




# Educational Visits & School Journeys Policy

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| Reviewed by      | Academic Standards, SEND and Educational Trips Committee |

Signed:   
Chair of Governors

Dated: 13/02/2025

Signed:   
Principal

Dated: 13/02/2025

## **Introduction**

Well planned educational visits offer pupils learning experiences that can have a lasting impact on their development. In particular they have the opportunity to undergo experiences not available in the classroom.

The vast majority of visits and journeys are carried out incident free but the purpose of this document is to provide guidance for such visits and to advise colleagues on appropriate procedures.

It is essential that procedures are followed in order to minimize the possible risks involved in all types of trips varying from trips to the theatre to adventure holidays abroad.

The bulk of this policy is concerned with non-adventurous day trips and any group leader planning foreign travel, adventure holidays or trips involving overnight stays must also be aware and understand the guidance provided by the DfE and The Outdoor Education Advisers' Panel (The OEAP). All guidance follows National guidance for the management of outdoor learning, off-site visits and learning outside the classroom (National Guidance) as shown on <https://oeapng.info/downloads/all-documents/> under the relevant sections.

Planning protocols all follow EVOLVE guidance and Goldington Academy commissions the Physical Education Hub for independent, expert advice.

## **Key personnel**

|                                    |   |
|------------------------------------|---|
| Principal                          | Francis Galbraith   |
| Vice Principal                     | Leanne Chapman  |
| Education Visits Coordinator (EVC) | Leanne Chapman  |
| Education Visits Administrator     | Richard Stonestreet   |
| Cover Manager                      | Richard Stonestreet   |
| School Business Manager            | Mike Birchall   |
| Medical Needs Advisor              | Toni Harris   |
| Evolve/Physical Education Hub      | Ian Roberts<br>( <a href="mailto:ian.physicaleducationhub@gmail.com">ian.physicaleducationhub@gmail.com</a> ) |

## **Roles and Responsibilities**

### **The EVC**

To help fulfil its health and safety obligations for visits, establishments must appoint an Educational Visits Coordinator (EVC) who will support the Head of Establishment. In small settings the EVC may also be the Head or manager.

The EVC should be a member of Establishment staff appointed to co-ordinate all Visits and with the status to effect change and be the focus of good practice.

The person appointed as EVC should be specifically competent for that role, and able to carry out all the responsibilities listed below. The role is not just administrative, although certain tasks may be delegated to an administrator. They should be an experienced visit leader with sufficient status within the establishment to guide the working practice of colleagues leading visits.

## Key responsibilities of the EVC:

- provide appropriate guidance / procedures for staff
- ensure, where reasonably practicable, that the guidance / procedures are understood (i.e. provide appropriate induction and training)
- make a judgement call about the competence of colleagues to lead visits (or support the Principal in doing this)
- monitor to check that guidance / procedures are being followed by staff in planning and leadership of visits
- keep appropriate records
- review systems

## Educational Visit Coordinator (EVC) Accreditation:

National Guidance requires schools and settings running offsite activities (or adventurous activities on site) with under 18s are required to have a current, trained EVC in post. EVCs must undertake a formal revalidation every three years delivered by a trained OEAP EVC trainer.

The EVC should make every reasonable effort to support the Head of establishment in ensuring that competent staff are assigned to lead and accompany visits, and with approval and other decisions.

The EVC must ensure, where reasonably practicable, that an establishment 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.

The EVC should have access to expert advice provided by the employer, such as from a competent Outdoor Education Adviser.

## The Visit Leader

The person who has overall responsibility for managing the Visit, including for the health and safety of the Participants and Visit Leadership Team and the supervision, welfare, learning and development of the participants. To make every reasonable effort to ensure accountability and to avoid potential confusion, a single Visit Leader should be appointed. If this role changes during a visit, a clear handover should be made.

All leaders have a legal duty of care and must comply with their employer's policy and guidance.

The Visit Leader has overall responsibility for a visit. This includes the learning, development, supervision and welfare of the participants and the health and safety of all, including any other leaders and helpers.

The key requirements for Visit Leaders are that they must be accountable, and competent and confident to lead the visit/activity, not that they hold a particular post, title or job description.

Being **accountable** means that the Leader has been engaged through an appropriate recruitment process which means following the establishment's policies and procedures.

The details of this process may depend upon whether the Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough.

Being **competent** means that the Leader has demonstrated the ability to operate to recognised standards of good practice, and has sufficient relevant experience and knowledge of the group, the activity and the venue.

Being **confident** means, not only being fully aware of their abilities, but also of their limitations.

When working with third-party activity providers it is imperative to avoid 'grey areas', so there should be a clear handover before and after any activity led by a provider. Should a provider run an activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion with the aim that it does not result in young people being put at greater risk.

The Visit Leader should under no circumstances take any young people on a visit without the documented approval of the Principal and the Educational Visits Coordinator completed on an Initial Proposal Form (see Appendix 2).

### **Assistant Visit Leader**

National Guidance recommends that for all visits, an Assistant Visit Leader is nominated. They will be a member of the Visit Leadership Team who supports the Visit Leader or an Activity Leader and who may be required to take over from them if necessary.

All leaders, including Assistant Leaders, have a legal duty of care and must comply with their employer's policy and guidance.

The Assistant Visit Leader must be specifically competent to carry out that role.  
The Assistant Visit Leader should:

- Be sufficiently competent and confident to take over if the Visit Leader is incapacitated.
- Have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management.
- Be clear about any arrangements to hand-over and handback responsibility for supervision between members of staff and to/from any third-party provider.
- Contribute to the ongoing monitoring of all aspects of the activity/visit, including the quality of any activities provided by a third-party provider.
- Contribute to the evaluation of the activity/visit after the event.
- It is expected that the Assistant Visit Leader should carry a duplicate of the field file.

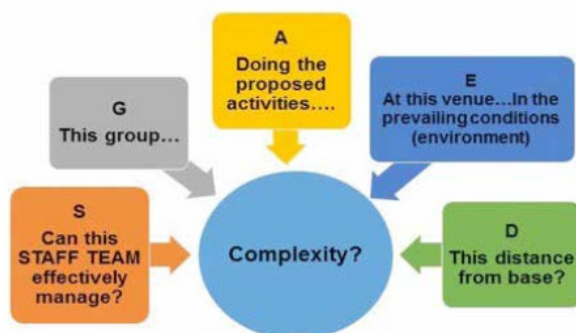
## **Planning Visits**

### **Outcomes**

Clarity regarding the intended outcomes of the visit will help to result in the potential benefits being achieved. Up to four 'intended' outcomes may be recorded on EVOLVE during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional and spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental



Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activities that will take place during the visit, should feed into any follow up work.

### **Inclusion**

The Equality Act 2010 defines several protected characteristics: disability; gender reassignment; pregnancy and being on maternity leave; race; religion or belief; sex; sexual orientation. It is illegal to discriminate against someone because of these characteristics, and an employer or establishment must make reasonable adjustments to its facilities or services to include them.

Under the Equality Act (2010), it is illegal for a school to:

- treat a disabled pupil less favourably simply because that pupil is disabled;
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

The principle of inclusion is to be promoted and addressed for all visits. This must be reflected in establishment policy, to ensure an aspiration towards:

- an entitlement to participate

- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

When you plan a visit or activity for a group, such as for a school year-group or youth group, you must take reasonably practicable measures to include every member of the group. You must make reasonable efforts to find a venue and activities that are suitable and accessible, and to make arrangements that enable the whole group to participate fully and to gain the benefits.

However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. Adjustments made to include a disabled young person should not unduly impinge on the planned purpose of the activity. It is vital that all minutes are taken at any meetings to discuss individual cases and all decisions and communications are documented.

Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue. In making decisions, the visit organiser may have to balance the aim of providing the best possible outcomes for the whole group with the aim of meeting the particular needs of an individual. Sometimes, perhaps because of a severe disability, it may be genuinely impossible to either find reasonable adjustments which could enable someone to be included in a particular visit or activity, or to find a suitable alternative visit or activity for the whole group. In this case, it is not necessary to deprive the rest of the group of a worthwhile opportunity, but you must be able to demonstrate that what happened was for a reason other than unfair discrimination.

## **Planning**

Planning should reflect the consideration of legal and good practice requirements, ensuring, where reasonably practicable, that:

- The plan is based on establishment procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consent has been obtained.
- Proportionate assurances have been obtained from any providers.
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.
- Emergency contacts are aware of the emergency procedures should an incident occur.

## **Preliminary Visits and Provider Assurances**

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management. Wherever reasonably practicable, it is good practice to carry out a preliminary visit.

Establishment policy should clarify the circumstances where a preliminary visit is a requirement.

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity.

## **Risk Management**

Organisations and individuals must manage various types of risk. These include risks involving health and safety, relationships, finance, operations, strategy, reputation and compliance. Most human activity involves balancing benefits and risks. We cannot have all the benefits but none of the risks. We can eliminate all the risk only by stopping the activity – but we then lose all the benefits. Risk management is therefore not about eliminating risk – it is about reducing it as low as reasonably practicable and deciding if this is acceptable in order to gain the potential benefits. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. Risk management tasks are delegated to establishments and are normally carried out by the Visit Leader and assistants with the support of EVCs as required.

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, National Guidance, 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.

Managing Risks Risk Management involves two processes:

1. Risk Assessment – identifying and assessing hazards which could pose significant risks to health and safety, and planning measures to control them so that the risks are reduced to an acceptable level.
2. Implementation of the control measures, before and during the activity.

It requires competent leadership to effectively identify the potential hazards and behaviours, understand the risks, and implement the planned control measures.

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. Risk assessments must be completed for all relevant activities (Appendices 7 – 32).

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, considering 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, as either notes or an attachment, and shared with all parties. For local trips or extra-curricular visits these must be recorded on the corresponding Trip Form.

Planning that includes adventurous activities commonly involves delivery by an external provider who will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the establishment leader, does not need to be requested from the provider, and does not need to be attached to EVOLVE.

Alternative arrangements (Plan B) should be included within the planning process where appropriate, such as 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.

**Covid Specific Advice to Educational Establishments** - The Department for Education (DfE) has withdrawn its detailed advice about coronavirus to educational establishments in England. Establishments are advised to refer to public health advice. The Health and Safety Executive has published guidance for workplaces about the legal requirements and public health advice relevant to coronavirus, at [www.hse.gov.uk/coronavirus](http://www.hse.gov.uk/coronavirus).

If staff are planning a visit to country abroad then they should check the country's government's guidance and refer to OEAP National Guidance document 7.1r "Overseas Visits". Staff should also monitor the government's foreign travel advice for any country they plan to travel to or through, at [www.gov.uk/foreign-travel-advice](http://www.gov.uk/foreign-travel-advice). Staff should be aware that the regulations and guidance are subject to change, and might change during a visit, and so they should have contingency plans in place to account for possible changes.

### **Safety during the visit**

Prior to the visit, staff must make every reasonable effort to ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be reemphasised as appropriate during the visit.

Monitoring of the visit must be ongoing, and this contributes towards both enjoyment and safety.

It is primarily the responsibility of the Visit Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (or switch to Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Following the visit, the Visit Leader should record any significant issues as a note on EVOLVE, for both reference and to inform future visits. Any accidents or near misses should also be reported on the incident log (Appendix 40).

### **Parent/carers consent**

To reduce bureaucracy and encourage activity, establishments need to take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, we will ensure that those in a position of parental responsibility are fully informed and consent is gained.

Category 2 and 3 activities, particularly residential visits, foreign visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms.



## **Competence to lead**

All staff and helpers must be competent to carry out their defined roles and responsibilities.

OEAP National Guidance sets a clear standard to which leaders must work. The guidance states that a competent Visit/Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires the following to be considered:

- Observations of their group management and supervision skills within their day-to-day work in the establishment;
- Evidence of relevant experience – e.g., assisting on visits or leading visits in a previous establishment;
- Their personal interests and experience relevant to the proposed activities and environments;
- Evidence of having undertaken appropriate training – it is recommended that Visit Leaders should undertake Visit Leader Training, with regular update training, delivered by an Outdoor Education Adviser or experienced EVC;
- Evidence of relevant qualifications (e.g., in adventure activities or First Aid) – checks should be made to ensure that any qualification is current (some qualifications are valid only for a fixed period of time) and that the planned visit or activity falls within its remit

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence is applied to both newly qualified and newly appointed staff. Establishments should view the original documents and certificates when verifying leader's qualifications, and should maintain a record of qualifications held by their staff.

Where a Volunteer Helper is a parent (or otherwise in a close relationship with a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of a risk/benefit assessment.

## **Staffing and supervision**

Effective supervision is of primary importance in maintaining the safety and welfare of young people during offsite visits. The Principal has the overall responsibility and duty of care for every reasonable effort to be made to ensure that groups are adequately and effectively supervised at all times by an appropriate number of responsible adults, who have been assessed and approved as suitable and competent to carry out their roles.

For any trip that requires additional adult support, the trip leader will make requests to staff for volunteers; this would be on a voluntary basis. If the trip leader is unsuccessful in gaining the required number of volunteers, they must notify the School Business Manager/EVC. Staff may then be approached to offer time off in lieu for their time spent (out of hours) on the trip; this would need Line Manager authorisation. As a last resort if time off in lieu is not possible, we would be able to pay overtime to staff for the trip.

Decisions about the staffing and supervision should take account of:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;

- The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

The national guidance from The OEAP does not lay down specific staffing ratios for offsite visits and activities, but the overall responsibility for deciding appropriate staffing levels rests with the Manager/Principal, after consultation with other managers (for example, in schools - the Educational Visits Coordinator) and the Overall Group Leader, as part of the risk assessment and management process.

There are many variables involved in any visit that it is not helpful or practical to be too prescriptive. The guidance set out below is therefore based upon general recommendations rather than precise requirements. Whilst these recommendations are based upon established and recognised good practice, each visit must be individually risk assessed, and judgements regarding supervision levels should be made according to each circumstance.

### **Category 1 - Low risk/ local/routine**

- School Yrs. 7 to 11 (approx. age 11 – 15) = 1 adult for every 15-20 young people

Each group must have sufficient “additional” supervisors to cover emergency or unforeseen circumstances.

### **Category 2 and Category 3 Visits involving Higher Risk Activities or Environments**

For Years 7 to 13, (young people aged 12-18)

One supervisor is required for every 15 young people, depending on the nature of the visit.

Each group must have sufficient “additional” supervisors to cover emergency or unforeseen circumstances.

For hazardous activities, the staffing ratios often need to be higher than the standard ratios above, and should normally comply with the ratios recommended by each activity’s National Governing Body. Staff should possess the relevant National Governing Body qualifications, where required.

### **Category 3 (Residential) Visits**

A minimum of two adults and all young people have access to at least one supervisor who is well known to them. There must be one adult for every 10 young people.

Mixed gender groups should normally have at least one male and one female leader.

### **Category 3 (Overseas) Visits**

A minimum of three adults is required and one adult for every 10 young people.

Mixed gender groups should normally have at least one male and one female leader.

For hazardous activities that are led by external providers (e.g. instructors from a residential outdoor activity centre), it is good practice, wherever possible, to ensure that a Group Leader is available to accompany each activity group.

National Guidance recommends that schools do not include the Visit Leader in the ratio.

A group of 18 with three teachers would therefore be 1:9 (+1) rather than 1:6.

## **General guidelines**

Regular head counts of young people should take place throughout a visit, especially before leaving a venue.

It is useful to establish “buddy systems” within the group. This encourages small groups to be responsible for checking on each other’s presence and welfare, and provides another level of supervision.

In some circumstances group members may be asked to carry some form of contact card/bracelet/lanyard with the name of their school/organisation, the accommodation base, and an emergency contact number in case they are lost or separated from the group.

Particular consideration should be given to the supervision of “downtime” or recreation time.

All adventurous activities and expeditions must be supervised by suitably trained and qualified leaders.

When supervision is remote, group members should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures.

Young people must be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. Duke of Edinburgh expeditions, ‘down time’ in a shopping centre, etc. This is known as ‘remote’ supervision.

‘Remotely supervised’ activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

All leaders should be fully briefed regarding their roles and responsibilities.

The decision to allow pupils to become indirect (and ultimately remote) should be based on professional judgement considering such factors as:

- Prior knowledge of the individuals (including their maturity and levels of responsibility);
- Venue and conditions;
- The activity taking place;
- Preparatory training;
- The competence of the supervising staff;

- The emergency systems in place.

There are a number of issues of concern if staff propose to take their own children on a visit:

- The child may not be insured;
- Staff may be distracted by dealing with their own children, and this may compromise their ability to carry out their responsibilities for the rest of the group effectively;
- There may be additional costs incurred, which should be met by the staff member.

Staff taking their own children on a visit should not be the nominated Visit Leader.

National Guidance strongly discourages accompanying adults having responsibility for groups containing their own child or family member.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

## **First Aid**

First aid provision should form part of the risk assessment for all visits. This will help to determine first aid staffing and equipment.

Qualified first-aiders may not be necessary for all local off-site activities and visits if the venue can provide first aid provision on site. However, a basic level of first aid support should be available at all times. This will require that one or more of the staff leading the activity has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group. In addition, a staff member should carry a mobile phone in an area of good reception.

Where qualified first aid support is not available on any local off-site activity and visit then one of the staff must be a competent first aider with a readily available first aid kit, and the arrangements for providing first aid must be clear to all staff involved.

At least one member of staff on any residential visit or outdoor and adventurous activity must hold a current First Aid qualification and carry a suitable first-aid kit.

Competence may be recognised by prior knowledge and experience, or preferably as a result of formal training. Leaders are encouraged to attend a course run by the Red Cross, St. John Ambulance, or other HSE recognised training provider.

The level of staff competence that may be required will depend on many factors including:

- The nature of the programme and whether it is residential;
- Whether the programme includes adventurous activities;
- The numbers in the group;
- The extent to which “outside” first aid assistance is available (e.g. at a residential centre);
- The environment and particularly whether it is abroad or remote;
- The health and medical needs of group members.

Where employees hold Outdoor Activity coaching qualifications, they will normally be required by the governing body of the sport to hold a current first aid certificate for the award to be valid. It is desirable for them to hold one of the HSE approved first aid courses designed to train people to cope with first aid situations in the outdoor environment.

### Emergency Medication

Visit planning must consider the needs of any participant who might require emergency medication as part of a first aid response. A medical needs information sheet (Appendices 21-23) must be completed, in consultation with parents/carers prior to any trip commencing.

### Transport

When planning a journey with pupils it is essential to consider the length of time spent in the coach and the impact this could have on both the amount of time spent at the venue and the behaviour of the pupils in the coach itself.

The cost of coaches is becoming very expensive and thought should be given to what time of day the journeys will take place as this can make a large difference to the price.

In addition the following points should be noted:

- Make sure the pupils line up sensibly outside the coach.
- A supervisor should enter the coach first in order to check that the coach is tidy and to allocate seats to the pupils.
- All children must wear the seatbelts for the whole journey. Staff must check that the pupils have secured their seatbelts, that they are tight and are being worn correctly.
- Some double decker buses do not have seat belts and therefore this must be checked before ordering.
- No litter should be left on the coach.
- Luggage must be stowed away safely.
- Staff should sit in different areas of the coach in order to supervise behaviour.
- The pupils must know what is expected of them. Excessive noise, distracting drivers and removal or slackening of seat belts in order to move or turn round is unacceptable.
- When disembarking, a member of staff should get off first in order to be able to control the pupils whilst another should check the condition of the interior of the coach.
- If feeling unwell, pupils must inform the staff. Bags or buckets should be available on all coaches for this purpose.
- Mobile phones are available from the school office and must be taken on journeys and trips in case a coach becomes separated from others or in case of emergency.

## ***Use of the School Minibus***

The School mini-bus is available for educational purposes by members of the school staff who meet the criteria and conditions set out below.

Minibus details:

| <b>Make and Model</b>                           | <b>Colour</b> | <b>Registration Number</b> | <b>Capacity</b> |
|---|---------------|----------------------------|-----------------|
| Ford Transit 430 EL Medium Roof 2.2 TDCI 135 PS | Blazer Blue   | KN62 VWY                   | 17 seat         |

Staff should be aware of the heavy responsibility of driving a group of children. They should consider if they are 'suitably experienced and careful drivers' before using the mini-bus. Drivers should remember that the conduct of their passengers carries the reputation of Goldington Academy.

All mini-bus drivers must have passed the Midas driving test set by National Guidance. Details of appropriately trained staff are shown in Appendix 35.

### ***Notes for Drivers***

**Ideally there should always be two adults present in the minibuses, but for local, simple or regular sports fixtures the presence of one adult may be appropriate.**

**Insurance**                      The minibus is insured for drivers having the Principal's permission and carrying the appropriate license, plus up to 16 passengers (14 pupils in the rear and 2 pupils or adults (in addition to the driver) in the front).

All drivers, as a condition of insurance, must:

- have a driving licence that includes category D1
- hold a full, unendorsed driving licence
- be aged 21 or over

**Bookings**                      Should all be made personally by the driver (not by pupils, nor by messages) using the school Room Booking System (under the useful links section of the Goldington Academy website). Cancellations, when necessary, should be made at the earliest opportunity. These must not be overlooked by regular drivers.

**Log Book**                      The approximate times and milometer readings for the start and end of each journey, must be recorded by the driver in the Log Book which is kept in the mini-bus.

**Seat Belts/Doors**              This **MUST** be completed for every journey - however short, as an insurance condition.

**Petrol and Maintenance**              The Site Manager maintains the minibus and re-fills the petrol tank on a regular basis, but staff are advised, as a matter of course, to check the fuel gauge before beginning a journey.

A visual check of the vehicle, including tyres, must be carried out by the driver BEFORE commencing the journey.

The driver's attention is drawn to the Driver's Duties List displayed in the cab of each mini-bus.

**Keys** Should be obtained by the driver from the site office and returned there at the earliest opportunity (or collected by arrangement). They must not be entrusted to pupils at any time.

**Cleaning** Staff must ensure that the mini-bus is left in a clean and tidy condition, ready for use by the next group. The dustpan and brush provided in the mini-bus should not be removed for other purposes.

**Defects** Any defects, mechanical or otherwise, must be checked for before the start of any journey:

- i) recorded in the Log Book/on the user sheet by the driver;
- ii) brought to the immediate attention of the Site Manager, who will initiate further steps, as necessary.

