



Five Acres High School Educational Visits Policy

Approval and review:

This policy is the responsibility of: Headteacher

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1. Policy Rationale

Educational visits can provide stimulus and support to work being covered as part of the curriculum. It may be that a visit provides an effective motivation at the start of a unit of work/term; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed. The benefit for students visiting venues and gaining first-hand experience and/or partaking in activities is absolutely invaluable in their educational and personal development. Wherever or whatever the venue, teachers should ensure that the educational benefits to the students are maximised.

The scope of this policy covers a very wide range of potential activities, whether a short trip to a local museum or travelling long distances for a specific activity at a specially selected location. The same principles will also be applied to those types of visits that are purely for enjoyment and enhancement of life experiences, such as swimming and sporting activities.

We recognise that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are crucial to the success of the visit.

The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and coordinated and take into account the health and safety issues that may foreseeably arise during any visit. Only competent persons and organisations will therefore be selected for the purpose of planning and organising any visits and all and any venues visited will be carefully assessed beforehand.

Each education visit should;

- Ensure that the purpose of any educational visit is clearly identified and is the focal point for any arrangements made.
- Have prior approval before going ahead.
- Not exclude any student with protected characteristics as defined by the Equality Act (2010).
- Ensure adequate provisions and arrangements have been included for all students with special needs during educational visits.
- Categorised so that each visit can be planned and organised accordingly.
- Be co-ordinated by the member of SLT responsible for visits/trips.
- Have a Trip Leader appointed for each type of visit, irrespective of the nature and duration.
- Each Trip Leader has the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them.
- Be to appropriate venues and locations that are well-known and/or have been adequately assessed beforehand.
- Select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures.
- Select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations.

- Arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand.
- Provide effective levels of supervision at all times appropriate to the numbers and age group(s) of the students.
- Ensure that all parents are fully informed of any plan to organise an educational visit and that formal consent has been obtained beforehand.
- Provide assistance, wherever possible, to those parents who may have difficulties in meeting all the costs of any specific visit.
- Exclude those whose behaviour represents a threat to the health and safety of themselves and those around them.
- Ensure that trips have compulsory trips/fieldwork as a statutory part of the course have staff cover costs supported by whole school.

2. Arrangements for Educational Visits

The following arrangements and activities must be in place in order to meet the above policy requirements:

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks.
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit.
- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents.
- A system for providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit (all trips must have first aid cover, unless provided by the venue).
- Provision of relevant, more detailed and updated internal guidelines, checklists and procedures to ensure a safe and successful visit (in this policy).
- Checklist systems to ensure the following are accounted for:
 - Names of all students on the visit and accountability during the visit
 - Emergency contact details of parents
 - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
 - Itineraries and schedules for all proposed travel and activities
 - Appropriate and adequate provision of information and instruction to all those who require them

- Appropriate mobile communication methods, systems and equipment
- Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required.
- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency.

3. Key Personnel

3.1. Trip/Group Leader

- a) Where so instructed and delegated by the member of SLT responsible for trip/visits, to plan the proposed visit taking into account the health and safety risks that may arise before, during and after the visit.
- b) To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
- c) To ensure that as much relevant information is obtained on any proposed visit, venue and location to enable an appropriate risk assessment to be carried out. This may include an exploratory visit beforehand. Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
- d) To ensure that the needs of all those included on the visit are assessed and provided for.
- e) To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
- f) Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
- g) To ensure parents are provided with all the necessary information about the educational visit, any equipment etc. they need to provide and the standards of conduct expected of their child(ren).
- h) Where appropriate, invite parents to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language etc.
- i) To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
- j) To finalise all details and arrangements with the responsible person named in this policy.
- k) To explore school Code of Conduct and any other relevant rules related to that activity.

The Group Leader should:

- 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).
- Ensure that the visit has been authorised by the appropriate body, which may include the Headteacher, SLT

3.2. Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the Trust. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and the Trust if some of their time on the visit falls outside normal working hours.

Teachers and other adults on the visit must:

- Do their utmost 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.
- 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.

3.3. Pupils

The group leader should make it clear to pupils that they must:

- Must dress and behave sensibly and strive to meet the expectations placed upon them.
- Not take unnecessary risks or place their fellow students at unnecessary risk.
- Follow the instructions of the leader and other adults.
- Report to any supervising adult any concerns they may have during the visit and, in particular, if and when they are asked to partake in any activities.
- Should not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The safety of all members of the school is a priority. The curricular aims of the visit for these pupils should be fulfilled in other ways.

3.4. Parents

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 relevant consent forms.
- Provide any relevant information known to them regarding the (current) health of their child and if necessary, complete an Individual Healthcare Plan (IHP) and/or Administration of Medicine Form.
- To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned.
- Give the group leader relevant information about their child's health which might be relevant to the visit.

