/media or allow anyone else to make statements other than expressions of sympathy.
- 9) Do not allow group members to text or telephone home or friends until contact has been made with your senior staff, the Press Office or Children's Services senior managers
- 10) Retain all equipment involved in an unaltered condition.
- 11) Do not allow anyone to see any group member without an independent witness being present. (No one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.) Refer all press/media enquiries to the Media Centres: WBC 01635 519125, or via the emergency contacts above.

### My base contacts are:

Base contact (1) \_\_\_\_\_ Base contact (2) \_\_\_\_\_

Telephone \_\_\_\_\_ Telephone \_\_\_\_\_

## Appendix 3

### RISK ASSESSMENT

Answer all the generic questions **highlighting** the most appropriate answer (read down the columns), then complete the specific risk assessment form as needed.

	<b>The activity is...</b>	<b>The participants ...</b>	<b>The activity leader ...</b>	<b>The environment is...</b>	<b>First aid and emergency support are...</b>	<b>Weather changes...</b>
<b>1</b>	Within the everyday experiences of the individuals	Are very experienced with an appropriate level of understanding	Is very experienced in leading this activity and qualified at the appropriate level	A local, well known location – urban or rural with predictable hazards	Available at the activity site. Establishment staff have appropriate in-date qualifications	Will have no effect on the group
<b>2</b>	Outside the everyday experience of the individual but some tasks have familiar aspects	Are regularly exposed to the activity with an adequate level of understanding	Regularly participates in this type of activity but may have minimal qualifications and little leadership experience	Less well known – urban or rural with hazards that could change quickly	Available at the activity site. Establishment staff have minimal or lapsed first aid qualifications	Are appropriate to the activity. Any changes will have minimal effect but will not affect safety
<b>3</b>	Outside the everyday experience of the individual but competency has been achieved in training (Evidence of training will be required by EVC)	Have some exposure to the activity with experience at a recreational level and some understanding	Has had some exposure to the activity as a leader, is a recreational participant and may have only minimal qualifications in this activity	Relatively unfamiliar – potentially complex urban or rural; in the UK, Europe or US; industrial or residential	Available at the activity site. Establishment staff have generic competence	Could lead to problems if the group is not adequately prepared with training and equipment
<b>4</b>	Outside the everyday experience of the individual but training has been given (evidence of training will be required by EVC)	Have very occasional exposure to the activity with some experience at an introductory level and limited understanding	Has had very occasional experience to the activity as a leader, limited experience as a participant and has no qualifications	Within close proximity to water, cliffs, beaches, steep or high ground, or other novel hazardous topographical or environmental features	Not readily available at the activity site. Establishment staff have in-date First Aid qualifications (evidence will be required by EVC)	Could cause serious problems if the group has not achieved a level of competency in the activity or are not adequately equipped

5	Outside the experience of the individual with no training prior to the trip	Are absolute novices with no experience of the activity	Has no experience of the activity in a leadership capacity with some experience as a participant	Outside Europe or the US; wilderness, or an area classed as advanced by NGBs	Not readily available at the activity site. Establishment staff have no first aid qualifications	Could have serious repercussions for the group
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Add up the total of your answers – **Highlight outcome**

<b>6 – 10 LOW RISK</b>	<b>11 – 19 MEDIUM RISK</b>	<b>20 – 25 HIGH RISK</b>	<b>25 – 30 UNACCEPTABLE RISK</b>
	Evidence will be required to show you have recognised the risk and made provision for control of risk	Further discussion with EVC is required. Changes will need to be made to lower the overall risk	Further discussion with Head teacher and EVC to establish why risk is unacceptable. Changes will need to be made to lower the risk

## Appendix 4 – Risk assessment (specific activity/site/group) Outdoor Education/PE

Establishment:

Leader:

Location:

Other staff :

Group  
size:

Ratio:

<b>Benefits</b> (aims, objectives, intended outcomes...)	<b>Who might be at risk?</b> (Tick as appropriate)
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	Participants <input type="checkbox"/> Staff <input type="checkbox"/> Volunteer Adults <input type="checkbox"/> Others (specify) _____

Identifying the hazards – assessing the risk	Control measures – reducing the risk	Risk rating Outcome (H/M/L)
Site and its environment		
Group / special needs / accommodation / down time/ safeguarding		
Leader and activity arrangements		
Transport		
First aid arrangements		

<b>Other factors</b>  E.g. Medical needs
<b>Alternative plans (Plan 'B'/Plan 'C')</b>