**Private Use** The mini-bus is not normally available for private use due to insurance conditions and the need to extend its useful lifetime.

**REMEMBER** If you have ANY DOUBT as to the safety of your vehicle **DO NOT PROCEED** - stop immediately and obtain qualified assistance.

**Remember, the safety of you and your passengers may be at risk.**

### ***Use of Private Cars***

The use of private cars for the planned use of transporting children is not recommended. It must be avoided wherever possible that a child is driven in your car. If private cars are used as part of a visit it is essential the following requirements are met:

- The 'Private Cars' risk assessment (see appendix) must be completed and signed prior to any planned event where private cars are used to transport pupils.
- Parents of pupils involved must have given written permission for their children to be conveyed in private cars.
- Drivers must be insured to use their vehicles for the purpose of transporting young people on educational visits. Motor insurance certificates should be checked to verify business use and that the policy is current.

- Parents who convey pupils in private cars on a visit should check with their insurance company that they have appropriate cover under their insurance cover.
- Vehicles must be in a roadworthy condition for the safe conveyance of pupils
- Vehicles must not carry more passengers than there are seat belts available. Passengers must wear the seat belts.
- It is essential that drivers are not put in a position where they are alone with a pupil. The Group Leader must arrange a central dropping-off point for all pupils rather than individual home drop-offs. The Group Leader remains responsible at all times.
- If pupils are attending a home fixture then the staff in charge should not leave the premises until all pupils have been collected safely from the venue by a parent or carer.
- If pupils have attended an away fixture or an off-site visit and a parent/carers has failed to collect their son or daughter from the venue on time then the staff in charge should attempt to ring the emergency contact number provided. If this attempt is unsuccessful then the school office or a member of SLT should be contacted instead. If a substantial period of time has passed since the original pick up time and if it is deemed appropriate the child can be transported back to school in the staff member's private car. Ideally, parental permission should be given prior to transporting any child in a private vehicle, but if the staff member feels it is safer to remove the child from the current venue (i.e. closed facilities, no lighting, unsociable behaviour displayed by members of the public) then this is acceptable practice. In such an emergency situation then the staff member must retrospectively document why such a decision to transport a child in their private car was necessary action.

### **Trips that involve overnight stays, foreign travel and adventure activities**

Details of what is necessary for the organisation of such trips is available from the website <https://oeap.info/downloads/all-documents/> and in other relevant published National Guidance documents.

In addition to the information given on “non-adventurous” day trips the following information needs to be understood by any group leader undertaking trips involving overnight stays, foreign travel or adventure activities.

Details of what is necessary for the organisation of such trips is available from the EVC. These details are in addition to the information already given in this policy regarding non-adventurous day trips and must be clearly understood by the group leader.

For any foreign travel or adventure activity, approval must be obtained from the Principal well in advance of any travel arrangements being confirmed.



## Specific visits

### (1) Farm visits

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken when taking young people to farms and zoos. All such activity should use the EVOLVE platform. This applies to mobile farms and units where 'livestock', including where falconry is taken to school settings. If possible, the farm visited should hold a Learning Outside the Classroom (LOtC) Quality Badge.

### (2) Visits near water

**This section refers to activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, beachcombing or paddling\* or walking in gentle, shallow water. It does not apply to swimming** surfing, or water sports activities such as the use of water-going craft.. For advice about such activities, see OEAP National Guidance document 7.1a "Adventure Activities".

\*In this context, paddling means walking in shallow sheltered water (below knee height on the participants) whilst clothed i.e. with trousers rolled up, or shorts worn and normal clothing on the upper body.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken. At the outset, the establishment must decide whether the activity:

- a) Falls within the definition in bold above - in which case the guidance below applies, or
- b) Exceeds the definition in bold above - in which case this is a water-based adventurous activity.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary. The Visit Leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Head of Establishment. A coastal/water margins risk assessment must be completed.

For further advice about visits near water see OEAP National Guidance document 7.2i "Group Safety at Water Margins"

### (3) Water-based activities

National Guidance acknowledges the immense educational benefits that water-based activities can potentially bring to young people, and fully supports and encourages water-based activities that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The following are not regarded as adventurous activities:

- Swimming in publicly lifeguarded pools:
- Water-margin activities:
- Use of commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities, and as such require approval via EVOLVE.

The responsibility for the safety of participants in an adventurous activity will rest with either:

- a) An external provider

The provider must hold a LOtC Quality Badge or complete a provider form. If a provider holds a LOtC Badge then a Key Contracts Form must be completed. If a Provider holds an AALA licence (and/or any other accreditation) but not a LOtC Quality Badge, then a Provider Form is still required. Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff retain a 'pastoral' duty of care.

or

- b) A member of your establishment's staff. This person must be specifically approved to lead the activity, via EVOLVE.

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. **The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.**

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body must be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

- a) takes place in a swimming pool, or
- b) is 'swimming', or
- c) is an activity for which personal buoyancy would not normally be worn by young people.

#### (4) Swimming

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.

- Supervisor complacency and lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

Young people must be directly supervised by a competent adult at all times whilst undertaking swimming activities.

The following criteria apply:

#### Swimming pools (lifeguarded)

EVOLVE approval is required.

- All public or commercial UK swimming pools should have a Pool Safe Operating Procedure (PSOP), based on a risk assessment, including a Normal Operating Plan (NOP) and an Emergency Action Plan (EAP). You should refer to the PSOP when carrying out the visit-specific risk assessment, and all members of the visit leadership team should be familiar with any parts relevant to them.
- For publicly lifeguarded pools abroad, the school's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.
- Unless suitably qualified, the school's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.
- For swimming lessons, the school should make every reasonable effort to ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

It is the responsibility of the pool management to manage their lifeguards. However, if you become unhappy about any of the above, you should stop the activity. In some countries overseas, where standards are not the equivalent of those in the UK, you may need to be extra-vigilant, and it may be wise to regard even a pool which does have lifeguards as being unsupervised.

For further advice about swimming see OEAP National Guidance document 7.1 "Swimming Pools."

#### **Supervision on Residential Visits**

Mixed parties engaged in journeys involving an overnight stay should be normally be accompanied by at least one adult of each gender. In this case, the responsible adult may be a parent, acceptable to the group leader, assessed as being suitable by the Head/Manager and DBS checked in accordance with National Guidance.

Staff retain a duty of care for young people throughout the visit, even if a provider is delivering activities or assisting with overnight supervision. They are always responsible for pastoral care and must be able to deal with an emergency effectively, at all times.

Heads, EVCs and Visit Leaders should check that:

- Insurance is in place for all participants (including staff and volunteers). The leader should attach proof of insurance to the EVOLVE Visit Form.
- All staff have been appropriately DBS checked.

- The accommodation is suitable for the group (for example the provider may hold a LOtC Quality Badge and complete a Key Contacts Form, or does not hold a LOtC Quality Badge and should complete the relevant sections of the Provider Form). The Provider Form or Key Contacts Form should be attached to the EVOLVE application.

## **Non-prescription medicines and residential visits**

In schools National Guidance says that non-prescription medicines should not normally be given to pupils during a routine school day. This policy is designed to protect the best interests of the child, as well as those of staff. It takes into account several factors:

- the child may be able to return home if s/he is unwell;
- generally the child will return home at the end of school and a parent/guardian can administer medication if appropriate;
- it should be relatively straightforward to visit a doctor, if required.

However, this approach may be inappropriate on a residential visit. If a child becomes unwell, it may be both impractical (and inappropriate) to call a doctor or visit casualty. In some circumstances (during a long journey) it may be difficult to visit a doctor to deal with a problem. Taking into account the circumstances it may be appropriate, in accordance with the expectation of the 'duty of care' which the group leader holds, for them to use judgement and common sense (as a parent would) and provide a mild painkiller.

Parents must be asked for their informed consent to administer any medication, including non-prescription medicines. One way of achieving this for minor ailments is to provide parents with a list of common non-prescription medicines prior to a trip and to ask them to indicate if there are any which they do not want administered to their child (Appendix 43). Care should be taken with all medication to observe the recommended dosage appropriate to age.

The Trip Leader will hold a copy of the medication checklist and any medicines administered must be recorded on here, along with the date and time the medication was given.

*“Staff should never give a non-prescribed medicine to a child unless there is specific prior written permission from the parents. Where the head agrees to administer a non-prescribed medicine, it must be in accordance with the employer’s policy. The employer’s policy should set out the circumstances under which staff may administer non-prescribed medicines. Where a non-prescribed medicine is administered to a child it should be recorded ...and the parents informed... A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor”.*

*(DFE - Managing Medicines in Schools and Early Years Settings)*

## **Weather and conditions**

Where appropriate, the Visit Leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed according to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;

- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas).

It is primarily the responsibility of the Visit Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (Plan B) to suit changed or changing circumstances for example: over-busy lunch area, rain, rising water levels, etc.

### **Adventurous Visits**

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

- All activities in 'open country' ('Open country' is normally defined as land above 300m, or more than 1km from vehicular access.)
- 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 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/ mountain biking
- 'Extreme' sports
- Theme Parks
- Other activities (eg. initiative exercises) involving skills inherent in any of the above

For the purposes of approval, the following activities are not regarded as adventurous and therefore do not require approval. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head of Establishment is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Tourist attractions (including commercial 'show caves')
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum and library visits, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) An external provider

The provider must hold a LOTC Quality Badge or complete a Provider Form

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not a LOTC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) A member of your establishment's staff

## **Snow-based sports**

Snow sports (e.g. skiing and snowboarding) are regarded as adventurous activities, and such visits therefore require approval through EVOLVE.

A member of staff intending to organise a snow sport visit (but not instruct, lead or supervise on snow) must hold the Snow Sport Course Organiser Award (SCO), administered by Snow Sport England: [www.snowsportengland.org.uk](http://www.snowsportengland.org.uk), and must have previously accompanied at least one educational snow sports visit.

Young people may only participate in snow sports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snow sports school. Establishments should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day.

When a snowsport school is used, it is good practice for a member of the establishment staff to accompany each group of participants, in addition to the snowsport school instructor. However, there are circumstances when it may be reasonable for establishment staff not to be present during snowsport lessons. For example, staff may be looking after sick or injured participants or may need some 'down time' if they were busy with overnight supervision issues. However, they should always be contactable by the snowsport school, and be able to get to the students quickly if there is an injury or other problem. See OEAP National Guidance document 4.4h "Using External Providers" for further guidance.

A member of staff intending to lead skiing or snowboarding (i.e. not using a ski school instructor) must be qualified as listed below and have been approved via EVOLVE.

Skiing: The minimum qualification to lead skiing on snow is:

- The Alpine Ski Course Leader Award (ASCL) [www.snowsportengland.org.uk](http://www.snowsportengland.org.uk) or
- The Alpine Ski Leader Award (ASL) [www.snowsportscotland.org](http://www.snowsportscotland.org)
- Snowboarding: The minimum qualification to lead snowboarding on snow is:
- The Snowboard Leader Award (SBL) administered [www.snowsportscotland.org](http://www.snowsportscotland.org)

Young people must not participate in off-piste activities.

## Equipment and Clothing

These activities require that participants have suitable equipment that is fit for purpose and properly fitted. Visit Leaders should ensure that this is checked regularly, session by session.

All participants and leaders should wear properly fitted helmets for snowsports. Many resorts and snowsports schools make the wearing of a helmet mandatory for young people. In some countries this is a legal requirement.

It is recommended that all participants, parents and staff watch Snowsport England's "Ski Highway Code" at [youtube.com/watch?v=NeS3ZRhemP4](https://www.youtube.com/watch?v=NeS3ZRhemP4) and that its contents are properly explained. This is equally applicable to snowboarders. Leaders should ensure that all members of their party understand the implications of crashes at speed.

To avoid injuries, leaders should ensure that party members are trained to carry their skis or boards properly. Leaders should monitor and enforce this.

Leaders should ensure that appropriate spare equipment is carried within each sub-group.

Important: Some resorts in the USA or Canada may have unacceptable liability waiver requirements. The establishment must check the liability position prior to making a commitment, and should seek advice from the Outdoor Education adviser before booking. All ski companies should be required to fill in and sign the Provider Form: this obliges them to declare if waiver statements are required.

### **Dry slope skiing and indoor slopes with artificial snow**

Training on artificial slopes is often used as a preparation for ski trips, and may be used as an activity in its own right. Students should receive instruction from qualified staff (minimum qualification Club Instructor). Instructors can normally be booked in advance at most slopes. The maximum group size should be 10.

It is recommended that a member of staff should accompany lesson groups (or observe the lesson and make every reasonable effort to ensure appropriate behaviour).

Clothing: Helmets are strongly recommended – check on availability before booking. Tumbles on dry slopes can be painful and therefore students should wear thick trousers and have their arms covered. Gloves or mittens should be worn.

### **Critical Incidents**

A critical incident is an incident where any member of a group undertaking an off-site activity:

- has suffered a life-threatening injury or fatality;
- is at serious risk;
- has gone missing for a significant and unacceptable period and the situation may lead to the involvement of the media.

The Ski trip company provider will provide emergency contact numbers and these, along with agreed school emergency numbers should be carried by Visit Leaders and nominated emergency contact personnel at all times during an off-site activity but should only be used in the case of a genuine emergency.

The initial call should be made by the Emergency Contact.

Under no circumstances should these numbers be given to young people or to their parents or carers.

### **Safeguarding**

All paid staff and volunteers supporting visits and journeys must be recruited in line with the School's own Recruitment and Selection policy in accordance with:

- The most recent version of statutory government guidance for schools and colleges 'Keeping Children Safe in Education'

Staff and volunteers who supervise regulated activities, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. Regulated activity is work of a specified nature that involves close and unsupervised contact with children which occurs frequently, regularly or intensively in a specified place.

- Specified nature: teaching, training, care, supervision, advice, treatment
- Close: close proximity to a child and allows a relationship to be built
- Unsupervised: no-one overseeing the activity who has had an enhanced DBS check



- Frequently: Frequent - once a week or more,
- Intensive: four days per month or more, or at all overnight between 2am and 6am
- Specified place: e.g. school

Under the discretion of the Designated Safeguarding Lead (DSL) then parent helpers who do not have a DBS check may still be invited to support on an educational visit if they are not required to be alone with pupils. Volunteers who support on residential and overseas educational visits must have a current DBS check.

## **Travel Insurance**

Details of the Academy's Travel and Personal Injury Insurances are available from the Business Manager.

## **Comparing educational visits and extra-curricular opportunities**

For local educational visits involving a small group of pupils, then a 'Day-Time Visits' or 'After school extra-curricular visits' form should be completed; one copy being stored in the EVC Trips and Visits' folder and one kept by the group leader. The form should be authorised by RS (diary and cover implications) and LC/FG (risk assessments).

For all other educational visits, an EVOLVE form should be completed online:

([https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=pehubvisits.org.uk](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=pehubvisits.org.uk))

For educational visits involving an EVOLVE form, the group leader should also produce a hard copy of some of the key documents for the trip. As a minimum, one copy should remain with the group leader, one with the allocated deputy leader and one left with an allocated member of staff in the office or member of the Senior Leadership Team (if the trip involves out of school hours). The file should contain information under the following sections:

- Page 1: EVOLVE Paperwork
- Page 2: Itinerary for the visit
- Page 3: Nominal Role (register), emergency contact details and medical details including individual care plans of specific pupils with medical and/or behavioural needs.
- Page 4: Details of the local point of contact and accommodation (if applicable)
- Page 5: A copy of 'Emergency Procedures Checklist - Appendix 33'

It is not necessary to take all of the separate parent consent forms with you on the trip.

It is necessary to take additional copies of the field file when the group members divide into sub-groups during the visit particularly if groups are split between two coaches; the deputy visit leader will carry the additional copy. A further copy of the field file should be held by the local point of contact.

Sport fixtures come under 'category A' (non-adventurous/sports fixtures) and are endorsed by the Head teacher or senior manager of the school. Sports tours where overnight stops are required are classified as category 'B' and would require additional endorsement from the Governors.

Appropriate and up-to-date risk assessments need to be in place before the activity, including transport and ensure safeguarding procedures are followed for any visitors to the school if hosting a sports fixture. Staff and assistants who are attending the fixture need to be familiar with the content of these and the control measures. Transport and insurance should be confirmed and managed in accordance with the school and Governors' guidance. The staffing ratio should be calculated and arranged via a risk assessment. Full details of the event/fixture need to be left with the school office and emergency contact. This information should be contained with the 'Extra-curricular Visits Form' and should be authorised by the PE department (risk assessments/minibus bookings) and RS (diary/cover implications). A copy of this form should be left with the office prior to the event occurring and a copy saved in the online 'Sports Fixture' folder so the emergency contact can access the document out of hours.

Informed parental consent is required for the participation in sports fixtures and events. This may be obtained on an annual basis to simplify the process provided the range of sports is identified. Information supplied by parents/guardians regarding emergency contact and medical details should be updated by them, notifying the school of any changes. This necessity could be explained in the annual sports consent communication to them.

Some PE activities have higher levels of risk and therefore require a specific teaching or coaching qualification. These activities include Swimming, Trampoline and Rugby. A member of staff should not teach an activity that they do not feel comfortable, competent or qualified to do so.

When pupils join the school they receive a generic consent form for parents/carers to provide permission for their child (ren) to travel using the school minibus. The forms are kept on the pupils file and the information uploaded to SIMS. All staff can access the consent status, emergency contact and medical details of all pupils held in SIMS. This can be used to populate EVOLVE (or equivalent) forms for extracurricular fixtures or educational visits by the group leader. Parents are reminded periodically (at least annually) to notify the school if any of their details/ circumstances/ permissions change.

For regular extracurricular fixtures, it has been recommended that pupils are provided with a letter for their parents to sign rather than being handed a letter for every individual fixture. TF has produced a template design for the letter which contains information such as: fixture type/name/venue, collection time, parent/guardian signature. Year 7 and 8 pupils must show their signed letter to the staff member who has organised the fixture prior to attending. Year 9, 10 and 11 pupils should be informed of a fixture via a publicised team sheet and they are responsible for signing that team sheet to confirm that they have informed their parents of all details.

Parents should be notified of any visit or trip that is not an extra-curricular event, with a letter containing all the relevant information.

**See the following separate appendices**

**Appendix 1: Planning the Visit Flowchart**

**Appendix 2: Initial Proposal Form**

**Appendix 3: Daytime Visit Planning Checklist**

**Appendix 4: Extra-Curricular/After School Visit Planning Checklist**

**Appendix 5: EVOLVE Visit Planning Checklist**

**Appendix 6: Sports Fixtures Checklist**

**Appendix 7: General Considerations Risk Assessment**

**Appendix 8: Covid Risk Assessment**

**Appendix 9: Coach/Vehicle Risk Assessment**

**Appendix 10: Walking Risk Assessment**

**Appendix 11: Tube/Train Risk Assessment**

**Appendix 12: Private Cars Risk Assessment**

**Appendix 13: Taxi Risk Assessment**

**Appendix 14: Minibus Risk Assessment**

**Appendix 15: Camping Risk Assessment**

**Appendix 16: Coastal/Water Margins Risk Assessment**

**Appendix 17: Diabetes Risk Assessment**

**Appendix 18: Epilepsy Risk Assessment**

**Appendix 19: Severe Allergies Risk Assessment**

**Appendix 20: Diabetes Medical Needs Form**

**Appendix 21: Epilepsy Medical Needs Form**

**Appendix 22: Severe Allergies Medical Needs Form**

**Appendix 23: Farm Visits Risk Assessment**

**Appendix 24: Ferry Risk Assessment**

**Appendix 25: Flying Risk Assessment**

**Appendix 26: Indirect Remote Supervision Risk Assessment**

**Appendix 27: Overseas Risk Assessment**

**Appendix 28: Residential Accommodation Risk Assessment**

**Appendix 29: Ski/Snowboard Risk Assessment**

**Appendix 30: Swimming Risk Assessment**

**Appendix 31: Theatre/Cinema/Museum/Gallery Risk Assessment**

**Appendix 32: Theme Park Risk Assessment**

**Appendix 33: Emergency Procedures**

**Appendix 34: Insurance Documents**

**Appendix 35: Current Minibus License Holders**

**Appendix 36: Daytime Visit Form**

**Appendix 37: After School Extra-Curricular Visit Form**

**Appendix 38: Sports Fixture Form**

**Appendix 39: Independent Provider form**

**Appendix 40: Accident/Incident Log Sheet**

**Appendix 41: Key contacts form**

**Appendix 42: Medication Checklist**

**Appendix 43: Medication Consent Form**

**Stage 1:**

Outline proposal to **Principal, EVC** and **Cover manager**.

- ▶ An 'initial proposal' form should be submitted, preferably electronically.
- ▶ Information should include the visit's objectives, likely date, duration and venue, pupil group and staffing, resources and a breakdown of the costs.

**Stage 2:**

Once approval from the Head Teacher and EVC has been granted, and it has been agreed in the school diary, the group leader should then start planning the trip.

- ▶ The venue should be contacted and the itinerary drawn up.
- ▶ The transport arrangements should be provisionally booked.
- ▶ A preliminary risk assessment should be completed and a visit to the venue is highly recommended.
- ▶ Other associated risk assessments should be completed along with the General Considerations and Covid as standard.
- ▶ A thorough breakdown of costs (including venue/event booking, transport and cover implications) should be discussed with the Business Manager.
- ▶ A designated emergency contact should be identified (a member of SLT).

**Stage 3:**

Parents should be formally consulted via written form outlining the purpose of the visit and the associated costs involved.

- ▶ A generic template has been provided.
- ▶ If volunteers are required as part of the supervision ratios (supervising a group by themselves) then the clearance check procedure should be started as soon as possible to avoid disappointment.

**Stage 4:**

Determine if your visit is required to use the EVOLVE process.

**If NO:** Complete a local daytime or extra-curricular trip form

- ▶ This should be started at least one week prior to the visit taking place.
- ▶ This should be saved in the appropriate file destination in the 'Trips & Visits Folder'

**If YES:** Start the EVOLVE process

- ▶ This should be started at least six weeks prior to the visit taking place.
- ▶ A paper 'field file' should also be started, collating pupils' medical and emergency contact information, risk assessments, itinerary, emergency procedures and any other useful information.