4. Training

The following training will be undertaken by the organisation:

- All staff will be made fully aware of this policy and the requirements and arrangements laid down within it.
- All staff will be trained in understanding the health and safety requirements of educational visits, particularly in relation to those identified in the relevant risk assessments.
- Key staff, as identified by SLT, will be trained in any specific role they are required to take in support of this policy.

5. Summary of educational visit categories:

Category A	Regular visits to venues within the locality that are well-known and of low, assessed risk.
Category B	A visit to a venue that may require significant travel outside the locality and/or may be a rarely visited venue, but is still assessed as low risk.
Category C	<p>Any type of visit in the UK that requires residential accommodation for one or more nights, assessed as low risk.</p> <p>Or visits abroad that require residential accommodation for one or more nights, assessed as low risk.</p> <p>Or high-risk activities in the UK, (residential or not). High risk activities abroad, residential or not.</p> <p>Examples of high-risk activities:</p> <ul style="list-style-type: none">● All action adventure activities● Field work

6. Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Headteacher is responsible for approving and planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The member of SLT responsible for trips/visits is available to liaise with and support the planning of visits. The organiser / group leader must agree all plans with the Headteacher.

A decision on whether or not a visit may go ahead will be made on the basis of:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusiveness of all students
- Timing
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations as a result of a completed risk assessments
- Evidence of appropriate planning
- Evidence that minimum disruption to the normal curriculum has been considered

There must be a briefing meeting for parents before all residential, overseas visits or visits involving adventure activities. Parents must be informed before the visit if any form of remote supervision is to take place.

6.1. Visit Proposal Procedures

Before applying for approval for the visit, the following information (where possible) should be sought by the organiser:

- Full cost of the visit, including options where possible, for students and staff e.g. activity/ entrance fees, transport
- Cost of teaching cover, resources needed, cost/payment of part-time staff (particularly if not in school on those days)
- An appropriate and detailed Action Plan should be submitted for all large trips e.g. overseas to include 'how' individuals who wish to participate can be supported through appropriate fundraising/sponsorship to enable them to participate. Inclusiveness of all students is a key factor in these trips
- Within the Action Plan an agreed payment schedule with a long lead in time is essential to spread the cost to students and parents
- Accommodation details where appropriate

- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

Note An exploratory visit should be made, whenever possible, by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity in a location that is not familiar to him/her. If, in the last resort, an exploratory visit is not feasible, the Group Leader will need to consider how to complete an adequate assessment of the risks.

7. Risk Assessment

A risk assessment should always be carried out whilst planning an educational visit. Generic Risk Assessments are available from the Academy Trust Health & Safety provider Ellis Whittam, but these should be amended in order to ensure that they are appropriate for the visit. The risk assessment will decide the adult:child ratio for each visit. (See Guidance under 'Supervision'). 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? (See section on Supervision.)

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken.
- The location.
- The accommodation type.
- The competence, experience and qualifications of supervisory staff.
- The group members' age, competence, fitness and temperament.
- Pupils with special educational or medical needs.
- The quality and suitability of available equipment.
- Seasonal conditions, weather and timing.

8. Exploratory visit

Wherever possible 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.
- 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.

9. First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aid trained member of staff in the group. The group leader should have a clear understanding of how to access 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;
- a person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. The group leader 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.

10. Supervision

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- Sex, age and ability of group.
- Special needs pupils.
- Nature of activities.
- Experience of adults in off-site supervision.
- Duration and nature of the journey.
- Type of any accommodation.
- Competence of staff, both general and on specific activities.

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.

As general guidelines, the following minimum ratio of adults to children should be used:

Destination	Year Group	Minimum Adult: Student ratio
Abroad	7-11	1:11
	12-13	1:15
UK Residential	7-9	1:11
	10-11	1:15
	12-13	1:15
UK Non-Residential Requiring transport	7-11	1:15
	12-13	1:20
Local, or within walking distance	7-9	1:15
	10-11	1:20
	12-13	N/A

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits.

Wherever possible the ratio should include an extra member of staff in case of illness or accidents.

Where there is more than one adult supervisor a group leader, who has authority over the whole party, should be appointed.

All adult supervisors must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. The group leader retains responsibility for the group at all times.

If the school is leading an adventure activity, such as canoeing, the Headteacher must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place.

Qualifications can be checked with the National Governing Body of each sporting activity.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party. A school mobile phone should be taken and the number issued to pupils.

11. 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.

11.1. Participation

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit, they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

11.2. Information to pupils

It is the responsibility of the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- The aims and objectives of the visit / activity.
- Background information about the place to be visited.
- How to avoid specific dangers and why they should follow rules.
- Why safety precautions are in place.
- Why special safety precautions are in place for anyone with disabilities.
- What standard of behaviour is expected from pupils.
- Who is responsible for the group.
- What to do if approached by a stranger.
- What to do if separated from the group.
- Emergency procedures.
- Rendezvous procedures.

11.3. Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules including:

- Arrive on time and wait for the transport away from the road, track, etc.
- Do not rush towards the transport when it arrives.
- Wear your seatbelt and stay seated while travelling on transport.

- Make sure your bags do not block aisles on the transport.
- Never attempt to get on or off the moving transport.
- Never throw things out of the transport vehicle's windows.
- Never get off a vehicle held up by traffic lights or in traffic.
- Never run about while transport is moving or pass someone on steps or stairs.
- Never kneel or stand on seats or otherwise impede the driver's vision.
- Never distract or disturb the driver.
- Stay clear of automatic doors / manual doors after boarding or leaving the transport.
- After leaving the vehicle, always wait for it to move off before crossing the road.
- If you have to cross roads to get to the transport always use the Green Cross Code.
- If you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

11.4. Pupils with special educational and medical needs

The Headteacher will not exclude pupils with special educational 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.

12. Communicating with Parents / Guardians

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 on matters that might affect pupils' health and safety is useful to parents, and 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 group leader, or other staff and of other accompanying adults.
- Visit's objectives.
- Details of the activities planned and of 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. Any cover to be arranged by the parents, if appropriate, will be requested.
- 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.

13. Parental consent

The School will seek consent for:

- All visits involving young children.
- Adventure activities.
- Visits abroad.
- Other residential visits.

An annual consent form is completed in order to authorise low risk visits and it is the responsibility of the group leader to ensure that any pupil attending the visit has returned to school a consent form or provided consent via the ParentPay. It is the parent's responsibility to inform the school of any changes to their personal circumstances including current medical issues.

Commented [1]: MEV to review the current form and add to appendix

Consent forms for all trips will be held by the admin team.

For any visit that is a medium/high risk or residential visit a permission form will be completed for that visit. This will then be returned to the admin team for record keeping.

If parents withhold absolute consent the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not. The School's parental consent form should be completed for each pupil in the group.

14. Residential visits

14.1. Hostels and Hotels

The school will bear in mind the following:

- The group leader should ideally have adjoining rooms with staff quarters next to pupils – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance.
- The immediate accommodation area should be exclusively for the use of the group.
- Access by staff to student rooms must be available at all times.
- Separate male and female sleeping areas for pupils and adults.
- Ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel.
- Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors.
- Ensure that locks / shutters etc. work on all the rooms used by the group.
- Storage of clothes, luggage, equipment etc., particularly safekeeping of valuables.
- Adequate lighting – it is advisable to bring a torch.
- Provision for sick, disabled pupils or those with special needs.
- Safety in rooms (electrical connections, secure balconies).
- Recreational accommodation / facilities for the group.

14.2. Coastal visits

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in

swimming. The group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked.
- Ensure group members are aware of warning signs and flags.
- Establish a base on the beach to which members of the group may return if separated.
- Look out for hazards such as glass, barbed wire and sewage outflows etc.
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds.
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

14.3. Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

Swimming in the sea on a coastal visit should not be allowed. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Where swimming is to be allowed on a visit, staff ratios must be assessed separately in accordance with the examined risk level.

14.4. Farm visits

We recognise that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed, that it has a good reputation for safety standards and animal welfare and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basic rules for a farm visit will be: We will never let pupils:

- Place their faces against the animals or their hands in their mouths after feeding them.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from farm taps (other than in designated public facilities).
- Ride on tractors or other machines.
- Play in the farm area.

14.5. Extra-Curricular Clubs

Where extra-curricular activities regularly take place off-site, e.g. sports fixtures, the organising staff at the start of each school year should obtain from parents of those students likely to be selected for teams:

- Consent to participate
- Appropriate medical information
- Emergency contact details

Details of other students selected during the year may be collected as necessary. Prior to departure for the fixture, the Faculty should ensure the office staff on the relevant site have details of the students involved, in case they need to make contact with parents.

A single member of staff may supervise a sports team. Adults other than teachers (AOTTs) may act as additional supervisors. However, a DBS checks must be completed if staff anticipate that supervisors will be left alone with students or will be supporting events on a regular basis. If the AOTT is a volunteer, the Faculty must ensure a Volunteer Risk Assessment Form is completed and submitted to the HR Department at least 2 weeks prior to the event. The Personnel Department will decide whether or not a full DBS is required. For all volunteers a Children's Barred List check is mandatory.