**Stage 5:**

For local daytime or extra-curricular visits (Category 1):

- ▶ All staff and pupils attending should be briefed prior to the event – this can be in the form of a letter home.
- ▶ The risk assessments and emergency procedures should be shared with all relevant parties as part of a briefing session.
- ▶ A continual process of monitoring the risks should be undertaken throughout the visit.
- ▶ All accidents or incidents should be recorded and followed up after the trip.
- ▶ For trips occurring over a lunchtime period – check whether there are any pupils attending who receive a Free School meal and inform the kitchen 3 days prior to the trip so that a packed lunch can be provided

**Stage 5:**

For EVOLVE trips (Category 2 & 3):

- ▶ Check qualifications of staff and instructors and consider passports and travel insurance etc.
- ▶ Information should be provided to parents through a 'briefing meeting' or letter home.
- ▶ The risk assessments and emergency procedures should be shared with all relevant parties as part of a briefing session.
- ▶ A continual process of monitoring the risks should be undertaken throughout the visit.
- ▶ All accidents or incidents should be recorded and followed up after the trip.
- ▶ For trips occurring over a lunchtime period – check whether there are any pupils attending who receive a Free School meal and inform the kitchen 3 days prior to the trip so that a packed lunch can be provided

**Stage 6:**

Complete an evaluation on EVOLVE.

## Daytime Educational Trips and Visits Planning Checklist



Use this checklist to plan your visit. You may wish to revisit it a number of times during the planning process.

It will help you to ensure:

- the safety of young people and staff
- the maximum educational benefit to young people
- the effective organisation and administration of your visit including the approval process

✓ x

### All visits

|    |   |  |
|----|---|--|
| 1  | * Adhere to guidance; GA Educational Visits and OEAP National Guidance  |  |
| 2  | * Check School Calendar to ensure no conflicts with other trips/school events -<br>Notify Vice Principal & Cover Manager of proposed date   |  |
|    | <i>Please do not move forward without <b>Vice Principal</b> approval</i>  |  |
| 3  | * Identify competent adult supervisors ensuring pupil:adult ratios are met - Assign Assistant Leader<br><i>General ratios are 1:20 or 1:15 depending on activity</i>  |  |
| 4  | Speak to Cover Manager to discuss cover implications and to get a rough idea of cover costings  |  |
|    | <i>Please do not move forward without <b>Cover Manager</b> approval</i>   |  |
| 5  | Speak to Business Manager to discuss financial arrangements (if applicable)   |  |
|    | <i>Please do not move forward without <b>Business Manager</b> approval</i>  |  |
| 6  | Speak to Finance Assistant to book relevant transport (if applicable)   |  |
|    | <i>Please do not move forward without <b>Finance Assistants</b> confirmation</i>  |  |
| 7  | Have a rough idea of pupils that will be attending - specific class or year group etc and gain an interest of pupils  |  |
| 8  | Draft up a letter to include details of the trip and advice on how to pay/consent (ParentMail)  |  |
|    | <i><b>Communications Lead</b> to proof all letters before sending out</i>   |  |
| 9  | Advise Business Manager of pupils who will be going on trip in order to set up trip on ParentMail<br>Once set up complete letter to be sent home to parents via ParentMail  |  |
| 10 | Do a preliminary visit where appropriate (or seek advice)   |  |
| 11 | ~ Complete the associated risk assessments (e.g Covid, Transport, Diabetes etc) and think about risk management of the visit (e.g, First Aid & Plan B). Email risk assessments to <b>Educational Visits Administrator</b> when complete.  |  |
| 12 | Contact the provider for itinerary and have a plan and timeframe for the day  |  |
| 13 | Check DBS clearance for adults where appropriate  |  |
| 14 | Confirm bookings of transport, accommodation, etc. in writing and keep all correspondence<br>Discuss and agree itinerary with transport company prior to departure  |  |
| 15 | * Liaise with <b>Educational Visits Administrator</b> to check on progress of parents consenting and pupil numbers on ParentMail  |  |
| 16 | * Does the provider have a Learning Outside the Classroom Badge (LOTC)?<br>Yes - Go to step 20 No - Go to step 19   |  |
| 17 | * Send the provider and Independent Provider's Contract to complete and return before any financial commitment is made (Curriculum Administration\Trips and Visits\Forms)   |  |
| 18 | * Send the provider a Key Contacts form and get them to sign and return (Curriculum Administration\Trips and Visits\Forms)  |  |
| 19 | * Complete the Local Daytime Visits form (Curriculum Administration\Trips and Visits\Forms)   |  |
| 20 | Send completed trip form and list of pupils attending to <b>Educational Visits Administrator</b> in order to obtain medical information and emergency contact numbers   |  |
| 21 | * Consider the medical, behavioural and special needs of young people who are coming on the trip and the provisions that need to be in place for them, e.g, pupils with diabetes need additional risk assessments and medications need to be considered etc. See <b>First Aid Lead</b> or <b>SENDCo</b> for more information. |  |
| 22 | Ensure every member of staff is aware of the Emergency Procedures   |  |
| 23 | * Book out a school mobile phone using the Room Booking System & make reception aware   |  |

|    |   |  |
|----|---|--|
| 24 | * Start final communication strategies - a letter to include trip phone contact number so parents can get hold of Trip Leader if necessary and include information regarding lunches, appropriate clothing, safety procedures, behaviour and meeting place etc.<br><i>Schedule pupil/parent/staff briefings if needed</i> |  |
|    | <b>SLT Communications Lead</b> to proof all letters before sending out  |  |
| 25 | * Consider stickers for each pupil in case of incident  |  |
| 26 | Notify Kitchen of pupils missing from school dinners  |  |

### Day before the trip

|    |  |  |
|----|--|--|
| 27 | Speak to Admin to get ParentMail report printed to use as a register on the day                                  |  |
| 28 | Obtain the first aid kit from student services and check all medication checked and in date                      |  |
| 29 | Print a copy of the completed trip form and leave this with reception (either day before or morning of the trip) |  |
| 30 | E-mail all staff to notify of absences during lessons (add trip details to the bulletin if necessary)            |  |

### Day of the trip

|    |   |  |
|----|---|--|
| 31 | Use printed ParentMail report as a register and complete this before leaving the school site<br>Completed register should be returned to reception to be passed onto Attendance Officer |  |
| 32 | Brief pupils on groups, buddies, expected behaviour, meeting points and emergency procedures  |  |
| 33 | Ongoing Risk assessments and weather monitoring   |  |

### After the trip

|    |  |  |
|----|--|--|
| 34 | Report any accident/incident or near miss to the EVC and record on Incident Log (Curriculum Admin\Trips and Visits\Incident Log)   |  |
| 35 | Complete an Evaluation by responding to <b>Educational Visits Administrator's</b> Evaluation email to ensure correct pupils recorded who went on trip and any issues to follow up from |  |

### Additional Trip Requirements

#### Adventure activities

|    |  |  |
|----|--|--|
| 36 | Check the qualifications of staff and instructors                                  |  |
| 37 | * Use approved centres (AALA / LOTC) and consider additional insurance if required |  |

#### Weekend/Evening visits

|    |  |  |
|----|--|--|
| 38 | Agree an SLT contact on the trip to contact in case of emergency |  |
|----|--|--|

\* **EVC/Educational Visits Administrator** can help with these tasks, but responsibility remains with the visit leader.

~ Risk assessments must be completed by the visit leader.

#### Notes:

## After School Educational Trips and Visits Planning Checklist



Use this checklist to plan your visit. You may wish to revisit it a number of times during the planning process.

It will help you to ensure:

- the safety of young people and staff
- the maximum educational benefit to young people
- the effective organisation and administration of your visit including the approval process

✓ x

### All visits

|    |   |  |
|----|---|--|
| 1  | * Adhere to guidance; GA Educational Visits and OEAP National Guidance  |  |
| 2  | Check School Calendar to ensure no conflicts with other trips/school events<br>Notify Cover Manager to add to the diary   |  |
| 3  | Identify competent adult supervisors ensuring pupil:adult ratios are met<br><i>General ratios are 1:15 or 1:20 depending on activity - 1:16 for minibus</i>   |  |
| 4  | Speak to Cover Manager if cover is required (e.g, last 10 minutes of P5)  |  |
| 5  | Consider transport arrangements - GA minibus + driver, or speak to Finance Assistant to book relevant transport (e.g Taxi)  |  |
| 6  | If using the minibus, it must be booked on the room booking system<br><i>Which can be accessed through useful links on GA website</i>   |  |
| 7  | Draft up a letter to include details of the trip and advice on how to pay/consent (ParentMail)<br><i>SLT Communications Lead to proof all letters before sending out</i>  |  |
| 8  | Give the letter to Finance Assistant to put onto ParentMail and set up the consent form   |  |
| 9  | ~ Ensure 'General Considerations Risk Assessment' is considered and safety precautions are adhered to   |  |
| 10 | Confirm bookings of transport (where appropriate)   |  |
| 11 | Allocate out of hours emergency contact - MUST be a member of Senior Leadership   |  |
| 12 | Speak to Finance Assistant or Educational Visits Administrator about progress for consent/pay for the trip  |  |
| 13 | Complete the Extra Curricular After School form (Curriculum Administration\Trips and Visits\Forms)  |  |
| 14 | Send completed trip form and list of pupils attending to Educational Visits Administrator in order to obtain medical information and emergency contact numbers  |  |
| 15 | Consider the medical, behavioural and special needs of young people who are coming on the trip and the provisions that need to be in place for them, e.g, pupils with diabetes need additional risk assessments and medications need to be considered etc. See First Aid Lead or SENDCo for more information. |  |
| 16 | Print three copies of the Sports Fixture Visit Form and leave one with reception on the day - bring the other one with you. Ensure a copy is left with SLT link.  |  |

### Day of the trip

|    |  |  |
|----|--|--|
| 17 | Obtain the first aid kit from student services and check all medication checked and in date                    |  |
| 18 | Print a completed copy of the trip form and leave with reception (either day before or morning of the fixture) |  |
| 19 | E-mail all staff to notify of absences during lessons (add trip details to the bulletin if necessary)          |  |

### After the trip

|    |  |  |
|----|--|--|
| 20 | Report any accident/incident or near miss to the EVC and record on Incident Log (Curriculum Admin\Trips and Visits\Incident Log) |  |
|----|--|--|

\*EVC/Educational Visits Administrator can help with these tasks, but responsibility remains with the visit leader.

~ Risk assessments must be completed by the visit leader.

Notes:





## After School Educational Trips and Visits Planning Checklist



Use this checklist to plan your visit. You may wish to revisit it a number of times during the planning process.

It will help you to ensure:

- the safety of young people and staff
- the maximum educational benefit to young people
- the effective organisation and administration of your visit including the approval process

✓ x

### All visits

|    |   |  |
|----|---|--|
| 1  | * Adhere to guidance; GA Educational Visits and OEAP National Guidance  |  |
| 2  | Check School Calendar to ensure no conflicts with other trips/school events<br>Notify Cover Manager to add to the diary   |  |
| 3  | Identify competent adult supervisors ensuring pupil:adult ratios are met<br><i>General ratios are 1:15 or 1:20 depending on activity - 1:16 for minibus</i>   |  |
| 4  | Speak to Cover Manager if cover is required (e.g, last 10 minutes of P5)  |  |
| 5  | Consider transport arrangements - GA minibus + driver, or speak to Finance Assistant to book relevant transport (e.g Taxi)  |  |
| 6  | If using the minibus, it must be booked on the room booking system<br><i>Which can be accessed through useful links on GA website</i>   |  |
| 7  | Draft up a letter to include details of the trip and advice on how to pay/consent (ParentMail)<br><i>SLT Communications Lead to proof all letters before sending out</i>  |  |
| 8  | Give the letter to Finance Assistant to put onto ParentMail and set up the consent form   |  |
| 9  | ~ Ensure 'General Considerations Risk Assessment' is considered and safety precautions are adhered to   |  |
| 10 | Confirm bookings of transport (where appropriate)   |  |
| 11 | Allocate out of hours emergency contact - MUST be a member of Senior Leadership   |  |
| 12 | Speak to Finance Assistant or Educational Visits Administrator about progress for consent/pay for the trip  |  |
| 13 | Complete the Extra Curricular After School form (Curriculum Administration\Trips and Visits\Forms)  |  |
| 14 | Send completed trip form and list of pupils attending to Educational Visits Administrator in order to obtain medical information and emergency contact numbers  |  |
| 15 | Consider the medical, behavioural and special needs of young people who are coming on the trip and the provisions that need to be in place for them, e.g, pupils with diabetes need additional risk assessments and medications need to be considered etc. See First Aid Lead or SENDCo for more information. |  |
| 16 | Print three copies of the Sports Fixture Visit Form and leave one with reception on the day - bring the other one with you. Ensure a copy is left with SLT link.  |  |

### Day of the trip

|    |  |  |
|----|--|--|
| 17 | Obtain the first aid kit from student services and check all medication checked and in date                    |  |
| 18 | Print a completed copy of the trip form and leave with reception (either day before or morning of the fixture) |  |
| 19 | E-mail all staff to notify of absences during lessons (add trip details to the bulletin if necessary)          |  |

### After the trip

|    |  |  |
|----|--|--|
| 20 | Report any accident/incident or near miss to the EVC and record on Incident Log (Curriculum Admin\Trips and Visits\Incident Log) |  |
|----|--|--|

\*EVC/Educational Visits Administrator can help with these tasks, but responsibility remains with the visit leader.

~ Risk assessments must be completed by the visit leader.

Notes:



## Evolve Educational Trips and Visits Planning Checklist



Use this checklist to plan your visit. You may wish to revisit it a number of times during the planning process.

It will help you to ensure:

- the safety of young people and staff
- the maximum educational benefit to young people
- the effective organisation and administration of your visit including the approval process

✓ x

### All visits

|    |   |  |
|----|---|--|
| 1  | * Adhere to guidance; GA Educational Visits and OEAP National Guidance  |  |
| 2  | * Check School Calendar to ensure no conflicts with other trips/school events -<br>Notify Vice Principal & Cover Manager of proposed date and then email Head Teacher to seek approval<br><i>Please do not move forward without <b>Principal's</b> approval - initial proposal form confirmation sufficient</i>   |  |
| 3  | * Identify competent adult supervisors ensuring pupil:adult ratios are met - Assign Assistant Leader<br><i>General ratios are 1:20 or 1:15 depending on activity. Residential trips are 1:10</i>  |  |
| 4  | Speak to Cover Manager to discuss cover implications and to get a rough idea of cover costings<br><i>Please do not move forward without <b>Cover Manager</b> approval</i>   |  |
| 5  | Speak to Business Manager to discuss financial arrangements<br><i>Please do not move forward without <b>Business Manager</b> approval</i>   |  |
| 6  | Speak to Finance Assistant to book relevant transport<br><i>Please do not move forward without <b>Finance Assistants</b> confirmation</i>   |  |
| 7  | Have a rough idea of pupils that will be attending - specific class or year group etc and gain an interest of pupils  |  |
| 8  | Draft up a letter to include details of the trip and advice on how to pay/consent (ParentMail)<br><i>SLT Communications Lead to proof all letters before sending out</i>  |  |
| 9  | Advise Business Manager of pupils who will be going on trip in order to set up trip on ParentMail<br>Once set up complete letter to be sent home to parents via ParentMail  |  |
| 10 | * Start the Evolve process in Visit Leaders name and meet with <b>Educational Visits Administrator</b> on a regular basis to ensure time frames are met   |  |
| 11 | Set clear objectives and learning outcomes for the visit or journey   |  |
| 12 | Do a preliminary visit where appropriate (or seek advice)   |  |
| 13 | ~ Complete the associated risk assessments (e.g Covid, Transport, Diabetes etc) and think about risk management of the visit (e.g, First Aid & Plan B)  |  |
| 14 | Contact the provider for itinerary and have a plan and timeframe for the day  |  |
| 15 | Check DBS clearance for adults where appropriate  |  |
| 16 | Confirm bookings of transport, accommodation, etc. in writing and keep all correspondence<br>Discuss and agree itinerary with transport company prior to departure  |  |
| 17 | * Liaise with <b>Educational Visits Administrator</b> to check on progress of parents consenting and pupil numbers on ParentMail  |  |
| 18 | * Does the provider have a Learning Outside the Classroom Badge (LOTC)?<br>Yes - Go to step 20 No - Go to step 19   |  |
| 19 | * Send the provider and Independent Provider's Contract to complete and return before any financial commitment is made (Curriculum Administration\Trips and Visits\Forms)   |  |
| 20 | * Send the provider a Key Contacts form and get them to sign and return (Curriculum Administration\Trips and Visits\Forms)  |  |
| 21 | Identify the local point of contact (SLT) and telephone numbers   |  |
| 22 | Send list of pupils attending to <b>Educational Visits Administrator</b> in order to obtain medical information and emergency contact numbers   |  |
| 23 | * Consider the medical, behavioural and special needs of young people who are coming on the trip and the provisions that need to be in place for them, e.g, pupils with diabetes need additional risk assessments and medications need to be considered etc. See <i>First Aid Lead</i> or <i>SENDCo</i> for more information.   |  |
| 24 | Ensure every member of staff is aware of the Emergency Procedures   |  |
| 25 | * Book out a school mobile phone using the Room Booking System & make reception aware   |  |
| 26 | * Start final communication strategies - a letter to include trip phone contact number so parents can get hold of Trip Leader if necessary and include information regarding lunches, appropriate clothing, safety procedures, behaviour and meeting place etc.<br><i>Schedule pupil/parent/staff briefings if needed</i><br><i>SLT Communications Lead to proof all letters before sending out</i> |  |
| 27 | * Collate all documentation for Field File - copies of file for Assistant Leader and school contact   |  |
| 28 | * Consider stickers for each pupil in case of incident  |  |

|    |  |  |
|----|--|--|
| 29 | Notify Kitchen of pupils missing from school dinners |  |
|----|--|--|

#### Day before the trip

|    |   |  |
|----|---|--|
| 30 | Speak to Admin to get ParentMail report printed to use as a register on the day                       |  |
| 31 | Obtain the first aid kit from student services and check all medication checked and in date           |  |
| 32 | E-mail all staff to notify of absences during lessons (add trip details to the bulletin if necessary) |  |

#### Day of the trip

|    |   |  |
|----|---|--|
| 33 | Use printed ParentMail report as a register and complete this before leaving the school site<br>Completed register should be returned to reception to be passed onto Attendance Officer |  |
| 34 | Brief pupils on groups, buddies, expected behaviour, meeting points and emergency procedures  |  |
| 35 | Ongoing Risk assessments and weather monitoring   |  |
| 36 | Log any issues or incidents on correct form   |  |

#### After the trip

|    |  |  |
|----|--|--|
| 37 | Report any accident/incident or near miss to the EVC and record on Incident Log (Curriculum Admin\Trips and Visits\Incident Log) |  |
| 38 | Complete an Evaluation on Evolve   |  |

#### Additional Trip Requirements

##### Adventure activities

|    |  |  |
|----|--|--|
| 39 | Check the qualifications of staff and instructors                                  |  |
| 40 | * Use approved centres (AALA / LOTC) and consider additional insurance if required |  |

##### Weekend visits

|    |  |  |
|----|--|--|
| 41 | Agree an SLT contact on the trip to contact in case of emergency |  |
|----|--|--|

#### Overnight and residential visits

|    |  |  |
|----|--|--|
| 42 | Ensure DBS clearance for all accompanying adults   |  |
| 43 | Consider a standby/back up member of staff in case a current member of staff falls ill during the trip             |  |
| 44 | * Ensure Parental Consent is obtained - including generic medication consent                                       |  |
| 45 | Agree downtime arrangements with all accompanying staff  |  |
| 46 | Consider any security implications of the accommodation or centre visited  |  |
| 47 | Consider gender issues for staffing, young people and accommodation  |  |
| 48 | * Create Daily Log and Medicine Record Sheet as required (Template found: Curriculum Admin\Trips and Visits\Forms) |  |
| 49 | Invite parents and group members to a briefing meeting   |  |

#### Visits abroad

|    |   |  |
|----|---|--|
| 50 | Seek Adviser Guidance - do this early and before you are committed financially  |  |
| 51 | Consider any special staffing competencies e.g., language   |  |
| 52 | Consider passports: make sure two photocopies are taken of them – one to be kept with the UK emergency contact and the other to be kept with the visit leader |  |
| 53 | Consider visa requirements  |  |
| 54 | Consider additional insurance e.g., GHIC and medical insurance  |  |
| 55 | Consider the customs and cultures of the places to be visited   |  |
| 56 | * Ensure correct communication strategies are in place, (with appropriate dialling codes)   |  |
| 57 | * Produce identity/contact cards for group members and adult supervisors (in the language of the country to be visited if going abroad)                       |  |

\* **EVC/Educational Visits Administrator** can help with these tasks, but responsibility remains with the visit leader.

~ Risk assessments must be completed by the visit leader.

**Notes:**

## Sports Fixtures Planning Checklist



Use this checklist to plan your visit. You may wish to revisit it a number of times during the planning process.