The Trip Leader for each fixture visit should take:

- a school mobile phone
- medical information
- copies of Consent Forms and emergency contact details for each student
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

15. Critical Incidents

Definition of a Critical Incident

When a group undertaking an off-site activity and any member of the group has been involved in an incident where a group member has:

- either suffered a life threatening injury or fatality
- is at serious risk;
- or has gone missing for a significant and unacceptable period. In such a case, the incident should be treated as a “critical incident” and this guidance and procedures should be implemented.

Principles and Priorities

- to meet the needs of the group in crisis
- to meet and support the needs of the establishment, its community, parents/carers, relatives and friends
- to respond to the needs of other agencies
- to respond to media demands

15.1. Alerting and Activating the Plan

The plan should be sufficiently flexible to enable alerting the system for incidents occurring during normal school hours and those incidents that take place outside of normal school hours on a 24/7 basis. This will usually be by allocating a landline telephone number that is certain to be staffed during normal office hours (Usually Reception), and an alternative mobile phone number that is staffed on a 24/7 basis outside normal office hours (Base Manager). The numbers should be available to all those that may be required to use them, including:

- designated members of the Senior Leadership Team
- employer’s Lead Manager for Critical Incident Management (if required)
- members of the Critical Incident Management Team
- member of SLT responsible for trips/visits
- Trip Leader
- Assistant Leaders who may take sole charge of a sub-group

Trip Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities, along with an Emergency Plan crib-card (preferably laminated to ensure that it can be used in difficult environmental conditions). However, in all but the most serious of circumstances, they should only use them after consultation with the establishments nominated Emergency Contact(s). Under normal circumstances, it should be the establishment's Emergency Contact that alerts the employer to initiate the Plan.

For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should Trip Leaders, members of SLT, Establishment Emergency Contacts, Heads or Managers, make these telephone numbers available to parents – who might otherwise overburden and compromise the system.

16. Emergency Procedure Protocols

The immediate course of action should be to:

- a) assess the situation, establishing the nature and extent of the emergency but ensuring that the Trip Leader does not put his/herself at further risk
- b) make sure all other members of the party are:
 - accounted for and safe
 - briefed to ensure that they understand what to do to remain safe
- c) follow the emergency procedures appropriate to the activity
- d) if there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers that activate the Critical Incident Management Plan communication available to parents. Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

When summoning help:

- a) Contact the appropriate emergency service(s) providing:
- name of group and Trip Leader
 - location
 - nature of emergency and number of injured persons
 - action so far

Then follow the advice given by the emergency services

- b) Contact and advise the establishment Emergency Contact of the incident and action taken
c) Contact and advise any local base being used by the group

The Trip Leader at the location of the incident (in conjunction with the local base support) should:

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party:
 - are adequately supervised throughout
 - are returned as early as possible to base
 - receive appropriate support and reassurance
 - ensure that an adult continues to liaise with the emergency services until the incident is over

Essentials:

- Monitor – record all events, times and details – establish witness contact details
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock
- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own
- Control indiscriminate use of mobile phones/email/Social Networking by the rest of the group
- Ensure that a leader accompanies any casualties to hospital
- Continue to monitor the situation and respond accordingly

Recording an incident:

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- Time, date and nature of the incident
- Accurate incident location
- Names of casualties
- Details of injuries
- Names of others involved but not injured
- Locations of all involved when moved from the site
- Names and contact details of witnesses
- Action taken
- Action still to be taken
- An agreed plan for further action

16.1. Establishment Emergency Contact Protocols

The designated establishment Emergency Contact should initiate the planned cascade of information and action as set out in the Establishment's own Critical Incident/Emergency Plan.

They should ensure that they:

- a) Make every effort to seek alternative and additional telephone lines
- b) Restrict access to telephones, including mobile phones, and to other outside contacts, including the media and press
- c) Contact the employer's designated Lead Manager contact point, giving details as above and also the current emergency contact telephone number at the location
- d) Ensure that an appropriate adult is accessible by telephone

17. Base Manager's Guidance when Responding to a Critical Incident

- Establish group safety.
- Provide advice and recommendations to the Group/Trip Leader.
- School Emergency Contact should alert the Headteacher.
- School Emergency Contact should initiate the schools Critical Incident Plan
- School SLT point of contact should initiate the School's Critical Incident Management Plan for supporting off-site activities and visits. The first CIMT staff alerted should:
 - take on the responsibilities of the CIMT Lead Manager (LM) until such time as the CIMT decides otherwise
 - establish communication with other members of the CIMT

- Maintain communication with the establishment and the group
- Ensure that essential information is obtained, recorded and relayed to the CIMT to assess the situation correctly.

1 Appendix 1 | Procedures for organising educational visits (low risk)

Educational visits that are medium or high risk should be arranged and prepared in advance. Preparation for such visits should also mean regular meetings with the Educational Visits Coordinator.

	Action	Completed
1	Seek permission from the Headteacher by completing Section 1 of the Visits Proposal Form	
2	Obtain permission from your Line Manager for cover arrangements	
3	Complete as Educational Visits Form	
4	Complete Risk Assessments for the Trip, to be signed by the Headteacher (1 Copy to be retained by the School and additional copies should be taken on the trip.	
5	Provide and keep a list of Staff and Pupils on the trip (including contact information). A pupil list should be attached to the Risk Assessments	
6	Brief pupils about the visit, arrangements for dress code, code of conduct, arrangements for meals, times for departure and arrival etc.	
7	Brief parents (letter is usually adequate for low risk visits), ensure that all the above are covered	
8	Brief accompanying staff as above plus any individual responsibilities	
9	Ensure that consent is given in writing by all parents and a permission form is completed. Please note that Looked After Children need permission from their parents to attend educational visits.	
10	Do a headcount, ensure that seatbelts are not worn and that pupils do not eat/drink on the coach/ minibus	
11	Ask staff to sit in strategic positions not all at the front of the coach	
12	If pupils are not under direct supervision ensure that they are aware of meeting point, first aid point, telephone numbers for emergency etc.	
13	Complete Accident/Incident Form as soon as possible in the event of any accident or near miss	

2 Appendix 2 | Visit Proposal Form

Section 1

Process

Trip Leader Complete Section 1	SLT & Headteacher Approval	Trip Leader Complete Section 2 by when	Trip Leader Complete Section 3 by when
-----------------------------------	-------------------------------	---	---

Title of Visit	
-----------------------	--

Trip Leader	
--------------------	--

Trip Leader Experience/Qualifications	
--	--

Faculty		Year Group	
----------------	--	-------------------	--

No. of Student		No. of Staff	
-----------------------	--	---------------------	--

Date		Depart Time	Return Time
-------------	--	--------------------	--------------------

Aims/Benefits of Visit

Staffing	Name	First Aid Trained
Deputy Leader		<input type="checkbox"/>
Staff 1		<input type="checkbox"/>
Staff 2		<input type="checkbox"/>
Staff 3		<input type="checkbox"/>

Venue	
--------------	--

Contact Number & Address	

Accommodation	
----------------------	--

Contact Number & Address	

Transport Provider	
---------------------------	--

Contact Number & Address	

Proposed estimated cost for Visit/Student (use the reverse of this form to detail the individual costs)

Venue	Total	£	Per Student	£

Approval (signed)			
SLT		Date	Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>
Headteacher		Date	Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>

Costs (total cost not cost per student all prices should exclude VAT)		£ (exVAT)
Trip (Admission/Activity/Equipment etc.)		
Accommodation (if not already included in cost of trip)		
Food (if not inclusive)		
Transport to/from (if not inclusive)		
Mode of Transport Type <small>If you intend to use your own car, add a charge of 45p/mile. The minibus costs 45p per mile.</small>		
Pre-trip Costs		
Other Costs 1 (provide details)		
Other Costs 2		
Other Costs 3		
Other Costs 4		
Supply cover (£170 per teacher per day)		
Total VAT		
Total		
Student No.		Per Student Total

If trip to run at no cost to student, justification	
Budget costs to be paid from	

Section 2

To be completed once SLT/Headteacher has approved Section 1 - at least 2 weeks prior to trip.

Risk Management (Have RAs been completed for trip, please attach and return to SLT with Section 2)			
Venue	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Transport	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Individual Student Needs	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Trip Specific	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Activities Undertaken	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Emergency Procedures	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
Other 1	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	Other 2	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

Risk Analysis Approval (signed)			
SLT		Date	Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>
Headteacher		Date	Approved <input type="checkbox"/> Not Approved <input type="checkbox"/>

Emergency Contact Numbers			
School			
Headteacher	Ian Frost		
Deputy/Assistant Headteacher	Stephen Derry/Simon Phelps		
Business Manager	Martin Evans	07592 504 522	martin.evans@yateacademy.co.uk
Director of Resources	Steve Bradford		sbradford@greenshawlearningtrust.co.uk

Guidance – New Trip Leaders should make appointment to see the member of SLT responsible for trips/visits

To propose trip, fill in Section 1 and send to SLT

1. After approval from SLT/Headteacher, fill in Section 2 and return with Risk Assessments, failure to do so could lead to trip cancellation.
2. For High Risk and Residential trips parents briefing must be arranged.
3. All trip leaders must be aware of School Trips Policy and its contents.