It will help you to ensure:

- the safety of young people and staff
- the maximum educational benefit to young people
- the effective organisation and administration of your visit including the approval process

✓ x

### All visits

|    |   |  |
|----|---|--|
| 1  | * Adhere to guidance; GA Educational Visits and OEAP National Guidance  |  |
| 2  | Check School & PE Department Calendars to ensure no conflicts with other trips/school events<br>Notify Head of PE   |  |
| 3  | Identify competent adult supervisors ensuring pupil:adult ratios are met<br><i>General ratios are 1:16 (Minibus)</i>  |  |
| 4  | Speak to Cover Manager if cover is required ( <i>e.g. if last 10 minutes of P5, PE will organise cover themselves as pupils can be supervised in changing rooms</i> )   |  |
| 5  | Consider transport arrangements - GA minibus + driver, or speak to Finance Assistant to book relevant transport (e.g Taxi)  |  |
| 6  | If using the minibus, it must be booked on the room booking system<br><i>Which can be accessed through useful links on GA website</i>   |  |
| 7  | Speak to Tanya about sending out a letter to pupils on ParentMail   |  |
| 8  | ~ Ensure 'General Considerations Risk Assessment' is considered and safety precautions are adhered to   |  |
| 9  | Confirm bookings of transport (where appropriate)   |  |
| 10 | Collect any reply slips or check with Tanya for progress  |  |
| 11 | Complete the Extra Curricular After School form (Curriculum Administration\Trips and Visits\Forms)  |  |
| 12 | Send completed trip form and list of pupils attending to <b>Educational Visits Administrator</b> in order to obtain medical information and emergency contact numbers   |  |
| 13 | Consider the medical, behavioural and special needs of young people who are coming on the trip and the provisions that need to be in place for them, e.g, pupils with diabetes need additional risk assessments and medications need to be considered etc. See <b>First Aid Lead</b> or <b>SENDCo</b> for more information. |  |
| 14 | Print two copies of the Sports Fixture Visit Form and leave one with reception on the day - bring the other one with you. Ensure copy of Sports Fixture Visit Form is placed in electronic folder for SLT/emergency access (T:\Trips and Visits\Sports Fixtures)  |  |

### Day of the trip

|    |  |  |
|----|--|--|
| 15 | Obtain the first aid kit from student services and check all medication checked and in date  |  |
| 16 | Print a completed copy of the trip form and leave with reception (either day before or morning of the fixture). Ensure copy of Sports Fixture Visit Form is placed in electronic folder for SLT/emergency access (T:\Trips and Visits\Sports Fixtures) |  |
| 17 | E-mail all staff to notify of absences during lessons (add trip details to the bulletin if necessary)  |  |

### After the trip

|    |  |  |
|----|--|--|
| 18 | Report any accident/incident or near miss to the EVC and record on Incident Log (Curriculum Admin\Trips and Visits\Incident Log) |  |
|----|--|--|

\* **EVC/Educational Visits Administrator** can help with these tasks, but responsibility remains with the visit leader.

~ Risk assessments must be completed by the visit leader.

Notes:



# RISK ASSESSMENT FORM - FOR ALL TRIPS AND VISITS

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

|  |   |  |                      |  |  |  |                  |                |            |  |  |   |
|--|---|--|----------------------|--|--|--|------------------|----------------|------------|--|--|---|
| <b>ACTIVITY:</b>   | <b>General Considerations for ALL trips and visits</b>  |  | <b>Visit Leader:</b> |  |  |  |                  |                |            |  |  |   |
| <b>Visit Details:</b>  |   |  |                      | <b>Date of Visit:</b>  |  |  |                  |                |            |  |  |   |
| <b>Assessment by:</b>  |   | <b>Date:</b>   |                      | <b>Position:</b>   |  |  |                  |                |            |  |  |   |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   |                      | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed | <b>Residual Risk Rating (High /Medium /Low)</b> <table border="1"> <tr> <td>Likelihood (1-4)</td> <td>Severity (1-4)</td> <td>Risk Level</td> </tr> <tr> <td></td> <td></td> <td>0</td> </tr> </table> |  | Likelihood (1-4) | Severity (1-4) | Risk Level |  |  | 0 |
| Likelihood (1-4)   | Severity (1-4)  | Risk Level   |                      |  |  |  |                  |                |            |  |  |   |
|  |   | 0  |                      |  |  |  |                  |                |            |  |  |   |
| All eventualities  |   | <ul style="list-style-type: none"> <li>• All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities</li> <li>• All leaders will meet prior to departure to discuss and share risk assessments and implement management plans</li> <li>• All leaders will be made aware of their roles and responsibilities prior to departure</li> <li>• Leaders will brief pupils regarding hazards and involve them in the risk assessment and management process</li> </ul> |                      |  |  |  |                  |                |            |  |  |   |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All Incidents, Accidents or Emergencies   |  | <ul style="list-style-type: none"> <li>The establishment has an emergency plan for dealing with an incident on an offsite visit, and knows how to contact sources of help</li> <li>Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group</li> <li>At least one leader will carry a mobile phone (with ready charged battery and call credits if "pay as you go" ) N.B. Mobile phones may not work in some areas due to weak signal</li> <li>Leaders and Establishment Contact will have immediate access to a copy of Emergency Procedures, (Emergency Event cards) including all emergency contact numbers, a list of pupils and contact details of parents, group leader, school and, if appropriate head contact's after-hours number</li> <li>Leaders will have an appropriate level of first aid training as determined by the nature of the visit and accessibility of the venue for paramedics</li> <li>A complete first aid kit (and travel sickness equipment) will be checked and taken with group</li> <li>The first aid kit will be easily accessed by all leaders</li> <li>Any personal medication to be kept secure and accessible only to leaders</li> <li>Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan</li> </ul> |   |  |                | 0          |
|   |  |   |   |  |                |            |
| Exposure to adverse effects of weather -> cold injury, heat injury, over exposure to sun etc.                           |  | <ul style="list-style-type: none"> <li>Staff will consider possible weather conditions, plan appropriate programme, and ensure that pupils are aware of clothing and equipment required</li> <li>Specialist personal protective clothing and equipment will be made available to group members if appropriate</li> <li>Staff will plan and make provision for pupils who may not bring suitable kit, including arranging a check before departure and/or bringing spares</li> <li>Staff will obtain daily weather forecast and adjust plans accordingly</li> </ul>  |   |  |                | 0          |
|   |  |   |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Pupils lost or separated from group, inadequate supervision   |  | <ul style="list-style-type: none"> <li>• Ensure supervising staff are competent and understand their roles and are aware of any risk assessments</li> <li>• Staffing ratios will be in line with guidance</li> <li>• Leaders to use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders)</li> <li>• Staff will discuss itinerary and arrangements with pupils</li> <li>• Pupils will be briefed as what to do if separated from group e.g. meeting points</li> <li>• Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups</li> <li>• Group members to have picture taken with digital camera so there is an up-to-date photograph to give to emergency services if required. (Images to be deleted after the trip.)</li> </ul> |   |  |                | 0          |
| Special needs of specific pupils – medical  |  | <ul style="list-style-type: none"> <li>• Obtain information from parents/carers and/or GP/Consultant as appropriate</li> <li>• Individual risk assessments to be carried out if required</li> <li>• Additional supervision to be arranged if required</li> <li>• All medicines handed in at beginning of trip. Distributed by named member of staff when required. Form completed each time medicines are administered</li> </ul>  |   |  |                | 0          |
| Misbehaviour  |  | <ul style="list-style-type: none"> <li>• Staffing supervision levels conform to guidance and will be sufficient to maintain good behaviour</li> <li>• Code of Conduct/Behaviour agreed with pupils beforehand, with clear understanding of likely consequences if this is breached.</li> <li>• Individual risk assessments to be carried out if required</li> <li>• Advice to be taken from SENCO where appropriate</li> <li>• Additional supervision to be arranged if required</li> </ul>  |   |  |                | 0          |
| Animals, insects, poisonous plants etc  |  | <ul style="list-style-type: none"> <li>• Avoid known high risk situations</li> <li>• Take necessary avoidance action if encountered</li> <li>• Ensure those with known allergies carry medication</li> </ul>   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Inappropriate provision, activity or actions by provider or provider's staff  |  | <ul style="list-style-type: none"> <li>Only bona fide, reputable providers will be used</li> <li>Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management and quality-control systems in place</li> </ul>  |   |  |                | 0          |
| Confrontation with a member of public   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Pupils will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc.</li> <li>Seats will be booked, wherever possible, in a single block to enable easier supervision</li> </ul>  |   |  |                | 0          |
| Whilst on activity:<br>Inappropriate behaviour → injury to self, other party members, or passers-by                     |  | <ul style="list-style-type: none"> <li>Staffing supervision is within recommended ratios, sufficient to meet pastoral needs and maintain good behaviour               <ul style="list-style-type: none"> <li>Overall party divided into smaller groups for more effective supervision by staff</li> </ul> </li> <li>Pupils appropriately briefed to include the following: -               <ul style="list-style-type: none"> <li>Purpose and duration of activity</li> <li>Expected standards of behaviour and pertinent safety rules – follow instructions / directions from provider's staff where applicable</li> <li>Emergency procedures - what to do if there is an incident or they become lost or separated from group</li> </ul> </li> </ul> |   |  |                | 0          |
| Pupils with food allergies  |  | <ul style="list-style-type: none"> <li>All staff/volunteers are made aware of pupils who are sensitive to foods and food additives.</li> <li>Staff should be aware of ingredients/food additives present in foodstuffs.</li> </ul>   |   |  |                | 0          |

# RISK ASSESSMENT FORM - Coronavirus

(Focus on the things over which you have control)

Establishment: Goldington Academy



| <b>ACTIVITY:</b>  | Coronavirus  |  | <b>Visit Leader:</b>  |  |                |            |
|---|--|--|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |  |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>   |   | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Transmission due to contact between individuals and surfaces  | Staff, Students, Visitors  | <ul style="list-style-type: none"> <li>The school will ensure that only pupils who are fit and well will attend the trip and anyone who tests positive or is within the NHS recommended three day isolation window will not be allowed to come</li> <li>Teachers and Pupils are reminded of the importance of good personal hygiene and will be encouraged to sanitise hands using antiviral disinfectant gel where provided</li> <li>Staff and Pupils can wear face coverings if desired in order to minimise the spread of the disease but this is no longer mandatory</li> <li>Schools will keep staff members and pupils updated regarding any changes to Covid procedures and expectations</li> </ul> |   |  |                | 0          |
| Transmission from transport   | Staff, Students, Visitors  | <ul style="list-style-type: none"> <li>Staff and Pupils can wear face coverings if desired in order to minimise the spread of the disease but this is no longer mandatory</li> <li>Staff and Pupils will be reminded of the importance of good hygiene</li> </ul>  |   |  |                | 0          |
| Development of Covid symptoms of a participant  | Staff, Students, Visitors  | <ul style="list-style-type: none"> <li>First Aiders should deal with the sickness/symptoms developed by a participant accordingly if there are no specific Covid guidelines in place</li> </ul>  |   |  |                | 0          |

# RISK ASSESSMENT FORM - Travel by coach

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>   | <b>Offsite Visits – Travel by Coach</b>   |   | <b>Visit Leader:</b>  |   |                  |            |
|--|---|---|---|---|------------------|------------|
| <b>Visit Details:</b>  |   |   |   | <b>Date of Visit:</b>                           |                  |            |
| <b>Assessment by:</b>  |   |   | <b>Date:</b>  |   | <b>Position:</b> |            |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed  | <b>Residual Risk Rating (High /Medium /Low)</b> |                  |            |
|  |   |   |   | Likelihood (1-4)                                | Severity (1-4)   | Risk Level |
| Driver error -> Traffic accident   | All on board  | <ul style="list-style-type: none"> <li>Only coaches from a bona fide, reputable company will be hired (see guidance 'Selecting a Coach Operator')</li> <li>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"> <li>are checked and vetted at appropriate intervals regarding their health/fitness to drive, previous driving experience, and convictions</li> <li>have a full, current PCV licence</li> <li>adheres to the national speed limit and adapts to weather conditions</li> <li>do not have past convictions for serious driving offences – e.g. drink / driving</li> <li>are not facing impending prosecution for any serious driving offences e.g. drink / driving</li> <li>adhere to strict working hours according to tachograph rules and regulations</li> <li>are informed about and prohibited to drive under the influence of alcohol or drugs</li> <li>are prohibited to use mobile phones or radios in the coach unless the bus is stationary or the equipment is fully "hands-free" operated</li> </ul> </li> <li>Drivers resting, whilst the coach is in motion and being driven by a relief driver, take their rest in the on-board accommodation provided for the purpose and do not remain at the front of the coach</li> </ul> | Visit Leader to discuss with the driver about mutual expectations regarding the journey before setting out<br><br>Coach transport arranged by externally accredited tour operator e.g. STF member, LOTC Quality Badge holder etc<br><br>Pupils to stay in vehicle at all times unless told otherwise and then congregate away from the hard shoulder or barrier - otherwise to a safe location. |   |                  | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                                | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|--|--|----------------|------------|
|   |  |   |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Inappropriate driving by driver   | All on board   | <ul style="list-style-type: none"> <li>• Visit Leader to discuss concerns with driver</li> <li>• Stop the journey and 'phone the company for a new driver if it is felt the group is at risk</li> </ul>   |  |  |                | 0          |
| Defective vehicles  | All on board   | <ul style="list-style-type: none"> <li>• Only bona fide, reputable companies will be hired (see guidance 'Selecting a Coach Operator')</li> <li>• Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management systems in place e.g. <ul style="list-style-type: none"> <li>o it has a current and appropriate PSV Operator's Licence (N.B. National (blue) or International (green) disc should be clearly displayed in windscreen adjacent to tax disc)</li> <li>o it is assessed regularly (at least annually) by VOSA (Vehicle and Operator Services Agency)</li> <li>o it is a member of and assessed regularly by the Confederation of Passenger Transport, Coach Tourism Council or similar national body that monitors and upholds standards</li> <li>o it has full insurance for all its drivers and vehicles, including public liability cover</li> <li>o it has suitable and sufficient breakdown cover to ensure that a replacement vehicle can be guaranteed if required</li> <li>o it is not at present under investigation, pending possible disciplinary action by VOSA or possible prosecutions.</li> <li>o all its coaches have a current MOT certificate</li> <li>o all its coaches are maintained and serviced regularly (and that records are available if requested for inspection)</li> <li>o all seats are fitted with fully operational seat belts</li> <li>o all coaches are fitted with fire extinguishers and a fully maintained first aid kit</li> </ul> </li> <li>• All emergency exits and door closures on coaches are checked daily and in good working order</li> </ul> | Visit Leader to make visual inspection of interior and exterior of coach, draw any obvious defects to the driver's attention |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                                | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|--|--|----------------|------------|
|   |  |  |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Injury whilst vehicle is in motion  | All group members, including leaders<br><br>Wheelchair users                             | <ul style="list-style-type: none"> <li>All group members will be briefed to stay seated, wherever possible, during the journey</li> <li>Group members will be instructed to use and fit seat belts correctly at all times during</li> <li>Aisles and emergency exits will be kept clear of obstructions</li> <li>If user remains in wheelchair, appropriate seat belts, and wheel restraints, if required, will be fitted</li> </ul>   |  |  |                | 0          |
|   |  |  |  |  |                |            |
| Travel sickness   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Identified potential sufferers to be seated near the front or coach toilet with sick bags available</li> <li>Group members instructed to not drink fizzy or energy drinks prior to and during the journey</li> <li>Keep the coach clean and 'fresh' by regular collection of rubbish and disposal at stops</li> <li>Designated first aider to clean up vomit and ensure the area is suitable for use again.</li> <li>Check with the driver to ensure the 'air flow' is on at the back of the coach</li> </ul>                           | Known poor travellers reminded to take their travel-sickness pills, where applicable (written consent from parents obtained) |  |                | 0          |
|   |  |  |  |  |                |            |
| On-board toilet   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Should only be used as an emergency</li> <li>Group members reminded to not block-up the toilet with toilet paper/ sick bags</li> </ul>  |  |  |                | 0          |
|   |  |  |  |  |                |            |
| Misbehaviour -> injury to self, others inside coach, or passers-by  | All group members  | <ul style="list-style-type: none"> <li>Staffing ratios will be in line with LA guidance and will be sufficient to maintain good behaviour</li> <li>Leaders will sit at various separate locations to maintain good order and ensure young people keep seat belts on, and do not need to leave seats to ask questions etc.</li> <li>On double-decker coaches supervisors should be positioned on both decks</li> <li>Loose objects, such as drinks containers or other litter, are collected in rubbish bags and not allowed to roll (or be thrown) around the coach</li> </ul> |  |  |                | 0          |
|   |  |  |  |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people           | Those who might be harmed<br><br>Persons at risk from the significant hazards identified     | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed             | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Collision with passing vehicle whilst getting on or off the coach   | All group members, including leaders<br><br><br><br><br><br><br><br><br><br>Wheelchair users | <ul style="list-style-type: none"> <li>Safe locations will be chosen away from busy traffic to get on/off coach (e.g. coach park, onto wide pavement)</li> <li>Allocate one staff member to stand by and check doorway as young people enter / leave (Adult alights first)</li> <li>Brief group to enter and leave in an orderly manner.</li> <li>Transport will have suitable lift/wheelchair access</li> <li>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</li> <li>Wheelchairs will be properly secured during journey using appropriate fixings</li> </ul>  | Use pedestrian crossings wherever possible<br><br>Coach/minibus to park with exit doors next to pavement. |  |                | 0          |
| In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation                        | All on board   | <ul style="list-style-type: none"> <li>Staff to ensure group members are aware of emergency procedures, as appropriate</li> <li>Follow directions by coach driver</li> <li>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</li> <li>If above is not possible, passengers will be instructed to sit on side of vehicle furthest from moving traffic and remain wearing seat belts</li> <li>Ensure that Traffic Patrol officers are informed to place blue or amber flashing hazard lights between the coach and approaching traffic as soon as possible</li> <li>Charged mobile phone available (if no signal, staff may need to use personal phone or leave transport to locate signal)</li> <li>Position of first aid box known by all staff</li> <li>Water/food/clothing supplies available in case of severe delay</li> </ul> |   |  |                | 0          |
| Stopping-off points / breaks in the journey<br><br>Individuals separated or lost<br><br><br>Confrontation with a member of public | Group members  | <ul style="list-style-type: none"> <li>Brief group members re: <ul style="list-style-type: none"> <li>purpose and timings of stop</li> <li>how and where to contact staff</li> <li>remain in pairs or threes (buddy system - each responsible for named other)</li> </ul> </li> <li>moving traffic (driving on right abroad)</li> </ul>  | Staff to take turns to roam the stop-off area to provide additional supervision where appropriate         |  |                | 0          |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                 | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| or public   |  | <ul style="list-style-type: none"> <li>Careful head count before departure</li> </ul>   |   |  |                |            |
| Lost luggage or luggage left behind   | All group members, including leaders   | <ul style="list-style-type: none"> <li>All luggage to be stored securely</li> <li>Designated individuals to oversee or help with loading of luggage (do people have their suitcase keys?)</li> <li>All hand luggage to be loaded according to need</li> </ul>   |   |  |                | 0          |
| Luggage falling from overhead luggage racks   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Only one piece of hand luggage to be taken on board &amp; stored securely in overhead rack</li> <li>All remaining luggage to be stored in luggage hold compartments</li> <li>Ensure coach company aware of any extra equipment taken by group on trip over and above normal luggage</li> </ul>   | Staff to check luggage racks before coach departs   |  |                | 0          |
| Prior to departure / collection on return   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Visit leaders clear about parking arrangements for themselves and parents dropping/collecting young people</li> <li>Parents informed where to meet and at what time.</li> <li>Young people informed where to wait; should be well clear of where the coach(es) will pull in.</li> </ul>  |   |  |                | 0          |
| Party travelling in two or more coaches and trying to keep together   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Each coach to travel independently – with its own full complement of staff, paperwork etc</li> <li>Group members not allowed to swap coaches, particularly if travelling abroad and passenger lists required for immigration purposes</li> <li>Each coach should be clearly labelled and the significance of this explained to group members</li> <li>Visit leaders on separate coaches should be able to communicate with each other, by mobile 'phone, to keep track of progress. This should not be the responsibility of the drivers.</li> </ul> | Ensure enough field files are produced to cover all vehicles and 1 copy to leave with local point of contact. |  |                | 0          |
| Major incident  | All group members, including leaders   | <ul style="list-style-type: none"> <li>Alternative journey planned before the trip.</li> <li>Staff to be aware of the position of emergency exits</li> <li>Charged mobile phone available (if no signal, staff may need to use personal phone or leave transport to locate signal)</li> <li>Position of first aid box known by all staff</li> </ul>   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance<br>(e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | • Water/food/clothing supplies available in case of severe delay   |   |  |                |            |

# RISK ASSESSMENT FORM - OFFSITE WALKING

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Offsite Visits – Travel – On Foot, near roads  |  | <b>Visit Leader:</b>  |  |                |            |
|---|--|--|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |  |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>   |   | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All eventualities   | All group members including staff  | <ul style="list-style-type: none"> <li>This generic risk assessment will be read and completed in addition to the general conditions risk assessment .</li> <li>Where possible, prior inspection of the intended journey will be undertaken by at least one visit leader to identify potential hazards and choose safe walking route</li> <li>The route will be planned to avoid fast or dangerous junctions or sections of road and utilising wide pavements where possible.</li> <li>When abroad pupils will be briefed in appropriate road usage and rules</li> <li>Staff will be fully briefed with respect to supervisory responsibilities</li> </ul> |   |  |                | 0          |
| Distance from school  | All group members including staff  | <ul style="list-style-type: none"> <li>A school mobile phone must be carried by staff members</li> <li>Group leader must have a list of all pupils on the trip with their emergency contacts</li> <li>Ratio of adults must be at least 1:10</li> <li>Route taken should be appropriate for age and ability of group and should be checked before group leaves school</li> <li>Ensure group behaviour and supervision is acceptable and appropriate</li> </ul>  |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| First Aid, pupils require prescribed medication<br><br>Minor injury or serious illness                                  | All group members including staff  | <ul style="list-style-type: none"> <li>• Designated staff member carries first aid kit</li> <li>• Any prescribed medication (i.e. inhalers or epipens) with child if usually responsible or with designated member of staff</li> </ul>  |   |  |                | 0          |
| Rough, uneven ground<br>Slips, trips or falls   | All group members including staff  | <ul style="list-style-type: none"> <li>• Verbal warning of risk</li> <li>• Suitable footwear and clothing to be worn</li> <li>• Ensure good behaviour and no running</li> <li>• Remain in designated groups</li> </ul>  |   |  |                | 0          |
| Traffic<br><br>Death or major injury  | All group members including staff  | <ul style="list-style-type: none"> <li>• Verbal warning of risk</li> <li>• Walking beside roads with no pavements will be kept to a minimum, and only undertaken if the risk is considered reasonable, and there is no suitable alternative (consideration will be given to factors such as speed and business of traffic, and widths of road and verge)</li> <li>• Young people given appropriate briefing regarding required behaviour i.e. – <ul style="list-style-type: none"> <li>o to stay together as one group, on one side of the road only</li> <li>o to walk in a single file close to roadside</li> <li>o to walk off the road and on the verge, if at all possible</li> </ul> </li> <li>• The group will normally walk on the side of the road facing oncoming traffic, but the group leader will choose the safest side according to road conditions, width of verge, and visibility of traffic) Particular care will be taken around corners, when oncoming traffic may not be visible</li> <li>• Leaders will be positioned at the front and back of the group. N.B. It will not normally be safe for staff members to walk alongside the group</li> <li>• Supervise road/ car park crossings by individual groups</li> <li>• Maintain clear sight lines at all road crossings</li> <li>• Use pedestrian crossings wherever possible</li> <li>• Staff leaders at front and back at all times</li> </ul> |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Contact with animals (dogs or wild geese)   | All group members including staff  | <ul style="list-style-type: none"> <li>• Health &amp; safety briefing to include importance of not approaching animals</li> <li>• Verbal reminders of risk</li> </ul>  |   |  |                | 0          |
| Extreme weather conditions  | All group members including staff  | <ul style="list-style-type: none"> <li>• Ensure group have access to fluids and drinks break.</li> <li>• Avoid prolonged exposure to sun- remain in shady areas</li> <li>• Ensure pupils are wearing suitable and/or sensible clothes and footwear before heading off. Provide extra clothing if necessary</li> <li>• Ensure pre-visit information includes importance of wearing hats and sunscreen to promote application of it during the day</li> <li>• Modify or shorten session if necessary. Be aware of the level of comfort in the group and avoid pro-longed periods of inactivity.</li> </ul> |   |  |                | 0          |
| General public  | All group members including staff  | <ul style="list-style-type: none"> <li>• School uniform worn by all pupils so that they are recognisable. Staff to wear Goldington Academy tops/coats if available.</li> <li>• Regular headcounts</li> </ul>   |   |  |                | 0          |
| Physical or verbal abuse  |  | <ul style="list-style-type: none"> <li>• Staff to be vigilant- politely ask members of the public to leave work area if necessary</li> </ul>   |   |  |                |            |
| Abduction of children   |  | <ul style="list-style-type: none"> <li>• Staff to supervise their groups with designated staff members at the front and back of the walking group.</li> <li>• Attempt to de-escalate any potentially confrontational situation if safe to do so</li> <li>• Be prepared to remove group to alternative area if necessary</li> <li>• Follow serious incident procedures and notify police if appropriate.</li> </ul>   |   |  |                |            |