3 Risk Assessment Form: General Educational Visits

Location/Dept:		Date Assessed:		Issue Number:		
Assessed by:		Review Date:		Reference Number:		
Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk Rating	Additional controls required
All eventualities: Lost pupil Illness Injury Death	Pupils Staff.	<ul style="list-style-type: none"> ● Group Leader will be familiar with and will be required to follow Educational Visits Policy and Guidelines ● Group leader and staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities ● Staff meet prior to departure to discuss and share risk assessments and implement management plans ● All staff will be made aware of their roles and responsibilities prior to departure ● Pupils to be briefed regarding hazards and involve them in the risk assessment and management process when appropriate ● Contingency plan prepared in the event of an incident or other cause for a change to the original plan 				

Illness or injury	Pupils Staff.	<ul style="list-style-type: none"> ● Minimum one leader per group first aid trained ● Leaders know how to call emergency services ● Pupils and parents are reminded to bring individual medication and this is securely kept ● Take medical needs information on all trips ● First aid and travel sickness equipment carried ● Mobile phones available ● Emergency contacts with school, head teacher and parents arranged 			<p>Check first aid certificates are current.</p> <p>Medication brought by pupils.</p> <p>Brief staff on pupil medication issues.</p> <p>Check mobile phone fully charged/credits available.</p>
<p>Exposure to weather:</p> <p>Cold injury Heat injury Over-exposure to sun</p>	Pupils Staff.	<ul style="list-style-type: none"> ● Consider possible weather conditions and plan appropriate programme, clothing and equipment ● Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares ● Daily weather forecast obtained and plans adjusted accordingly 			Provide clear information about suitable clothing and equipment to pupils and parents.
Pupil lost or separated from group, inadequate supervision	Pupils	<ul style="list-style-type: none"> ● Ratios in line with school policy ● Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system) ● Discuss itinerary and arrangements with pupils ● Briefing to all on what to do if separated from group ● Head counts by leaders particularly at arrival / departure points, and when separating and reforming groups ● Emergency procedures agreed - what to do if a pupil becomes lost or separated from group 			<p>Plan supervision before visit and brief staff and pupils.</p> <p>Plan for no shows / back up staff.</p>

						Consider digital photos of all pupils to give to emergency services if required. (Images to be deleted after the trip).
Indirect / remote supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)	Pupils	<ul style="list-style-type: none"> ● Check location as suitable for this mode of supervision ● Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised) ● Clear guidelines and emergency procedures set and understood ● Pupils remain in pairs or groups (buddy system – each responsible for named other) ● Rendezvous points and times set ● Pupils know how to contact staff ● Staff informed they are still responsible ● Parents informed and consent given 				Included in information to parents.
Pupils with special needs – medical, behavioural, educational	Pupils	<ul style="list-style-type: none"> ● Obtain information from parents ● Take advice from SENCO if appropriate and consider need for individual assessment 				<p>Implement pupil specific controls.</p> <p>Consider need for additional supervision.</p>

<p>Confrontation with a member of public</p>	<p>Pupils Staff General Public</p>	<ul style="list-style-type: none"> ● Pupils will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc ● Seats will be booked, wherever possible, in a single block to enable easier supervision ● Pupils briefed to include: <ul style="list-style-type: none"> ● Purpose and duration of activity ● Expected standards of behaviour and pertinent safety rules – follow instructions / directions from host’s staff where applicable ● Emergency procedures - what to do if there is an incident. 				
<p>Hazards specific to buildings open to the public e.g. crowds, multiple rooms, stairways</p>	<p>Pupils Staff</p>	<ul style="list-style-type: none"> ● All leaders to be made familiar with instruction offered by site management including layout of venue, emergency and first aid procedures and how to contact duty staff / manager, if required ● Group to be fully briefed regarding required behaviour, potential hazards, any “no-go areas”, and all relevant safety measures / procedures – particular mention will be made of: <ul style="list-style-type: none"> ● meeting points and timings ● individuals are not to be left on their own by other members of their group ● system for contacting staff in emergency ● pupils to have ID cards with contact details of leader’s mobile ‘phone number ● give out maps / plans of the institution ● large groups to be divided up into smaller sub-groups reporting to designated members of staff (group leaders) during the visit ● Group leaders to do a name-check on each rendezvous occasion ● All leaders will have an established contingency plan for dealing with lost group member 				

Risk Rating Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK RATING PRIORITY INDICATOR MATRIX						
LIKE LIHO OD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

4 Risk Assessment Form: Educational Visits – Travel by Coach

Location/Dept:		Date Assessed:			Issue Number:	
Assessed by:		Review Date:			Reference Number:	
Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk Rating	Additional controls required
Driver error	Pupils Staff General public	<ul style="list-style-type: none"> ● Only coaches from a bona fide, reputable company will be hired ● Prior written assurance will be obtained from the coach company that all drivers are adequately trained and adhere to recommended standards, e.g. <ul style="list-style-type: none"> - are checked and vetted at appropriate intervals regarding their health/fitness to drive, previous driving experience, and convictions - have a full, current PCV licence - do not have past convictions for serious driving offences – e.g. drink driving - are not facing impending prosecution for any serious driving offences e.g. drink driving - adhere to strict working hours according to tachograph rules and regulations - are informed about and prohibited to drive under the influence of alcohol or drugs - are prohibited to use mobile phones or radios in the coach unless the bus is stationary or the equipment is fully “hands-free” operated 				
Inappropriate driving by driver	Pupils Staff General public	<ul style="list-style-type: none"> ● Group leader to discuss concerns with driver ● Stop the journey and ‘phone the company for a new driver if it is felt the group is at risk. 				

Injury whilst vehicle in motion	Pupils Staff	<ul style="list-style-type: none"> • All pupils briefed to stay seated, wherever possible, during journey • Pupils will be instructed to use and fit seat belts correctly at all times during journey • Service buses without seatbelts will not be used, apart from short local routes, and never used on journeys involving high speed roads • Aisles and emergency exits will be kept clear of obstructions • If pupil remains in wheelchair, appropriate seat belts, and wheel restraints, if required, will be fitted 					
Travel sickness	Pupils	<ul style="list-style-type: none"> • Identified potential sufferers to be seated near the front or coach toilet. 					
Misbehaviour	Pupils Staff	<ul style="list-style-type: none"> • Staffing ratios will be in line with the school policy and will be sufficient to maintain good behaviour • Staff will sit at various separate locations to maintain good order and ensure pupils keep seat belts on, and do not need to leave seats to ask questions etc. • On double-decker coaches supervisors will be positioned on both decks • Loose objects, such as drinks containers or other litter, to be collected in rubbish bags and not allowed to roll (or be thrown) around the coach 					
Collision with passing vehicle whilst getting on or off the coach	Pupils Staff	<ul style="list-style-type: none"> • Safe locations to be chosen away from busy traffic to get on / off coach (e.g. coach park, onto wide pavement) • One staff member to stand by and check doorway as pupils enter / leave • Brief pupils to enter and leave in an orderly manner • Transport will have suitable lift / wheelchair access • Access and egress, and transfers will be carefully supervised (and assisted, if required) by sufficient number of trained, experienced staff members with suitable lifting aids if appropriate 					

		<ul style="list-style-type: none"> • Wheelchairs will be properly secured during journey using appropriate fixings 				
In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation	Pupils Staff	<ul style="list-style-type: none"> • Staff to ensure pupils are aware of emergency procedures, as appropriate • Follow directions of coach driver • All passengers to be evacuated away from passenger side of vehicle to safe resting place (beyond side barrier if possible), well away from passing vehicles • If above is not possible, passengers will be instructed to sit on side of vehicle furthest from moving traffic and remain wearing seat belts. 				
Luggage falling from overhead luggage racks	Pupils Staff	<ul style="list-style-type: none"> • Only one piece of hand luggage to be taken on board & stored securely in overhead rack • All remaining luggage to be stored in luggage hold compartments 				<p>Staff to check luggage racks before coach departs</p> <p>Ensure coach company aware of any extra equipment taken by group on trip over and above normal luggage</p>

Risk Rating Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK RATING PRIORITY INDICATOR MATRIX						
LIKE LIHO OD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

5 Risk Assessment Form: Educational Visits – Travelling on Foot

Location/Dept:		Date Assessed:		Issue Number:		
Assessed by:		Review Date:		Reference Number:		
Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk Rating	Additional controls required
Collision with vehicular traffic (roads with pavements)	Pupils Staff General public	<ul style="list-style-type: none"> • The route will be planned to avoid fast or dangerous junctions or sections of road • Staff will be fully briefed with respect to supervisory responsibilities • Pupils given appropriate briefing regarding hazards and required behaviour e.g. remain on pavements unless instructed otherwise, courtesy to public, etc • Planned route utilizes wide pavements where possible • The planned route will cross roads only at designated crossing points or at specified locations which are considered to be low risk • All journeys, especially road crossings, will be closely supervised by staff • Pupils to be briefed not to cross roads, unless and until specifically instructed to do so by staff • One supervisor (or appropriate group member) will be at the front of the group, one at the back, with the others positioning themselves alongside the group between the pupils and the road itself • If abroad, pupils will be briefed regarding right-hand traffic and any local traffic rules 				