# RISK ASSESSMENT FORM - TRAVELLING BY TUBE OR TRAIN

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Travelling by tube or train  |   | <b>Visit Leader:</b> |   |  |                |            |
|---|--|---|----------------------|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |                      | <b>Date of Visit:</b>   |  |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |                      | <b>Position:</b>  |  |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people   | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   |                      | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed   | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |                      |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| <b>Hazards associated with the station and waiting for the train on the platform</b><br><br>On platform - Getting hit by train as it arrives<br>Falling from platform onto track<br>Falling between train and platform<br>Getting caught in automatic door as it closes<br>Being left behind on platform due to pressure of numbers | All group members, including leaders   | <ul style="list-style-type: none"> <li>Visit leaders will ensure that party remains in an orderly group well back from edge of platform until the train is stationary</li> <li>Young people to be briefed about waiting well back from platform edge</li> <li>Supervisors to be appropriately positioned on platform for effective supervision of the group</li> <li>Only leaders will be allowed to open the train doors to either board or leave the train, and the young people will be briefed accordingly</li> <li>Leaders will ensure that boarding and leaving the train is carefully supervised by a staff member, and in an orderly manner</li> <li>Leaders will be the first and last to enter when boarding, and the first and last to exit when leaving</li> <li>Leaders will have a prepared contingency plan if the train is overcrowded and some of the group cannot enter the train due to pressure of numbers</li> <li>Leaders will be available to assist with the lifting of luggage onto/off the train</li> <li>Seats will be booked in advance, and wherever possible, in a single block within the same carriage</li> <li>A leader will always remain with each group if the party becomes separated</li> </ul> |                      | If travelling in London, Visit Leader to advise TFL beforehand to take advantage of any additional assistance that may be available on platforms and with boarding and alighting from Tube trains<br><br><a href="https://tfl.gov.uk/info-for/schools-and-young-people/">https://tfl.gov.uk/info-for/schools-and-young-people/</a><br><br>Leaders to prepare a contingency plan in case of overcrowding |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|--|---|--|----------------|------------|
|  |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| <b>Hazards whilst travelling on a moving vehicle (train or tube)</b><br><br>Falls if train suddenly stops, slows, or has collision<br><br>Falls from train, out of train doors<br><br>Leaning out of windows as train passes another train or bridge etc. -> Collision<br><br>Hit by luggage falling from rack above | All group members, including leaders   | <ul style="list-style-type: none"> <li>• All group members will be briefed to stay seated, wherever possible, during the journey</li> <li>• Leaders will sit at separate locations amongst group to maintain good order and sensible behaviour</li> <li>• A leader will be positioned at each end of group to give permission/be aware when individuals leave the group to go the toilet or buffet</li> <li>• Young people will be given particular instructions not to lean out of windows or to open or touch any exterior doors</li> <li>• If a major emergency occurs that requires the train to stop, a leader will notify the guard or pull the emergency lever/alarm, if considered necessary</li> <li>• Leaders will check that all luggage is stored securely, and that heavy items are placed, wherever possible, on low racks at end of carriage</li> <li>• Young people will be instructed to remain in their seats whilst train is visiting stations</li> </ul> |   |  |                | 0          |
| <b>Confrontation with a member of public</b>   | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets, buffet etc.</li> </ul>  |   |  |                | 0          |
| <b>Walking to train/tube station</b><br><br>Danger of being hit by moving vehicle or separation from group   | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Walk in pairs with adults at front, rear and middle.</li> <li>• Stop together to cross roads.</li> <li>• Regular head counts</li> </ul>   | Pupils misbehaving to be reprimanded  |  |                | 0          |
| <b>Hazards associated with travelling by tube trains</b><br><br>Lost or separated member of party  | All group members, including leaders   | <ul style="list-style-type: none"> <li>• All travel in same carriage</li> <li>• Remind pupils of good behaviour and being considerate to others whilst travelling</li> <li>• Pupils to stay in same place and not walk through carriages</li> </ul>  | Inform LU immediately if member of party becomes separated.                                   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                  | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|--|--|----------------|------------|
|   |  |   |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Safety threat on tube or train  | All group members, including leaders   | <ul style="list-style-type: none"> <li>All pupils to be briefed on procedures to be followed in an emergency.</li> <li>Meeting point established in case group is separated at any point.</li> <li>Comply with on-board emergency and evacuation procedures.</li> </ul>                         | Reunite with missing party members at designated meeting point.<br><br>Phone school when possible to reassure. |  |                | 0          |
|   |  |   |  |  |                |            |



# RISK ASSESSMENT FORM -

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

| <b>ACTIVITY:</b>  | Travel – By Private Vehicle  |   | <b>Visit Leader:</b> |   |  |                |            |
|---|--|---|----------------------|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |                      | <b>Date of Visit:</b>   |  |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |                      | <b>Position:</b>  |  |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   |                      | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |                      |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All eventualities   |  | <ul style="list-style-type: none"> <li>This generic risk assessment will be read and completed in addition to the generic risk assessment "Travel - General" which gives general safety guidance applicable to all journeys</li> <li>Volunteer Drivers' form completed and original copies seen of all required documents by establishment Head or delegated trip organiser</li> <li>Visit leaders will be familiar with the OEAP's National Guidance document 4.5c, "Transport in private cars"</li> </ul>   |                      |   |  | 0              |            |
| Driver error  |  | <p>The driver: -</p> <ul style="list-style-type: none"> <li>has a current driving licence for the type of vehicle s/he will be driving (driving licences should be checked annually by designated "responsible person")</li> <li>is an experienced driver who has held a full driving licence for at least 2 years</li> <li>has no past convictions (in the last 5 years) for, and is not facing impending prosecution for, any significant driving offences (e.g. drink driving)</li> <li>is healthy and fit to drive</li> <li>is aware of and agrees to implement the following guidance</li> <li>to share the driving with an accompanying adult on longer journeys (essential for journeys over 100 miles)</li> <li>to adhere to strict working/driving hours and rest periods</li> <li>not to drive if feeling too tired or unwell to drive safely</li> <li>not to drive if under the influence of alcohol, drugs or medication</li> </ul> |                      |   |  | 0              |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>• not to use a mobile 'phone or radio in the car unless the car is stationary or the</li> <li>• to adhere to national speed limits and the highway code</li> <li>• to drive in a responsible and sensible manner</li> <li>• to choose safe locations, away from busy traffic, for passengers to get in/out of car (e.g. car park, onto wide pavement)</li> <li>• will check and ensure that seat belts are fitted correctly on all young people before departure and after all breaks in the journey</li> </ul>  |   |  |                |            |
| Defective or unsuitable vehicle   |  | <p>The following documents must be checked as evidence the vehicle is roadworthy.</p> <ul style="list-style-type: none"> <li>o current Tax and MOT certificate</li> <li>o adequate motor vehicle insurance cover provided i.e. for personal business use</li> <li>• It is ideal to have some form of 'Breakdown' cover</li> <li>• The establishment must ascertain that: <ul style="list-style-type: none"> <li>o the vehicle is fitted with fully operational seatbelts (ideally 3 point) for each person</li> <li>o booster cushions must be available for use when appropriate (children under 1.35m)</li> <li>o the vehicle has sufficient capacity for each passenger to have their own seat and own seatbelt</li> <li>o if younger children are being transported, child-safe locks are operational on the doors to ensure that they cannot be opened accidentally</li> </ul> </li> </ul> |   |  |                | 0          |
| Safeguarding issues   |  | <p>Only members of staff with valid DBS will be considered to transport students.</p> <ul style="list-style-type: none"> <li>• consider placing groups of young people in a vehicle together who live close-by to each other to minimise the potential risks associated of transporting children alone</li> <li>• making prior arrangements to ensure that young people do not need to be transported alone. There are circumstances where this might be acceptable when there is no reasonable alternative, such as: <ul style="list-style-type: none"> <li>* Where a risk assessment shows that the benefits outweigh the risks;</li> <li>* In an emergency or other unforeseen circumstances where the child or young person would otherwise be at greater risk.</li> </ul> </li> </ul>  |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>providing pre-determined routes and timings for the journey being undertaken</li> </ul>  |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Driver distracted by misbehaviour or illness in car   |  | <p>The establishment will ensure that: -</p> <ul style="list-style-type: none"> <li>• young people who are likely to present challenging behaviour are appropriately supervised by staff who are aware of and capable of handling their behaviour</li> <li>• volunteer drivers are informed beforehand of any individuals who might present challenging or difficult behaviour, and are considered sufficiently capable of dealing safely and appropriately with any disruptive behaviour</li> <li>• a second adult accompanies the main driver on long journeys, or with young people who might be disruptive, in order to maintain good order, ensure young people keep seat belts on, and attend to any needs</li> <li>• the Visit Leader will place groups of young people together who get along well, thus minimising the risk of disruption and conflict</li> <li>• young people are briefed beforehand regarding required conduct/behaviour</li> <li>• young people are briefed not to open vehicle windows without permission, and not to place hands/heads out of open windows</li> <li>• young people are briefed not to throw anything inside or from the vehicle, or to make signs to passing road users</li> <li>• the driver will be informed of any significant medical conditions (including propensity for travel sickness) and relevant medication carried</li> <li>• any travel sickness equipment is provided</li> <li>• young people are briefed not to eat or drink</li> </ul> <p>The school/establishment will instruct drivers:</p> <ul style="list-style-type: none"> <li>• if breakdown or accident occurs, to evacuate all passengers away from passenger side of vehicle to safe resting place (beyond side barrier if possible),</li> <li>• if above is not possible, to instruct passengers to sit on side of vehicle furthest from moving traffic and remain wearing seat belts</li> <li>• Ensure that Traffic Patrol officers are informed to place blue or amber flashing hazard lights between the vehicle and approaching traffic as soon as possible</li> </ul> |   |  |                | 0          |
|   |  |  |   |  |                |            |

# RISK ASSESSMENT FORM - Travel by Taxi

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Offsite Visits – Travel by Taxi  |   | <b>Visit Leader:</b>  |  |                  |            |
|---|--|---|---|--|------------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                  |            |
| <b>Assessment by:</b>   |  |   | <b>Date:</b>  |  | <b>Position:</b> |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed   | Residual Risk Rating (High /Medium /Low) |                  |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4)   | Risk Level |
| Driver error -> Traffic accident  | All on board   | <ul style="list-style-type: none"> <li>Only Taxies from a bona fide, reputable company will be hired (see guidance 'Selecting a Taxi Operator')</li> <li>Prior written assurance will be obtained from the Taxi company that all drivers are adequately trained and adhere to recommended standards, e.g.                             <ul style="list-style-type: none"> <li>are checked and vetted at appropriate intervals regarding their health/fitness to drive, previous driving experience, and convictions</li> <li>have a full, current licence</li> <li>adheres to the national speed limit and adapts to weather conditions</li> <li>do not have past convictions for serious driving offences – e.g. drink / driving</li> <li>are not facing impending prosecution for any serious driving offences e.g. drink / driving</li> <li>adhere to strict working hours according to rules and regulations</li> <li>are informed about and prohibited to drive under the influence of alcohol or drugs</li> <li>are prohibited to use mobile phones or radios in the taxi unless the equipment is fully "hands-free" operated</li> </ul> </li> <li>Drivers resting, whilst the Taxi is in motion and being driven by a relief driver, take their rest in the on-board accommodation provided for the purpose and do not remain at the front of the Taxi</li> </ul> | Visit Leader to discuss with the driver about mutual expectations regarding the journey before setting out<br><br>Pupils to stay in vehicle at all times unless told otherwise and then congregate away from the hard shoulder or barrier - otherwise to a safe location. |  |                  | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                                   | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Inappropriate driving by driver   | All on board   | <ul style="list-style-type: none"> <li>• Visit Leader to discuss concerns with driver</li> <li>• Stop the journey and 'phone the company for a new driver if it is felt the group is at risk</li> </ul>  |   |  |                | 0          |
| Defective vehicles  | All on board   | <ul style="list-style-type: none"> <li>• Only bona fide, reputable companies will be hired (see guidance 'Selecting a Taxi Operator')</li> <li>• Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management systems in place e.g. <ul style="list-style-type: none"> <li>o it is a member of and assessed regularly by a national body that monitors and upholds standards</li> <li>o it has full insurance for all its drivers and vehicles, including public liability cover</li> <li>o it has suitable and sufficient breakdown cover to ensure that a replacement vehicle can be guaranteed if required</li> <li>o all its Taxies have a current MOT certificate</li> <li>o all its Taxies are maintained and serviced regularly (and that records are available if requested for inspection)</li> <li>o all seats are fitted with fully operational seat belts</li> <li>o all taxies are fitted with fire extinguishers and a fully maintained first aid kit</li> </ul> </li> </ul> | Visit Leader to make visual inspection of interior and exterior of the taxi, draw any obvious defects to the driver's attention |  |                | 0          |
| Injury whilst vehicle is in motion  | All group members, including leaders<br><br>Wheelchair users                             | <ul style="list-style-type: none"> <li>• All group members will be briefed to stay seated, wherever possible, during the journey</li> <li>• Group members will be instructed to use and fit seat belts correctly at all times during</li> <li>• If user remains in wheelchair, appropriate seat belts, and wheel restraints, if required, will be fitted</li> </ul>  |   |  |                | 0          |
| Travel sickness   | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Identified potential sufferers to be seated in the front with sick bags available</li> <li>• Group members instructed to not drink fizzy or energy drinks prior to and during the journey</li> <li>• Designated first aider to clean up vomit and ensure the area is suitable for use again.</li> </ul>   | Known poor travellers reminded to take their travel-sickness pills, where applicable (written consent from parents obtained)    |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance<br>(e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | • Check with the driver to ensure the 'air flow' is on at the back of the taxi   |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people           | Those who might be harmed<br><br>Persons at risk from the significant hazards identified     | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed     | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Collision with passing vehicle whilst getting on or off the taxi  | All group members, including leaders<br><br><br><br><br><br><br><br><br><br>Wheelchair users | <ul style="list-style-type: none"> <li>Safe locations will be chosen away from busy traffic to get in/out of taxi</li> <li>Where possible staff member to stand by and check doorway as young people enter / leave (Adult alights first)</li> <li>Brief group to enter and leave in an orderly manner.</li> <li>Transport will have suitable lift/wheelchair access</li> <li>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</li> <li>Wheelchairs will be properly secured during journey using appropriate fixings</li> </ul>                                | Use pedestrian crossings wherever possible  |  |                | 0          |
| In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation                        | All on board   | <ul style="list-style-type: none"> <li>Staff to ensure group members are aware of emergency procedures, as appropriate</li> <li>Follow directions by taxi driver</li> <li>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</li> <li>Ensure that Traffic Patrol officers are informed to place blue or amber flashing hazard lights between the Taxi and approaching traffic as soon as possible</li> <li>Charged mobile phone available (if no signal, staff may need to use personal phone or leave transport to locate signal)</li> <li>Position of first aid box known by all staff</li> </ul> |   |  |                | 0          |
| Stopping-off points / breaks in the journey<br><br>Individuals separated or lost<br><br><br>Confrontation with a member of public | Group members  | <ul style="list-style-type: none"> <li>Brief group members re: <ul style="list-style-type: none"> <li>purpose and timings of stop</li> <li>how and where to contact staff</li> <li>remain in pairs or threes (buddy system - each responsible for named other)</li> </ul> </li> <li>Careful head count before departure</li> </ul>   | Staff to take turns to roam the stop-off area to provide additional supervision where appropriate |  |                | 0          |
| Lost luggage or luggage left behind   | All group members, including leaders   | <ul style="list-style-type: none"> <li>All luggage to be stored securely</li> </ul>  |   |  |                | 0          |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                 | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| During  | including leaders  | <ul style="list-style-type: none"> <li>Designated individuals to oversee or help with loading of luggage (do people have their suitcase keys?)</li> <li>All hand luggage to be loaded according to need</li> </ul>  |   |  |                |            |
| Prior to departure / collection on return   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Visit leaders clear about parking arrangements for themselves and parents dropping/collecting young people</li> <li>Parents informed where to meet and at what time.</li> <li>Young people informed where to wait; should be well clear of where the taxi(es) will pull in.</li> </ul>   |   |  |                | 0          |
| Party travelling in two or more taxis and trying to keep together   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Each taxi to travel independently – with its own full complement of staff, paperwork etc</li> <li>Group members not allowed to swap taxis</li> <li>Adults (or designated student) in separate taxis should be able to communicate with each other, by mobile 'phone, to keep track of progress. This should not be the responsibility of the drivers.</li> </ul> | Ensure enough field files are produced to cover all vehicles and 1 copy to leave with local point of contact. |  |                | 0          |
| Major incident  | All group members, including leaders   | <ul style="list-style-type: none"> <li>Alternative journey planned before the trip.</li> <li>Charged mobile phone available (if no signal, staff may need to use personal phone or leave transport to locate signal)</li> <li>Position of first aid box known by all staff</li> <li>Water/food/clothing supplies available in case of severe delay</li> </ul>   |   |  |                | 0          |