Risk Rating Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK RATING PRIORITY INDICATOR MATRIX						
LIKE LIHO OD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

6 Risk Assessment Form: Educational Visits – Travel by Minibus

Location/Dept:		Date Assessed:			Issue Number:	
Assessed by:		Review Date:			Reference Number:	
Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk Rating	Additional controls required
Driver capability	Pupils Staff General public	<ul style="list-style-type: none"> ● Drivers must have a current, clean driving licence, with full D1 entitlement or other appropriate to the vehicle and age of the driver, see Driving Policy ● Drivers must have completed MIDAS training ● PCV Licence if travelling abroad ● Drivers must inform DVLA of any medical condition that affects their ability to drive ● Drivers' driving licences checked annually ● Drivers <u>must not</u> use a mobile 'phone or radio in the minibus unless the vehicle is parked safely ● Appropriate written records kept e.g. <ul style="list-style-type: none"> ○ list of authorised drivers ○ training records 				
Driver tiredness	Pupils Staff General public	<ul style="list-style-type: none"> ● Group leader to discuss concerns with driver ● Stop the journey and phone the company for a new driver if it is felt the group is at risk 				

Risk Rating Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK RATING PRIORITY INDICATOR MATRIX						
LIKE LIHO OD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

7 Risk Assessment: Physical Education – Field Events

Location/Dept:		Date Assessed:		Issue Number:		
Assessed by:		Review Date:		Reference Number:		
Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk Rating	Additional controls required
Slips, Trips and Falls Collision with materials and objects Hit by moving object Inadequate or poorly organised storage - equipment falling on people Blocked escape routes Personal Injury e.g. strains, fractures, over exertion etc Environmental conditions	Staff, pupils, visitors	PE Lesson <ul style="list-style-type: none"> Teachers will refer to BAALPE for guidance as part of lesson plan Pupils are included in discussion about health and safety issues before, during and after the activity Medical needs of any children – reminders about medication e.g. inhalers Unsupervised activity is prohibited Adequate warm up is encouraged Clothing and footwear is suitable Jewellery and other personal effects is removed where possible by pupil Long hair will be tied up to prevent entanglement Sweets or gum is not permitted during the activity Activity is appropriate to age of pupils No severe or uneven physical stress, moving of joints beyond pupils' normal range Lanes are used when running for one lap or less for athletics events Finishing tape will be of appropriate material and raised only to height of the athletes Measurements are taken before the next throw takes place Throwing implements are thrown from designated areas only and away from spectators and onlookers 				

		<ul style="list-style-type: none"> • Throwing only takes place when directed by the member of staff 					
<p>Slips, Trips and Falls</p> <p>Collision with materials and objects</p> <p>Hit by moving object</p> <p>Inadequate or poorly organised storage - equipment falling on people</p> <p>Blocked escape routes</p> <p>Personal Injury e.g. strains, fractures, over exertion etc</p> <p>Environmental conditions</p>	Staff, pupils, visitors	<ul style="list-style-type: none"> • Retrieval of throwing implements will be controlled with implements being carried back along throw line • Collection of equipment takes place when the teacher directs and is collected by the student behind them • The number of events taking place at one time is controlled to ensure manageable safe levels of participation • Staff will only teach pupils PE activity they are competent to manage 					
		<p>Activity Area</p> <ul style="list-style-type: none"> • Playing field should be relatively level with no acute hollow or bumps • Playing field should be appropriately marked out to show safety throwing lines and activity area • Students should be wearing appropriate footwear for the state of the surface (dependent on current weather) 					

		<p>Equipment</p> <ul style="list-style-type: none"> • First aid arrangements are in place • Mobile phone is placed in the container at the start of each day to ensure that should medical assistance be required nurse can be contacted • An emergency plan is in place and staff made aware of procedures • All implements / equipment are checked by a trained member of PE staff that they are in good condition before use within the lesson • Pupils must only collect / return implements / equipment when under supervision only • Store all equipment / implements safely after use 					
<p>Slips, Trips and Falls</p> <p>Collision with materials and objects</p> <p>Hit by moving object</p> <p>Inadequate or poorly organised storage - equipment falling on people</p> <p>Blocked escape routes</p> <p>Personal Injury e.g. strains, fractures, over exertion etc</p> <p>Environmental conditions</p>	<p>Staff, pupils, visitors</p>	<p>Monitoring, Maintenance and Inspection</p> <ul style="list-style-type: none"> • Teachers will adapt the PE activity to suit children with special needs / conditions 					

Risk Rating Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK RATING PRIORITY INDICATOR MATRIX						
LIKE LIHO OD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so