# RISK ASSESSMENT FORM - MINIBUS

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

| <b>ACTIVITY:</b>  | Travel by minibus  |  | <b>Visit Leader:</b>   |  |                  |            |
|---|--|--|--|--|------------------|------------|
| <b>Visit Details:</b>   |  |  |  | <b>Date of Visit:</b>                    |                  |            |
| <b>Assessment by:</b>   |  |  | <b>Date:</b>   |  | <b>Position:</b> |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed  | Residual Risk Rating (High /Medium /Low) |                  |            |
|   |  |  |  | Likelihood (1-4)                         | Severity (1-4)   | Risk Level |
| Driver error → road traffic accident (r.t.a.)   | All  | <ul style="list-style-type: none"> <li>• Drivers who are GA employees must have valid minibus training</li> <li>• Driver/s must have a current, clean driving licence, with full D1 entitlement.</li> <li>• PCV Licence if travelling abroad</li> <li>• Drivers must inform DVLA of any medical condition that affects their ability to drive</li> <li>• Drivers' driving licences checked annually by designated responsible member of staff with delegated authority from head of establishment</li> <li>• Drivers must not use a mobile 'phone or radio in the minibus unless the vehicle is parked safely.</li> <li>• Appropriate written records kept e.g.                             <ul style="list-style-type: none"> <li>o list of authorised drivers</li> <li>o training records</li> </ul> </li> </ul> | Using any 'phone, even hands-free, is a distraction from driving and should not be necessary. If another adult is on board they can call if necessary when the vehicle is in motion. |  |                  | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Driver tiredness → r.t.a.<br>(See additional guidance : RoSPA 'Driving for Work: Safer Journey Planner')                | All  | The driver will: <ul style="list-style-type: none"> <li>• plan their route to ensure adequate rest stops are included</li> <li>• share the driving with an accompanying adult on longer journeys (essential for journeys more than 2 hours duration)</li> <li>• adhere to strict working/driving hours and rest periods according to LA Guidelines</li> <li>• not drive if feeling too tired or unwell to drive safely</li> <li>• not drive if under the influence of alcohol, drugs or medication</li> <li>• If abroad, minibus and drivers' hours will follow EC requirements and tachograph used.</li> </ul>   |   |  |                | 0          |
|   |  |   |   |  |                |            |
| Defective minibus   | All  | <b>Establishment –owned minibus(es)</b> <ul style="list-style-type: none"> <li>• Vehicle is maintained in accordance with the manufacturer's instructions and HCC policy</li> <li>• Effective vehicle defect reporting system in place with responsible member of staff to effect appropriate response</li> <li>• Appropriate written records kept e.g.               <ul style="list-style-type: none"> <li>o the vehicle documents and maintenance records</li> <li>o operating log</li> </ul> </li> <li>• Operator possesses and will display "Section 19 Small Bus Permit" in minibus windscreen</li> <li>• Vehicle is covered by membership of a motor recovery organisation, with details available for each journey</li> </ul> |   |  |                | 0          |
|   |  |   |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <p><b>Hired minibus from outside organisation</b></p> <ul style="list-style-type: none"> <li>• Prior written assurance will be obtained from the hiring organisation that the organisation: <ul style="list-style-type: none"> <li>o has a current and appropriate PSV Operator's Licence (N.B. Standard (blue) or Small Operator &lt; 2 vehicles (orange) disc should be clearly displayed in windscreen adjacent to tax disc)</li> <li>o has full insurance for all its vehicles</li> <li>o has suitable and sufficient breakdown cover to ensure that a replacement vehicle can be guaranteed if required</li> <li>o is not at present under investigation, pending possible disciplinary action by VOSA or possible prosecutions.</li> </ul> </li> </ul> <p><b>All minibuses</b></p> <ul style="list-style-type: none"> <li>• Vehicle is assessed regularly (at least annually) by VOSA (Vehicle and Operator Services Agency) and has a current MOT certificate</li> <li>• has been maintained and serviced regularly (and that records are available if requested for inspection)</li> <li>• is fitted with fully operational seat belts (where fitted retrospectively seat belt anchors to meet "M2" standard)</li> <li>• is fitted with BSI-approved fire extinguishers and a fully maintained first aid kit</li> <li>• has sufficient seats for each member of the group (i.e. group number does not exceed seating capacity of minibus) so that no seat is shared</li> <li>• Pre-drive inspection carried out and record sheet completed by driver. Items for inspection to include: - <ul style="list-style-type: none"> <li>o tyres – condition and pressure</li> <li>o windscreens are clean (outside and inside), mirrors adjusted, all brakes (inc. handbrake), lights (inc. indicators and brake lights) and washer / wipers operate correctly</li> <li>o all seats have fully operational seat belts</li> <li>o fire extinguisher and first aid kit are present and correct</li> </ul> </li> <li>• If faults are found, the driver will not use the minibus until the faults have been satisfactorily rectified</li> </ul> |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Passenger behaviour distracts driver → r.t.a.   | Passengers<br><br><br><br><br><br><br><br><br><br>Wheelchair users                       | <ul style="list-style-type: none"> <li>• Young people briefed beforehand about required behaviour with reasons and consequences</li> <li>• A second adult will normally accompany the main driver, especially on long journeys, or with young people who might be disruptive</li> <li>• It is the driver's legal responsibility to ensure that seat belts are fitted correctly on all young people aged under 14 years</li> <li>• The driver has a duty of care to ensure that seat belts are fitted correctly on all passengers aged 14 years and over</li> <li>• The second adult will sit with the young people in the main passenger section in order to maintain good order, ensure young people keep seat belts on, and attend to any needs</li> <li>• Wheelchairs to be appropriately secured. If user remains in wheelchair, appropriate seat belts, and wheel restraints, if required, will be fitted</li> <li>• Loose objects, such as drinks containers or other litter, are collected in rubbish bags and not allowed to roll (or be thrown) around the minibus</li> </ul> |   |  |                | 0          |
|   |  |  |   |  |                |            |
| Collision with passing vehicle whilst getting on or off minibus -> Injury   |  | <ul style="list-style-type: none"> <li>• The driver will choose safe locations, away from busy traffic, for passengers to get on/off minibus (e.g. car park, onto wide pavement)</li> <li>• Hazard warning lights will be used if young people are boarding or leaving the vehicle near busy or hazardous sections of road</li> <li>• Side door to be used for boarding/alighting; rear door only to be used in emergency or when parked well away from the road.</li> </ul>   |   |  |                | 0          |
|   |  |  |   |  |                |            |
| Where a Tail Lift is to be used: wheelchair tips or falls - > Injury  | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Access, egress and transfers will be carefully supervised (and assisted, if required) by sufficient number of trained, experienced staff members with suitable lifting aids if</li> <li>• Power chairs switched off. Manual brakes on</li> <li>• Wheelchairs will be properly secured during journey using appropriate fixings</li> </ul>   |   |  |                | 0          |
|   |  |  |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|--|---|--|----------------|------------|
|  |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| <b>Where a roof rack is to be used:</b><br><br>Falling luggage → r.t.a.<br><br>Lifting heavy / awkward items →injuries<br><br>Falling from height whilst loading/ unloading -> Injuries<br><br>Overloading affects steering - > r.t.a. |  | <ul style="list-style-type: none"> <li>• It is the driver's legal responsibility to ensure the roof rack is correctly and securely fitted</li> <li>• It is the driver's legal responsibility to ensure that all luggage is stowed securely and with no loose straps etc.</li> <li>• An overall cover will be placed over the luggage and tied down securely</li> <li>• Additional helpers and care will be used when lifting and unloading heavy items of luggage</li> <li>• Operator will ensure that safe and secure access (usually fixed ladder) to roof rack is provided</li> <li>• Only authorised persons will be allowed onto the roof</li> <li>• Appropriate care will be taken by those packing luggage on roof, especially during wet conditions</li> <li>• Luggage load will be within capacity of roof rack and vehicle (should not exceed 100kg - see manufacturers' specifications)</li> <li>• Extra care will be taken when driving, especially cornering / braking</li> </ul> |   |  |                | 0          |
|  |  |  |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|---|---|--|----------------|------------|
|  |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| <b>Where trailers are to be used:</b><br><br>Trailer jack-knives, or collides with other vehicle -> r.t.a.<br><br>Defective fitting of trailer<br><br>Falling luggage or cargo → r.t.a |  | <ul style="list-style-type: none"> <li>Trailers are not to be towed if passengers are being carried in the rear compartment of the vehicle, unless emergency exit doors are fitted to both sides of the vehicle</li> <li>Driver will have had suitable prior experience of and/or training in towing trailers before doing so behind a minibus carrying passengers and has the necessary entitlement (D1+ E) on their driving licence</li> <li>Driver will take extra care driving longer vehicle, and will keep within lower speed limits required by law</li> <li>It is the driver's legal responsibility to ensure that: <ul style="list-style-type: none"> <li>o trailer is securely and correctly connected to minibus before departure</li> <li>o break-away cables are fitted and connected correctly before departure</li> <li>o all lights are fitted and operate correctly before departure</li> <li>o tyre tread and pressures are legal and as recommended (and spare tyre is carried)</li> <li>o brakes, where fitted are "off" and working effectively and evenly</li> <li>o jockey wheel is stored securely and correctly before departure</li> <li>o the trailer is not overloaded (below specified limits for trailer, towing vehicle and gross train weight)</li> <li>o all luggage is stowed securely and safely with no loose straps that could catch beneath wheels etc</li> </ul> </li> </ul> |   |  |                | 0          |
| In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation   | All group members, including leaders   | <ul style="list-style-type: none"> <li>All doors must be unlocked when carrying passengers.</li> <li>Aisles and emergency exits will be kept clear of obstructions</li> <li>Staff to ensure group members are aware of emergency procedures, as appropriate</li> <li>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 and appropriately supervised</li> <li>Ensure that Traffic Patrol officers are informed to place blue or amber flashing hazard lights between the vehicle and approaching traffic as soon as possible</li> </ul>  |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed   | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Injury whilst vehicle is in motion  | All group members, including leaders   | <ul style="list-style-type: none"> <li>All group members will be briefed to stay seated during journey</li> <li>Group members will be instructed to use and fit seat belts correctly at all times during journey</li> <li>All luggage to be stowed securely</li> </ul>  |   |  |                | 0          |
| Travel sickness   | Passengers   | <ul style="list-style-type: none"> <li>Identified potential sufferers to be seated near the front</li> <li>Group members instructed to not drink fizzy or energy drinks prior to and during the journey</li> <li>Keep the minibus interior clean and 'fresh' by regular collection of rubbish and disposal at stops</li> <li>Check with the driver to ensure the 'air flow' is on where applicable</li> </ul> | Carry appropriate First Aid – sick bags, gloves, plastic bags, wet wipes, kitchen roll, air freshener, bucket and bottled water<br>Known poor travellers reminded to take their travel-sickness pills, where applicable |  |                | 0          |
| Stopping-off points / breaks in the journey   | All group members  | <ul style="list-style-type: none"> <li>Brief group members re: <ul style="list-style-type: none"> <li>purpose and timings of stop</li> <li>how and where to contact staff</li> <li>remain in pairs or threes (buddy system - each responsible for named other)</li> <li>moving traffic (driving on right abroad)</li> </ul> </li> <li>Careful head count before departure</li> </ul>                          |   |  |                | 0          |
| Prior to departure / collection on return   |  | <ul style="list-style-type: none"> <li>Visit leaders clear about parking arrangements for themselves and parents dropping/collecting young people</li> <li>Parents informed where to meet and at what time.</li> <li>Young people informed where to wait; should be well clear of where the coach(es) will pull in.</li> </ul>  |   |  |                | 0          |
| Party travelling in two or more vehicles and trying to keep together  |  | <ul style="list-style-type: none"> <li>Each vehicle to travel independently – with its own full complement of staff, paperwork etc</li> <li>Visit leaders in separate vehicles should be able to communicate with each other, by mobile 'phone, to keep track of progress. This should not be the responsibility of the drivers.</li> </ul>   |   |  |                | 0          |



# RISK ASSESSMENT FORM -

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

|  |   |   |                      |  |   |                |
|--|---|---|----------------------|--|---|----------------|
| <b>ACTIVITY:</b>   | Camping   |   | <b>Visit Leader:</b> |  |   |                |
| <b>Visit Details:</b>  |   |   |                      | <b>Date of Visit:</b>  |   |                |
| <b>Assessment by:</b>  |   | <b>Date:</b>  |                      | <b>Position:</b>   |   |                |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  |                      | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed | <b>Residual Risk Rating (High /Medium /Low)</b> |                |
|  |   |   |                      |  | Likelihood (1-4)                                | Severity (1-4) |
|  |   |   |                      |  |   | Risk Level     |
| Location   |   | <ul style="list-style-type: none"> <li>• Check location</li> <li>• Consider risk of flood, animals, weather exposure</li> </ul>   |                      |  |   | 0              |
| Adverse weather  | Adverse weather   | <ul style="list-style-type: none"> <li>• Obtain detailed weather forecasts and call off event if unsuitable</li> <li>• Issue advice on appropriate clothing and footwear</li> <li>• Ensure students have sun cream</li> <li>• Ensure students have adequate food and drink</li> <li>• Ensure students have appropriate tents, groundsheets and sleeping bags</li> <li>• Consideration made of any water hazards that may be encountered and changes likely with conditions</li> <li>• Establish emergency procedures and provide contact numbers</li> </ul> |                      |  |   | 0              |
| Fire   |   | <ul style="list-style-type: none"> <li>• Ensure fire/sand bucket nearby</li> </ul>  |                      |  |   | 0              |
| Campfire/stove burns   |   | <ul style="list-style-type: none"> <li>• Instruct all participants on campfire/stove use</li> <li>• Supervise all cooking</li> </ul>  |                      |  |   |                |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>Prohibit cooking in tents</li> <li>Prohibit use of candles in tents</li> <li>Store fuel bottles away from heat source</li> <li>Cooking area is a safe distance from tents</li> <li>No smoking / naked flames in sleeping tents</li> <li>Flammable fuels and equipment only used by competent staff</li> <li>Pupils to use lightweight cooking equipment under close supervision</li> </ul> |   |  |                |            |
| Slips/trips/falls   |  | <ul style="list-style-type: none"> <li>Provide safety briefing for all</li> <li>Ensure adequate spacing between tents</li> <li>Ensure whole group is aware of risk if tripping over guy ropes (Make hi viz eg. tape tags etc)</li> <li>Prohibit running or ball games in vicinity of tents and stoves/campfires</li> </ul>  |   |  |                | 0          |
| Food poisoning  |  | <ul style="list-style-type: none"> <li>Supervise all cooking and food preparation</li> <li>Brief all participants on need to manage personal hygiene</li> </ul>   |   |  |                | 0          |
| Medical emergency   |  | <ul style="list-style-type: none"> <li>Obtain parental consent and relevant medical information before trip</li> <li>Ensure all students carry and take any regular medication</li> <li>Establish 24 hour emergency contact</li> <li>Ensure all participants have relevant vaccinations beforehand</li> <li>Provide first aid equipment and training</li> </ul>   |   |  |                | 0          |
| Injury during visit   |  | <ul style="list-style-type: none"> <li>Establish emergency procedures and contact numbers provided</li> <li>Provide mobile phones to group supervisors and advise whole group of numbers</li> </ul>   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>• Ensure first aid equipment and trained supervisors are provided</li> <li>• Ensure adequate supervision of students</li> <li>• Issue instructions and information to all in group</li> <li>• Establish meeting place for use in case of separation</li> <li>• Issue code of conduct for visit</li> </ul>   |   |  |                |            |
| Getting lost  |  | <ul style="list-style-type: none"> <li>• Establish emergency plan to cover students getting lost and communicate plan to whole group</li> <li>• Provide written detail of destination address and contact numbers</li> <li>• Clearly identified route to and back from toilet area</li> <li>• Assign each individual to a group leader</li> <li>• Arrange meeting point in case of separation and advice to all students</li> <li>• Issue a code of conduct for visit</li> <li>• Provide mobile phone to group supervisors and issue numbers to whole group</li> </ul> |   |  |                | 0          |
| Site Security – unauthorised entry by an intruder or exit by police   |  | <ul style="list-style-type: none"> <li>• Site chosen within minimal public access</li> <li>• Leaders sleep in tents close to / in vicinity of pupils</li> <li>• Close supervision by experienced staff</li> <li>• Local police informed of location if not an established camp site</li> <li>• Regular roll call / register</li> </ul>   |   |  |                | 0          |
| Hygiene   |  | <ul style="list-style-type: none"> <li>• Leaders using kitchen have attended basic food hygiene training</li> <li>• 'Elsan' type toilets are managed by trained staff</li> <li>• Toilets have adequate hand washing facilities</li> <li>• Allocated cooking/water collecting area</li> <li>• Hygiene rules established for 'food handling'</li> </ul>  |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Darkness  |  | <ul style="list-style-type: none"> <li>• Torches available, spare batteries available</li> <li>• Access to toilet area cleared from hazards</li> </ul>  |   |  |                | 0          |
|   |  |   |   |  |                | 0          |

# RISK ASSESSMENT FORM - Coastal/Water Margins

*This risk assessment covers any activity that takes place near the water or just in it (e.g. walking along the riverbank or seashore, field studies near water, collecting samples from ponds/streams, paddling or walking in shallow water).*

*It does NOT cover swimming.*

(Focus on the things over which you have control)

**Establishment:** Goldington Academy



| <b>ACTIVITY:</b>  |  |   | <b>Visit Leader:</b>  |  |                  |            |
|---|--|---|---|--|------------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                  |            |
| <b>Assessment by:</b>   |  |   | <b>Date:</b>  |  | <b>Position:</b> |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                  |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4)   | Risk Level |
| Adverse weather conditions, e.g. heavy rain leading to flooding / high sea level  | All group members  | <ul style="list-style-type: none"> <li>• Ensure pupils have appropriate clothing, waterproof jacket and trousers if wet weather is due or suncream, hats and long sleeves if the weather is warm</li> <li>• Keep an eye on the weather forecast in the run up and during the trip</li> <li>• Check the time of high tide, and how high it will reach, ensure your group will not be cut-off or submerged by a sudden wave or quick rise in the tide level</li> <li>• Consider your surroundings, how easy would it be to get to a safe place if the water levels started rising</li> <li>• If you are concerned on the day of the trip, consider asking local people about whether there have been recent changes in the area, or what happens to water levels after heavy rainfall etc.</li> <li>• Consider contacting the local coastguard or lifeguard service about tides, rip currents, and other hazards</li> </ul> |   |  |                  | 0          |
| Accidental falling into the water   | All group members  | <ul style="list-style-type: none"> <li>• Assess the groups location and if this is the most suitable place to complete the designated activity, is there a spot further away that might be safer?</li> <li>• Check what lies downstream from your planned activity site, if someone lost their footing and was swept away, hazards like a fallen tree, a weir or a waterfall could be extremely dangerous</li> <li>• Observe any instructions given by flags or signs that warn of hazards and designate zones for different activities</li> <li>• Beware of steeply shelving shingle beaches as there can be a dramatic depth difference from one step to the next</li> </ul>  |   |  |                  | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>Consider how someone could be rescued should they fall in; is there any public safety equipment nearby, could you reach them with a towel or a piece of clothing, could you wade in to rescue them without putting yourself in danger, is it possible that a swimming rescue may be required, and if so do you have the competence to do this without putting yourself in harm's way?</li> </ul>  |   |  |                |            |
| Working at the water margins  |  | <ul style="list-style-type: none"> <li>Pupils may be tempted to enter the water or paddle, reiterate the expectations for pupils that they should not be entering the water</li> <li>Be mindful of how close pupils will be allowed to go to the water, try to ensure everyone stays away from the edge of the water as a small drop could be dangerous if the fall was into uneven rocks or into an inaccessible area</li> <li>If you are walking near water, make sure everyone is aware of the dangers and how to respond in an incident. Leaders may want to place themselves between the group and a potential hazard</li> <li>Keep an eye on surroundings, if near any cliffs, ensure you are far enough away in case of any unexpected rock falls</li> </ul>  |   |  |                | 0          |
|   |  |  |   |  |                |            |
| Paddling at the water margins   |  | <ul style="list-style-type: none"> <li>Check the surrounding area, what is underfoot - roots, uneven surfaces, slippery rocks, grass or mud could result in dangerous slips</li> <li>Reiterate the expectations for pupils to behave sensibly</li> <li>Set physical boundaries that pupils must not venture beyond</li> <li>Keep the group on task when in the water and ensure small groups each have a leader rather than one large group with several leaders, this way groups can be managed easier. Group leaders should perform regular head counts and be aware of where everyone is at all times</li> <li>Consider access points into/out of the water, be wary of the steepness of the slope, slippery ground, depth of mud and any vegetation</li> <li>Check for any underwater hazards that may make paddling unsuitable in this area; e.g. slippery rocks, roots or wire that could trap feet, sharp stones, deep mud or quicksand</li> <li>Have a plan B - if a pupil accidentally fell into deeper water, could they be easily rescued, if not then it's best to avoid pupils paddling in the water</li> <li>Be wary of pupils' swimming ability and level of water confidence - make a judgement call on whether or not it is best practice to allow them into the water</li> <li>Ascertain what assistance is available and needed should someone need rescuing from the water, can they be escorted to a vehicle easily, will mobile phones work at the site, where the nearest hospital is etc.</li> </ul> |   |  |                | 0          |
|   |  |  |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Water quality, e.g. skin conditions caused by poor quality water including Weil's Disease                               |  | <ul style="list-style-type: none"> <li>• Never allow anyone to drink water from a stream, river, lake or canal without boiling or treating it first, as this could lead to severe sickness</li> <li>• Whether participants are allowed into the water or are simply studying the water samples, signs of poor water quality must first be observed. Look for any obvious signs that could affect the quality of the water, e.g. cloudiness, unpleasant odours, algae or foam on the surface of the water etc. and should be avoided if present</li> <li>• Observe the surroundings, check for drainage run off into the body of water, e.g. oil or chemicals from roads or farmland, a sewage outfall, dead fish, algal blooms etc.</li> </ul>   |   |  |                | 0          |
|   |  |  |   |  |                |            |
| Quicksand   |  | <ul style="list-style-type: none"> <li>• Whether participants are allowed to enter the water or a participant has slipped into the water by accident, quicksand indicators should be observed, e.g. water bubbling up from below the surface and sand with a rippled appearance</li> <li>• Remind any participant in quicksand to remain calm, make themselves as light as possible (e.g. removing a rucksack), spread their weight across a larger area, ask them to try taking a few steps backwards, keep their arms up and out of the quicksand and ensure others don't try to help them as they too may get stuck</li> <li>• Ensure mobile phone reception is good and dial 999 and ask for the coastguard immediately; if mobile phone reception is bad, try to alert passers by so they can ask for help while you remain with the participant</li> </ul> |   |  |                | 0          |
|   |  |  |   |  |                |            |
| Jellyfish and other sea creatures   |  | <ul style="list-style-type: none"> <li>• Study the local area prior to the visit and see if jellyfish or other sea creatures that can sting or bite are common in the area</li> <li>• Assess your surroundings on arrival, see if there is a coastguard or easy access to a medical facility nearby</li> <li>• Warn participants about these dangers and reiterate the expectations for pupils to behave sensibly</li> </ul>   |   |  |                | 0          |
|   |  |  |   |  |                |            |
|   |  |  |   |  |                | 0          |
|   |  |  |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  |   |   |  |                |            |



# RISK ASSESSMENT FORM - STUDENT WITH DIABETES

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  |  | <b>Visit Leader:</b>   |   |  |                |            |
|---|--|--|---|--|----------------|------------|
| <b>Visit Details:</b>   |  | <b>Date of Visit:</b>  |   |  |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>   | <b>Position:</b>  |  |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people   | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Student becomes unwell on the journey to /from the school visit.<br><br>Sitting still for long periods/travel sickness can cause high/low blood glucose levels. | Student  | <ul style="list-style-type: none"> <li>• Ensure student's blood glucose meter, testing strips, insulin and hypo remedies are easily accessible on the journey. If student uses a closed loop system or dexcom pump, ensure all spare sensors/pods are accessible.</li> <li>• Test/allow student to test blood glucose levels as frequently as needed.</li> <li>• Ensure the student has easy access to food and drinks and can take them when necessary.</li> <li>• Ensure there are regular breaks for food and toileting.</li> <li>• If the student has medication to prevent travel sickness, ensure they take this as directed by their parent/PDSN.</li> <li>• Ensure any other measures to prevent travel sickness are in place as necessary, eg sitting at the front of the coach.</li> <li>• Ensure all staff are aware of the signs of a student becoming unwell with high or low blood glucose levels (hypers and hypos).</li> <li>• Ensure there is a written plan in place, agreed by the school, parents and PDSN to manage illness while away.</li> <li>• Ensure a copy of the student's IHP is taken on the visit.</li> </ul> |   |  |                | 0          |
| Student becomes unwell while away.  | Student  | <ul style="list-style-type: none"> <li>• Ensure that the student's IHP clearly details the care and support they need while on a school visit, and this is carried out as stated.</li> <li>• Ensure that contact numbers of the parent, at least one other adult and the PDSN are taken on the school visit.</li> </ul>  |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people     | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Change in routine or common studenthood illness (eg cold) can affect blood glucose levels, which can make a student unwell. |  | <ul style="list-style-type: none"> <li>• Ensure that there are sufficient staff on the visit who are trained in providing the support a student needs with their diabetes.</li> <li>• Ensure that there is sufficient time in the activity schedule to allow insulin to be taken and blood glucose to be monitored when necessary, and that activities can be interrupted to treat a hypo if necessary.</li> <li>• Ensure that there is facility to check the carbohydrate content of food. This might include asking the centre for the carbohydrate content of their meals, or bringing carbohydrate reference tables.</li> <li>• Ensure that the parent supplies sufficient extra snacks to cover any extra activity/in case the student does not like the food provided.</li> <li>• Prior to the visit, ensure that the nearest hospital with A&amp;E facilities is identified and plans are put in place to get a student to hospital if necessary. This should include having sufficient staff on the visit to allow a member of staff to accompany the student and stay with them until a parent arrives.</li> <li>• Ensure all staff are aware of the signs of a student becoming unwell with high or low blood glucose levels (hypers and hypos).</li> <li>• Ensure there is a written plan in place, agreed by the school, parents and PDSN to manage illness while away.</li> <li>• Ensure a copy of the student's IHP is taken on the visit.</li> </ul> |   |  |                |            |
| Student needs support with their diabetes overnight   | Student  | <ul style="list-style-type: none"> <li>• Ensure there are sufficient staff to look after a student at night, whether this is for routine care or in response to an emergency.</li> <li>• Ensure there are sufficient staff to cover the following day in case staff have been awake for long periods in the night.</li> <li>• Consider the proximity of the student's room to the staff accommodation in case they need help during the night.</li> <li>• Consider where the student's diabetes equipment will be stored overnight and ensure there is easy access to it during the night.</li> <li>• Ensure the schools safeguarding policies are adhered to.</li> </ul>   |   |  |                | 0          |
| Equipment becomes lost or damaged   | Student  | <ul style="list-style-type: none"> <li>• Ensure that who is responsible for storage and carrying of equipment on the school visit is clearly stated on the student's IHP.</li> <li>• Ensure directions on storage of equipment are made clear and followed.</li> <li>• Ensure spares of all equipment are taken on the visit and are easily accessible at all times.</li> <li>• Prior to the visit. ensure that the nearest hospital with a diabetes centre is identified in</li> </ul>   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|---|---|--|----------------|------------|
|  |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|  |  | case further supplies are needed.   |   |  |                |            |
| Incorrect storage of insulin leads to it becoming ineffective.<br><br>Ineffective insulin illness can affect blood glucose levels which can make a student unwell. | Student  | <ul style="list-style-type: none"> <li>• Ensure that any insulin in use (eg in a pen injector) is kept at room temperature.</li> <li>• Take steps to prevent insulin getting too hot:</li> <li>• Ensure that it is kept in a cool bag while travelling.</li> <li>• On an overnight visit, ensure that a fridge is available to store spare insulin</li> </ul> |   |  |                | 0          |
|  |  |   |   |  |                | 0          |

# RISK ASSESSMENT FORM - Epilepsy

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

| <b>ACTIVITY:</b>   |   |   | <b>Visit Leader:</b>   |   |                |            |
|--|---|---|--|---|----------------|------------|
| <b>Visit Details:</b>  |   |   |  | <b>Date of Visit:</b>                           |                |            |
| <b>Assessment by:</b>  |   | <b>Date:</b>  |  | <b>Position:</b>                                |                |            |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed | <b>Residual Risk Rating (High /Medium /Low)</b> |                |            |
|  |   |   |  | Likelihood (1-4)                                | Severity (1-4) | Risk Level |
| Needs have not been met for the child/ren with epilepsy  | Student   | - Prior to the visit, ensure the Visit Leader has discussed with Debbie regarding the needs of the specific pupil and has provisions in place to ensure their needs are met. This must include a bespoke plan agreed by Sailesh, Debbie and the parents that will cater to the pupils individual needs<br>- Prior to the visit, the First Aider and Trip Leader must familiarise themselves with the pupils Care Plan; including medication requirements and these must have been discussed with Debbie<br>- Prior to the visit, ensure that the nearest hospital with A&E facilities is identified and plans are in place to get a student to hospital if necessary. This should include having sufficient staff on the visit to allow a member of staff to accompany the student until a parent arrives<br>- Ensure that if the child has a one-to-one key worker within school, that the same epilepsy trained LSA (with the ability to administer medication) will attend the trip with the pupil to ensure their specific needs are met<br>- On the day of the visit, prior to departure and again at the point of departure, ensure the bespoke student checklist with equipment required are taken account of, for example a spare change of clothes in case of a seizure and in the case of pupils with epilepsy watches, this must include the watch itself, the pupils mobile phone, the school mobile phone linked to the watch and any associated chargers<br>- Ensure all staff are aware of the signs of a student becoming unwell - these are identified in the individual student's care plan |  |   |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                               | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>- Ensure that a back up or reserve key worker is in place and can be called upon should the key worker on the visit be taken ill</li> <li>- Ensure the visit leader has a copy of the students' specific Care Plan to know how to deal with any incidents or concerns</li> <li>- Ensure the Medical Needs Information Sheet is brought on the trip</li> </ul>  |   |  |                |            |
| Student becomes unwell on the journey to/from the school visit  | Student  | <ul style="list-style-type: none"> <li>- Ensure temperature and the student's stress levels are monitored accordingly as extremes in these can cause the onset of a seizure</li> <li>- Ensure any travel sickness medication or preventative measures for the journey are taken in plenty of time</li> <li>- Ensure any that if there are surplus first aiders on the visit that one will be on the same coach as the pupil and key worker should a seizure occur</li> <li>- Ensure all staff are aware of the signs of a student becoming unwell - these are identified in the individual student's care plan (which should be consulted to prior to the visit)</li> <li>- Ensure that coach driver is aware that he may need to stop should a student have a seizure and pull off in a location that is safe to do so with adequate mobile phone reception</li> <li>- Ensure the visit leader has a copy of the students' specific Care Plan to know how to deal with any incidents or concerns</li> </ul>            | - In event of a seizure, the key support worker, first aider or any responsible adult on the trip must call 999 immediately |  |                | 0          |
| Student becomes unwell while away   | Student  | <ul style="list-style-type: none"> <li>- Ensure regular breaks are taken to allow for food and toileting as extreme tiredness can trigger the onset of a seizure</li> <li>- Ensure activities where a head injury may occur are discussed and agreed with parents prior to the visit - these either must be avoided or provisions put in place to ensure they are carried out safely (e.g. helmet)</li> <li>- Ensure temperature and the student's stress levels are monitored accordingly as extremes in these can cause the onset of a seizure</li> <li>- Ensure all staff are aware of the signs of a student becoming unwell</li> <li>- Ensure that the student's Care Plan clearly details the care and support they need and this is carried out as stated</li> <li>- Ensure that contact numbers of parents and one other adult are taken on the school visit</li> <li>- Ensure that there are enough staff on the visit who are trained in providing the support a student needs with their epilepsy</li> </ul> | - In event of a seizure, the key support worker, first aider or any responsible adult on the trip must call 999 immediately |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                               | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Student needs support with epilepsy overnight   | Student  | <ul style="list-style-type: none"> <li>- Ensure there are sufficient staff to look after a student at night - we would suggest more than one key worker who can administer medication</li> <li>- Ensure there are sufficient staff to cover the following day in case staff have been awake for long periods in the night - should be covered if two key workers are on the trip</li> <li>- Consider the proximity of the student's room to the staff accommodation in case they are needed to help during the night</li> <li>- Consider where the students medication/equipment will be kept overnight and ensure it is easily accessible</li> <li>- Ensure the school's safeguarding policy is adhered to</li> </ul>                      | - In event of a seizure, the key support worker, first aider or any responsible adult on the trip must call 999 immediately |  |                | 0          |
| Medication not accessible or available  | Student  | <ul style="list-style-type: none"> <li>- Ensure that if the child has a one-to-one key worker within school, that the same epilepsy trained LSA (with the ability to administer medication) will attend the trip with the pupil to ensure their specific needs are met. They must be aware of the medication the pupil takes and the exact timings in which it should be taken</li> <li>- Any medication should be listed in the student specific care plan so the Trip Leader and the First Aider on the visit must familiarise themselves with this</li> <li>- The key worker for the pupil should keep hold of the pupils medication and ensure it is stored away in an easily accessible place in case of residential visits</li> </ul> |   |  |                | 0          |
| Staff not trained sufficiently to manage and meet the needs of the child/ren with epilepsy                              | Student  | <ul style="list-style-type: none"> <li>- Ensure a qualified first aider or key worker who has been trained in epilepsy specific needs (including the administration of medication) is on the visit</li> <li>- Ensure epilepsy training is offered to all staff as part of CPD and performance management</li> <li>- Ensure the visit leader has a copy of the students' specific Care Plan to know how to deal with any incidents or concerns</li> </ul>  |   |  |                | 0          |
| Inadequate liaison with provider regarding the child/children with epilepsy   | Student  | <ul style="list-style-type: none"> <li>- Ensure that all activities on the trip/visit are suitable for someone with epilepsy, be aware of strobe lighting, temperature etc.</li> <li>- If for any reason a child is unable to take part in a specific activity on the day, ensure provisions are in place for that child and an alternative activity for them is arranged</li> </ul>  |   |  |                | 0          |

# RISK ASSESSMENT FORM - Severe Allergies

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  |  | <b>Visit Leader:</b>  |  |   |  |                |            |
|---|--|---|--|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |  |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |  | <b>Position:</b>  |  |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br><br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   |  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Needs have not been met for pupils with severe allergies  | Student  | <ul style="list-style-type: none"> <li>- Prior to the visit, ensure the Visit Leader has discussed with Debbie regarding the needs of the specific pupil and has provisions in place to ensure their needs are met. This must include a bespoke plan agreed by Sailesh, Debbie and the parents that will cater to the pupils individual needs</li> <li>- Prior to the visit, the First Aider and Trip Leader must familiarise themselves with the pupils Care Plan; including medication requirements and these must have been discussed with Debbie</li> <li>- Ensure a qualified first aider or key worker who has been trained in allergy specific needs (including the administration of medication) is on the visit</li> <li>- Prior to the visit, ensure that the nearest hospital with A&amp;E facilities is identified and plans are in place to get a student to hospital if necessary. This should include having sufficient staff on the visit to allow a member of staff to accompany the student until a parent arrives</li> <li>- On the day of the visit, prior to departure and again at the point of departure, ensure the bespoke student checklist with medication required are taken account of</li> <li>- Ensure all staff are aware of the signs of a student becoming unwell - these are identified in the individual student's care plan</li> <li>- Ensure the visit leader has a copy of the students' specific Care Plan to know how to deal with any incidents or concerns</li> <li>- Ensure the Medical Needs Information Sheet is brought on the trip</li> </ul> |  |   |  | 0              |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed  | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|--|--|----------------|------------|
|   |  |  |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Student becomes unwell on the journey to/from the school visit  | Student  | <ul style="list-style-type: none"> <li>- Ensure all staff are aware of the signs of a student becoming unwell - these are identified in the individual student's care plan (which should be consulted to prior to the visit)</li> <li>- Ensure any that if there are surplus first aiders on the visit that one will be on the same coach as the pupil and assigned first aider should an allergic reaction occur</li> <li>- Ensure that coach driver is aware that he may need to stop should a student have a severe allergic reaction and pull off in a location that is safe to do so with adequate mobile phone reception</li> <li>- Ensure the visit leader has a copy of the students' specific Care Plan to know how to deal with any incidents or concerns</li> </ul> | In the event of a severe allergic reaction, the first aider or any responsible adult must call 999 immediately and say the pupil is having an 'anaphylactic shock' |  |                | 0          |
| Student becomes unwell while away   | Student  | <ul style="list-style-type: none"> <li>- Ensure activities where prolonged periods of exercise or intensive exercise are discussed and agreed with parents prior to the visit - these either must be avoided or provisions put in place to ensure they are carried out safely</li> <li>- Ensure all staff are aware of the signs of a student becoming unwell</li> <li>- Ensure that the student's Care Plan clearly details the care and support they need and this is carried out as stated</li> <li>- Ensure that contact numbers of parents and one other adult are taken on the school visit</li> <li>- Ensure that there are enough staff on the visit who are trained in providing the support a student needs with their severe allergy</li> </ul>                     | In the event of a severe allergic reaction, the first aider or any responsible adult must call 999 immediately and say the pupil is having an 'anaphylactic shock' |  |                | 0          |
| Student needs support with severe allergies overnight   | Student  | <ul style="list-style-type: none"> <li>- Ensure there are sufficient staff to look after a student at night - we would suggest more than one key worker who can administer medication</li> <li>- Ensure there are sufficient staff to cover the following day in case staff have been awake for long periods in the night - should be covered if two key workers are on the trip</li> <li>- Consider the proximity of the student's room to the staff accommodation in case they are needed to help during the night</li> <li>- Consider where the students medication/equipment will be kept overnight and ensure it is easily accessible</li> <li>- Ensure the school's safeguarding policy is adhered to</li> </ul>   | In the event of a severe allergic reaction, the first aider or any responsible adult must call 999 immediately and say the pupil is having an 'anaphylactic shock' |  |                | 0          |
| Medication not accessible or available  | Student  | <ul style="list-style-type: none"> <li>- Ensure that the first aider (with the ability to administer medication) will attend the trip with the pupil to ensure their specific needs are met. They must be aware of the medication the pupil takes and the exact situations in which it should be taken</li> </ul>  |  |  |                | 0          |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | - Any medication should be listed in the student specific care plan so the Trip Leader and the First Aider on the visit must familiarise themselves with this<br>- The first aider for the pupil should keep hold of the pupils' medication and ensure it is stored away in an easily accessible place in case of residential visits  |   |  |                |            |
| Inadequate liaison with provider regarding the child/children with severe allergies                                     | Student  | - Ensure that all activities on the trip/visit are suitable for someone with severe allergies, be aware of the allergen types and think of any activities that can be avoided in order to minimise the risk to the pupil e.g. avoiding any food area that may have traces of nuts etc.<br>- Pupils should be encouraged to speak to catering staff regarding ingredients before buying food that may not be suitable for them<br>- If for any reason a child is unable to take part in a specific activity on the day, ensure provisions are in place for that child and an alternative activity for them is arranged |   |  |                | 0          |
| Inadequate support for pupils with severe food allergies  | Student  | - Ensure pupils attending the visit do not bring any food with them that contain the specific allergen e.g, nuts, this can be requested via a letter home prior to the visit<br>- Pupils should avoid sharing and trading food while on visits as ingredients may not be checked and could lead to accidental exposure<br>- Pupils should be encouraged to speak to catering staff regarding ingredients before buying food that may not be suitable for them<br>- Special events that may include ingredients pupils are allergic to should be considered and may need to be restricted or substituted               |   |  |                | 0          |
|   |  |   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  |   |   |  |                | 0          |
|   |  |   |   |  |                |            |

# RISK ASSESSMENT FORM - INDIRECT OR REMOTE SUPERVISION

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Indirect or remote supervision   |   | <b>Visit Leader:</b>  |  |                |            |
|---|--|---|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |   | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Environment / Location  |  | <ul style="list-style-type: none"> <li>Check location as suitable for this mode of supervision</li> <li>Appropriate and effective communications system is in place e.g. check-points / "dead-letter" drops / mobile 'phones / "walkie-talkie" short wave radios</li> <li>Young people to be aware of starting point and end point / destination details as a bare minimum knowledge of the activity being undertaken.</li> </ul>   |   |  |                | 0          |
| Poor decision making and leadership   |  | <ul style="list-style-type: none"> <li>Previous experience of managing remote supervision situations</li> <li>Preliminary visit of site by staff responsible for supervision</li> <li>Visit Leader to plan supervision arrangements before visit and brief staff and young people</li> <li>Supervisors fully understand their responsibilities</li> <li>Young people will be assessed as competent (any individual for whom indirect supervision is not considered suitable will be directly supervised)</li> <li>Young people to be briefed as to required behaviour – Code of Conduct</li> <li>Generic risk assessment 'General Considerations' reviewed and amended as required</li> <li>Staff and participants to have mobile 'phones and/or "walkie-talkie" short wave radios</li> </ul> |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Becoming lost or confrontation with member of public  |  | <ul style="list-style-type: none"> <li>Warn of 'stranger danger'</li> <li>Ensure no name badges are worn</li> <li>Clear guidelines/ code of conduct and emergency procedures set and understood. Young people remain in pairs or groups (buddy system – each responsible for named other)</li> <li>If appropriate, Issue 'emergency cards', briefing young people on what to do if they get separated (some information could be in the language of the country being visited) and maps could be issued</li> <li>Establish well-defined boundaries</li> <li>Some staff to permanently patrol the 'area'</li> <li>A central meeting point to be permanently staffed</li> <li>Young people to attend a central meeting point at regular intervals</li> <li>Rendezvous points and times set, pupils know how to contact staff – have mobile contact nos.</li> </ul> |   |  |                | 0          |
| Special needs and behaviour   |  | <ul style="list-style-type: none"> <li>Group members assessed as competent and are appropriately briefed -any individual for whom indirect supervision is not suitable will be directly supervised</li> <li>Additional supervision to be arranged if required</li> </ul>   |   |  |                | 0          |
| Brief parents/carers  |  | <ul style="list-style-type: none"> <li>Included in information to parents/carers</li> <li>Parents/carers informed of Code of Conduct and consent given</li> </ul>  |   |  |                | 0          |
|   |  |  |   |  |                | 0          |

## **Medical Needs Information Sheet – Diabetes**

Pupil Name:

### **Emergency Contacts**

*Please include at least two home contacts here, but also the Paediatric Diabetes Specialist Nurse (PDSN) contact (parents will have PDSN contact if not on the care plan).*

Emergency Contact 1 (relationship to child):

Emergency Contact 2 (relationship to child):

PDSN Number:

### **Nearest Hospital**

*Please include travel details of how a pupil will be transported to the hospital and with whom, this is particularly important on residential trips where GA staff will not have access to cars.*

Name of nearest hospital:

Address:

Distance from trip location (miles and hours/mins):

Transport details:

Staffing details:

### **Staff Training**

Staff member responsible for Diabetic pupils:

Relevant training undertaken:

Additional staff members who can assist if required (first aid trained):

### **Blood Glucose Monitoring Times**

*Must include time frames of how regularly the levels must be checked including any overnight checks (if applicable), please include if this is before or after eating and how they will be reminded to test e.g, alarms. If you have this information on an itinerary, then please include this and ensure the responsible adult has a copy on the trip.*

Time Frames:

Reminders for testing:

Carbohydrate Content of Food

*In some cases, the carbohydrate content of food must be monitored; if this is the case, please provide details of how this will be done (e.g, mobile phone app).*

Carbohydrate Content Monitoring (Y/N):

If yes, how will this be monitored:

Storage/Transport of Equipment and Medication

*Please include details on how medication such as insulin will be kept cool whilst on the trip (e.g, cool bag while travelling and fridge at fixed location).*

Name of responsible adult who will carry equipment:

Name of responsible adult who will carry medication:

Name of person carrying additional snacks/drinks in case of low blood glucose levels:

Methods in place for keeping medication at the correct temperature:

Written Plan in Place

*Ensure there is a written plan in place, agreed by the school, parents and PDSN to manage illness while away – this could be a copy of the Care Plan the school already has.*

I confirm this plan has been discussed with Sailesh Roopnarain, the pupils' parents and their individual Paediatric Diabetes Specialist Nurse.

Signed:

Date:

## **Medical Needs Information Sheet – Epilepsy**

Pupil Name:

### Emergency Contacts

*Please include at least two home contacts here.*

Emergency Contact 1 (relationship to child):

Emergency Contact 2 (relationship to child):

### Nearest Hospital

*Please include travel details of how a pupil will be transported to the hospital and with whom, this is particularly important on residential trips where GA staff will not have access to cars.*

Name of nearest hospital:

Address:

Distance from trip location (miles and hours/mins):

Transport details:

Staffing details:

### Staff Training

*If additional staff are assisting with epileptic pupils, please state whether they can administer medication or not.*

Staff member responsible for Epileptic pupils:

Relevant training undertaken:

Can staff member administer medication if required Y/N:

Additional staff members who can assist if required:

### Monitoring

*Extreme changes in temperature, tiredness and stress levels can set off a seizure so these should be monitored accordingly. Please include details on how this will be monitored and how often this needs to be checked, including overnight checks (if applicable).*

Details of how pupil will be monitored:

Time frames in which pupil should be monitored:

### Activities

*Any activities that may result in a head injury should be discussed and agreed with parents prior to the visit. Activities must either be avoided or have provisions in place to ensure they are as safe as possible e.g, helmet.*

Will the pupil undertake any adventurous activities while on trip Y/N:

If yes, what provisions will be in place to ensure they are as safe as possible:

Are there any activities that contain strobe lighting Y/N:

What will the pupil do while this activity takes place:

### Storage/Transport of Equipment and Medication

*Please include details on how medication will be kept within suitable temperature ranges whilst on the trip (e.g, cool bag while travelling and fridge at fixed location – if required).*

Name of responsible adult who will carry equipment:

Name of responsible adult who will carry medication:

Methods in place for keeping medication at the correct temperature:

Place where medication will be stored overnight (if applicable):

### Written Plan in Place

*Ensure there is a written plan in place, agreed by the school, parents and Goldington's First Aid Lead to manage illness while away – this could be a copy of the Care Plan the school already has.*

I confirm this plan has been discussed with Sailesh Roopnarain, the pupils' parents and Goldington Academy's First Aid Lead.

Signed:

Date:



## **Medical Needs Information Sheet – Severe Allergies**

Pupil Name:

### **Emergency Contacts**

Emergency Contact 1 (relationship to child):

Emergency Contact 2 (relationship to child):

### **Severe Allergies**

*Please list here the allergens that pupils will react to.*

Severe allergy:

Any other allergies:

### **Nearest Hospital**

*Please include travel details of how a pupil will be transported to the hospital and with whom, this is particularly important on residential trips where GA staff will not have access to cars.*

Name of nearest hospital:

Address:

Distance from trip location (miles and hours/mins):

Transport details:

Staffing details:

### **Staff Training**

*If additional staff are assisting with pupils with severe allergies, please state whether they can administer medication or not.*

Staff member responsible for pupils with severe allergies:

Relevant training undertaken:

Can staff member administer medication if required Y/N:

Additional staff members who can assist if required (first aid trained):

### **Monitoring**

*Symptoms of allergies usually begin within the first 5-30 minutes of exposure, but food allergies may rarely present several hours later. Please include details on which symptoms to be aware of.*

Mild symptoms of allergic reaction:

Action to take from mild symptoms:

Severe symptoms of allergic reaction:

Action to take from severe symptoms:

### Food Allergies

*Pupils who are allergic to particular items of food should be considered if the trip will involve a break for eating. If this is the case and a pupil is allergic to nuts, it might be a good idea to mention in the letter home that packed lunches should not include any form of nuts etc.*

Food item pupil is allergic to:

Can the risk to this pupil be reduced, if so, please state how:

Will food be provided at the venue Y/N:

Can the risk to the pupil be reduced, if so, please state how:

### Activities/Exercise

*Any activities involving exercise of high intensity or long duration can increase the absorption of allergenic proteins.*

Will the pupil undertake any exercise of high intensity or long duration while on trip Y/N:

If yes, what provisions will be in place to ensure they are as safe as possible:

What will the pupil do while this activity takes place if they should not take part:

### Storage/Transport of Medication

*Please include details on how medication such as adrenaline will be kept managed whilst on the trip. E.g, EpiPen's should be stored at room temperature but can temporarily be in environments of 15-30° Celsius.*

Name of responsible adult who will carry medication:

Methods in place for keeping medication at the correct temperature:

### Written Plan in Place

*Ensure there is a written plan in place, agreed by the school, parents and Goldington's First Aid Lead to manage illness while away – this could be a copy of the Care Plan the school already has.*

I confirm this plan has been discussed with Sailesh Roopnarain, the pupils' parents and Goldington Academy's First Aid Lead.

Signed:

Date:

# RISK ASSESSMENT FORM - FARM VISITS

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Farm Visits  |   | <b>Visit Leader:</b>  |  |                |            |
|---|--|---|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |   | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All accidents   | All group members, including leaders   | <ul style="list-style-type: none"> <li>This generic risk assessment will be read in addition to the generic risk assessment "General Considerations"</li> </ul>   | See also generic risk assessments for "Indirect or Remote Supervision" and "Theme Parks"      |  |                | 0          |
| Inappropriate Leadership  | Group members  | <ul style="list-style-type: none"> <li>Leaders familiar with HCC Policy for the Management of LOTC and Offsite Visits and any local guidance offered by site management</li> <li>Visit leaders will be familiar with the OEAP's National Guidance document 7g, "Farm Visits" <a href="https://oeapng.info/downloads/all-documents/">https://oeapng.info/downloads/all-documents/</a></li> <li>Activity management takes account of group characteristics</li> <li>Leaders trained, competent and experienced with clearly defined roles and responsibilities for all staff</li> <li>Group leader to undertake preliminary visit.</li> </ul> |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Hazards specific to Farms<br>e.g. machinery, chemicals, slurry pits, animals, barbed wire, electric fences              | All group members, including leaders   | <ul style="list-style-type: none"> <li>Group briefed as appropriate regarding local hazards: -               <ul style="list-style-type: none"> <li>o always follow instructions by farmer or farm personnel</li> <li>o avoid moving machinery</li> <li>o not to climb on bales, walls or fences</li> <li>o keep away from slurry tanks, hoppers etc</li> <li>o not to touch barbed wire or electric fences</li> <li>o not to enter fields containing animals and not to touch or feed animals unless the farm personnel are supervising/give permission</li> </ul> </li> </ul> |   |  |                | 0          |
|   |  |   |   |  |                |            |
| Infection and illness<br>(including EColi 0157)   |  | <ul style="list-style-type: none"> <li>Avoid transmission of infection from hand to mouth</li> <li>Wash hands thoroughly after touching / handling farm animals</li> </ul>  |   |  |                | 0          |
|   |  |   |   |  |                |            |
|   |  |   |   |  |                | 0          |
|   |  |   |   |  |                |            |

# RISK ASSESSMENT FORM - FERRY

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

| <b>ACTIVITY:</b>  | Ferry  |   | <b>Visit Leader:</b>  |  |                |            |
|---|--|---|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |   | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All eventualities   | All group members, including leaders   | <ul style="list-style-type: none"> <li>This generic risk assessment will be used in addition to the generic risk assessment, "Travel - General" which gives general safety guidance applicable to all journeys.</li> <li>Follow guidance for groups issued by ferry company</li> </ul>  |   |  |                | 0          |
| Vehicle movements in vehicle park<br><br>Vehicle movements on vehicle deck  |  | <ul style="list-style-type: none"> <li>Group to remain on coach</li> <li>If there is a need to leave the coach, group members to be escorted by member of staff and walk along designated pedestrian lanes</li> <li>Leaders will closely supervise departure / arrival of group members from / to the coach or minibus on vehicle deck</li> <li>Young people will not be allowed back onto vehicle deck during journey until time for disembarkation</li> </ul> |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people                | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed  | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|---|--|--|----------------|------------|
|  |  |   |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All accidents<br><br>Steep stairways<br><br>Slippery deck<br><br><br><br><br><br><br><br><br><br>Confrontation with a member of public |  | <ul style="list-style-type: none"> <li>• Leaders will establish a specific seating area/meeting point, and ensure that a member of staff is accessible there throughout daytime crossings</li> <li>• At night-time, a staff member will always be available and accessible in a cabin close to main group, and group members will be briefed accordingly</li> <li>• Leaders will ensure that group members read and/or listen to the ship's official safety instructions, and will help explain emergency procedures (term "muster station" etc) to the group</li> <li>• Leaders will give establish clear rules for behaviour and conduct before journey begins, and ensure that particular care must be taken on open deck</li> <li>• Leaders will patrol ship at regular intervals to maintain good order and sensible behaviour</li> <li>• Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets/ restaurants etc.</li> <li>• If journey overnight, cabins/reclining seats will be booked in advance, and wherever possible, in a single block on the same deck to enable easier supervision</li> <li>• If journey overnight, young people will be required to remain in cabins after a set time at night, and leaders will patrol to check</li> <li>• Leaders will have clear pre - planned procedure for missing pupils</li> <li>• If a major emergency occurs, a leader will notify a senior member of the ship's crew immediately</li> </ul> | <p>Visit Leader to notify ship's information desk of the group's presence on board and the location of duty staff.</p> <p>Young people told to go to the ship's information desk if they need assistance and cannot find a member of staff</p> <p>Young people briefed not to run or jump down stairways</p> <p>Depending on weather, sea conditions and age of group, young people only to go on open decks with member of staff or not at all.</p> |  |                | 0          |
|  |  |   |  |  |                | 0          |
| Falling overboard  |  | <ul style="list-style-type: none"> <li>• Leaders will not permit group members to go onto open deck area if sea is rough, unless accompanied by a staff member</li> <li>• Leaders will brief young people not to go onto sections of the boat that prohibit access</li> <li>• No group member or leader will be allowed to drink alcohol whilst onboard</li> </ul>  | <p>Emphasize the increased hazard of a wet, pitching steel deck.</p> <p>Ferry/Ship staff will be instructed not to serve alcohol to members of the group</p>   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                    | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|--|--|----------------|------------|
|   |  |  |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Individual separated and left behind  | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Leaders will ensure that boarding and leaving the ferry / ship is carefully supervised by staff members, and will carry out a head count before / after boarding and leaving</li> <li>• Leaders will explain arrangements for docking, and where / when to meet, and remind group of stairway and vehicle deck numbers</li> <li>• Leaders will be the first and last to enter when boarding, and the first and last to exit when leaving</li> </ul> | Young people told to go to the shop's information desk if they need assistance and cannot find a member of staff |  |                | 0          |
|   |  |  |  |  |                |            |
|   |  |  |  |  |                | 0          |
|   |  |  |  |  |                |            |

# RISK ASSESSMENT FORM -

(Focus on the things over which you have control)



**Establishment:** Goldington Academy

| <b>ACTIVITY:</b>   | <b>Offsite Visits – Travel by Aeroplane</b>   |   | <b>Visit Leader:</b>   |   |                |            |
|--|---|---|--|---|----------------|------------|
| <b>Visit Details:</b>  |   |   |  | <b>Date of Visit:</b>                           |                |            |
| <b>Assessment by:</b>  |   | <b>Date:</b>  |  | <b>Position:</b>                                |                |            |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed | <b>Residual Risk Rating (High /Medium /Low)</b> |                |            |
|  |   |   |  | Likelihood (1-4)                                | Severity (1-4) | Risk Level |
| All accidents  | All group members, including leaders  | • This generic risk assessment will be used in addition to the generic risk assessment.   |  |   |                | 0          |
| At airport – collision with pedestrians by vehicle at drop-off / pick-up point or car park                                     | All group members, including leaders  | • Group members to be briefed appropriately including reminders about moving traffic (driving on right) where necessary<br>• Leaders to supervise departure/arrival of group members from/to airport buildings  |  |   |                | 0          |
| Individual separated and left behind   | Group members   | • Visit Leader to ensure sufficient time to book in. Some airlines will open a special desk to book large groups in – check with the operator. Group members and parents/carers should be made aware of any restrictions relating to size/weight and contents of luggage beforehand.<br><br>• Visit Leader will ensure that boarding and leaving the 'plane is carefully supervised by staff members, and that a head count is carried out at each stage of process (e.g. passport control, baggage check, customs etc)<br><br>• Designated leaders will be the first and last to enter each stage of process |  |   |                | 0          |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|--|---|--|----------------|------------|
|  |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Confrontation with a member of public  | Group members, including leaders   | <ul style="list-style-type: none"> <li>Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc.</li> </ul>   |   |  |                | 0          |
| Group member apprehended by airport security services  | All group members, including leaders   | <ul style="list-style-type: none"> <li>Young people to be aware of aviation regulations relating to the carrying of items not belonging to themselves or that are illegal or considered unsafe (e.g. knives)</li> <li>Group members are aware of the need to comply willingly with all security measures and not to jest about possession of bombs or other terrorist activity</li> </ul>  |   |  |                | 0          |
| Whilst on board – emergency procedures<br><br>Confrontation with a member of public<br><br>Panic/Fear attack<br>Severe ear aches<br>Deep vein thrombosis (DVT) | All group members, including leaders   | <ul style="list-style-type: none"> <li>Leaders will ensure that group members read and/or listen to the airline's official safety instructions, and will help explain emergency procedures to the group if required</li> <li>Seats will be booked, wherever possible, in a single block to enable easier supervision</li> <li>In the event of an emergency or health concern, a leader will notify a member of the</li> <li>Group members to be informed about recommended preventative measures, where appropriate</li> </ul> |   |  |                | 0          |
| Food Allergies   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Airlines to be made aware in advance of any food allergies.</li> <li>Appropriate medication carried.</li> </ul>   |   |  |                | 0          |

# RISK ASSESSMENT FORM - INDIRECT OR REMOTE SUPERVISION

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Indirect or remote supervision   |   | <b>Visit Leader:</b>  |  |                  |            |
|---|--|---|---|--|------------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                  |            |
| <b>Assessment by:</b>   |  |   | <b>Date:</b>  |  | <b>Position:</b> |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                  |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4)   | Risk Level |
| Environment / Location  |  | <ul style="list-style-type: none"> <li>Check location as suitable for this mode of supervision</li> <li>Appropriate and effective communications system is in place e.g. check-points / "dead-letter" drops / mobile 'phones / "walkie-talkie" short wave radios</li> <li>Young people to be aware of starting point and end point / destination details as a bare minimum knowledge of the activity being undertaken.</li> </ul>   |   |  |                  | 0          |
| Poor decision making and leadership   |  | <ul style="list-style-type: none"> <li>Previous experience of managing remote supervision situations</li> <li>Preliminary visit of site by staff responsible for supervision</li> <li>Visit Leader to plan supervision arrangements before visit and brief staff and young people</li> <li>Supervisors fully understand their responsibilities</li> <li>Young people will be assessed as competent (any individual for whom indirect supervision is not considered suitable will be directly supervised)</li> <li>Young people to be briefed as to required behaviour – Code of Conduct</li> <li>Generic risk assessment 'General Considerations' reviewed and amended as required</li> <li>Staff and participants to have mobile 'phones and/or "walkie-talkie" short wave radios</li> </ul> |   |  |                  | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Becoming lost or confrontation with member of public  |  | <ul style="list-style-type: none"> <li>Warn of 'stranger danger'</li> <li>Ensure no name badges are worn</li> <li>Clear guidelines/ code of conduct and emergency procedures set and understood. Young people remain in pairs or groups (buddy system – each responsible for named other)</li> <li>If appropriate, Issue 'emergency cards', briefing young people on what to do if they get separated (some information could be in the language of the country being visited) and maps could be issued</li> <li>Establish well-defined boundaries</li> <li>Some staff to permanently patrol the 'area'</li> <li>A central meeting point to be permanently staffed</li> <li>Young people to attend a central meeting point at regular intervals</li> <li>Rendezvous points and times set, pupils know how to contact staff – have mobile contact nos.</li> </ul> |   |  |                | 0          |
| Special needs and behaviour   |  | <ul style="list-style-type: none"> <li>Group members assessed as competent and are appropriately briefed -any individual for whom indirect supervision is not suitable will be directly supervised</li> <li>Additional supervision to be arranged if required</li> </ul>   |   |  |                | 0          |
| Brief parents/carers  |  | <ul style="list-style-type: none"> <li>Included in information to parents/carers</li> <li>Parents/carers informed of Code of Conduct and consent given</li> </ul>  |   |  |                | 0          |
|   |  |  |   |  |                | 0          |

# RISK ASSESSMENT FORM - OVERSEAS VISITS

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Overseas Visits  |   | <b>Visit Leader:</b>   |  |                |            |
|---|--|---|--|--|----------------|------------|
| <b>Visit Details:</b>   |  |   |  | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>  |  | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed  | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |   |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All eventualities   | All group members, including leaders   | <ul style="list-style-type: none"> <li>This generic risk assessment will be read in conjunction with the generic risk assessments "General Considerations", "Indirect or Remote Supervision", and "Accommodation"</li> <li>Visit leaders will be familiar with and will follow HCC Policy for the Management of LOTC and Offsite Visits</li> <li>Visit leaders will be familiar with the OEAP's National Guidance document 7r, "Overseas Visits" <a href="https://oeapng.info/downloads/all-documents/">https://oeapng.info/downloads/all-documents/</a></li> </ul> |  |  |                | 0          |
| Inadequate safety standards of tour operator  |  | <ul style="list-style-type: none"> <li>Reputable tour operator, appropriately accredited and bonded, used for overseas visit</li> <li>Prior written assurance obtained from said tour operator that suitable and sufficient safety management systems are provided and in place by means of provided literature (OV 6, if needed)</li> </ul>  | Evidence of external accreditation e.g. membership of STF or LOTC Quality Badge<br>Additional advice and guidance sought from Offsite Visits Advisor |  |                | 0          |
| Inappropriate programme for needs of group  |  | <ul style="list-style-type: none"> <li>Visit leader to liaise carefully with provider before visit to arrange a suitable and appropriate programme of activities</li> <li>Visit leader to ensure that all relevant information is forwarded in good time to the provider about age, ability and any special needs in group</li> </ul>   | Provider holds LOTC Quality Badge  |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                      | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|--|--|----------------|------------|
|   |  |  |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Language difficulties → misunderstanding or lack of clarity about safety considerations                                 |  | <ul style="list-style-type: none"> <li>• Visit leader to ensure there is at least one person in the group who can act as translator if required</li> <li>• Group members to have "Help" cards printed in the appropriate language giving contact details of nominated translator if required</li> </ul>  |  |  |                | 0          |
|   |  |  |  |  |                |            |
| Domestic hazards<br>e.g. balconies, fire escapes, steep steps, night-time security                                      | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Prior written assurance will be obtained</li> <li>• Staff to undertake visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings</li> <li>• All party members to report any faulty items found in rooms</li> <li>• All leaders aware of emergency and first aid procedures and how to contact duty staff/ manager if required at any time</li> <li>• Young people appropriately briefed about: - <ul style="list-style-type: none"> <li>o expected standards of behaviour / Code of Conduct</li> <li>o any local hazards to establish necessary safety rules inc. balconies, fire escapes, adjacent roads and other hazards nearby</li> <li>o not to use or access activity facilities (e.g. swimming pool or gym) on premises unless properly supervised by qualified staff member</li> <li>o locking doors (not fire-doors)</li> <li>o emergency procedures</li> </ul> </li> </ul> | Accommodation arranged through externally accredited tour operator e.g. member of STF or LOTC Quality Badge holder |  |                | 0          |
|   |  |  |  |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                               | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|--|---|--|----------------|------------|
|  |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Excursions: hazards specific to the particular excursion e.g. traffic driving on right, offending local customs / culture, steep and slippery slopes, low walls and drops, uneven or gravelly paths, loose rocks, beggars, crowds (separation, pickpockets) unaccustomed climatic conditions |  | <ul style="list-style-type: none"> <li>Leaders fully aware of the following: -               <ul style="list-style-type: none"> <li>Purpose, location, time and duration of visit</li> <li>Activities to be included during the visit</li> <li>Supervisory responsibilities throughout the visit, including any specific responsibilities e.g. 1st Aid, medication, spending money etc.</li> <li>Composition of their groups, including any special or particular needs for individuals</li> <li>Transport arrangements</li> <li>Emergency procedures – communications, mobile 'phones, Emergency Events card including all emergency contact numbers</li> <li>Contingency arrangements in the event of an accident or breakdown (inc. safety of group, and planned means of onward travel or return to base)</li> </ul> </li> <li>Young people appropriately briefed to include the following: -               <ul style="list-style-type: none"> <li>Purpose, location, time and duration of visit</li> <li>Activities to be included during the visit</li> <li>Expected standards of behaviour / Code of Conduct and pertinent safety rules</li> <li>Required clothing, PPE (inc. sun block and insect repellent) etc</li> </ul> </li> <li>Emergency procedures - what to do if lost or separated from group, or there is an incident.</li> </ul> |   |  |                | 0          |
|  |  |  |   |  |                |            |
| Sporting and Adventurous Activities, including "off-piste" activities e.g. skating and tobogganing   |  | <ul style="list-style-type: none"> <li>Activities provided by accredited provider</li> <li>Prior written assurance obtained as to the competence of the provider and the suitability of the provider's safety management systems by the provider themselves or the tour operator contracting in the services of said provider</li> <li>Group leaders to accompany group members on all activities and be prepared to intervene in or stop the activity, should they have concerns regarding the safety of the young people in their care, until those concerns are addressed</li> <li>Group leaders to satisfy themselves that any equipment provided appears to be in good condition and working order</li> </ul>   | Activities arranged through externally accredited tour operator<br>Additional advice sought from HCC Offsite Visits Advisor |  |                | 0          |
|  |  |  |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Exhaustion due to lack of fitness<br>Altitude<br><br>Heatstroke/Dehydration   |  | <ul style="list-style-type: none"> <li>Group adequately prepared prior to departure</li> <li>Pace of activities set to suit group</li> <li>Appropriate and adequate period of acclimatisation if participating in prolonged activities at altitude.</li> <li>Flexible itinerary to respond to individuals needs and rest requirements</li> <li>Group reminded to wear hats and drink plenty of (bottled) water regularly</li> </ul>  |   |  |                | 0          |
| Local transport   |  | <ul style="list-style-type: none"> <li>Official transport arranged and provided by tour operator to be used wherever possible</li> <li>Leaders to ensure that only official taxi companies, such as registered airport taxis or taxis from recognised taxi ranks are used (inc. water taxis) and that the meter is operating before the taxi sets off</li> <li>Leaders to ensure that only buses from reputable bus companies (inc. river buses) are used</li> <li>The use of private minibuses, minibus taxis and motorbike taxis is to be avoided</li> </ul> |   |  |                | 0          |
| Illness due to contaminated water or food   |  | <ul style="list-style-type: none"> <li>Young people advised to drink bottled water only</li> <li>Brush teeth, wash hands, rinse food with bottled or iodine-treated water, where water-source cannot be relied upon</li> <li>Food to be consumed only from "known" sources e.g. hotel restaurant, within group (if self-catering) or host families</li> <li>Early medical advice to be sought where appropriate</li> </ul>   |   |  |                | 0          |
| Drug abuse  |  | <ul style="list-style-type: none"> <li>Prescription medication only to be taken (NB It may be advisable to check with the FCO or Tour Operator as to what is permissible locally)</li> <li>All medication to be clearly marked and securely stored (kept under lock and key) by designated group leader</li> </ul>   |   |  |                | 0          |
| Alcohol abuse   |  | <ul style="list-style-type: none"> <li>Alcohol to be drunk by group members (following legal restrictions) only with prior parental consent and in moderation when accompanied by group leaders</li> </ul>   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed                                      | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|--|--|----------------|------------|
|   |  |   |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Domestic and wild animals<br><br>Snakes<br><br>Insects  |  | <ul style="list-style-type: none"> <li>• Leaders to brief group members of the dangers of petting, using flash photography near, or aggravating any domestic or wild animals that they might come across.</li> <li>• Where snakes are likely to be present, boots and long trousers are to be worn and care taken when walking over logs and rocks</li> <li>• If bitten, medical advice is to be sought as quickly as possible (see tour operator's guidelines)</li> <li>• Group members will be made aware of insects that might pose potential risk and of recommended precautionary measures e.g. Insect nets and/or repellents to be used if appropriate</li> </ul> |  |  |                | 0          |
| Attack, Mugging or Robbery  |  | <ul style="list-style-type: none"> <li>• Group members briefed re. the following: <ul style="list-style-type: none"> <li>o avoid known high risk areas and situations</li> <li>o to comply with the demands of the robbers and not normally offer any form of resistance</li> <li>o sensible security precautions, especially re. carrying of cameras, valuables etc</li> </ul> </li> </ul>   | In event of an incident group members are to move to a place of safety and report the incident to the authorities and Group Leader |  |                | 0          |
| Loss of travel documents  |  | <ul style="list-style-type: none"> <li>• Documentation to be shared around group leaders / group as appropriate</li> <li>• All important documentation has been photocopied</li> </ul>  | In event of loss/theft of documentation, Group Leader to go to/notify the local/nearest British Embassy /Consulate/High Commission |  |                | 0          |
|   |  |   |  |  |                | 0          |



# RISK ASSESSMENT FORM - RESIDENTIAL ACCOMODATION

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>   | Residential Accomodation  |   | <b>Visit Leader:</b> |  |   |                |            |
|--|---|---|----------------------|--|---|----------------|------------|
| <b>Visit Details:</b>  |   |   |                      | <b>Date of Visit:</b>  |   |                |            |
| <b>Assessment by:</b>  |   | <b>Date:</b>  |                      | <b>Position:</b>   |   |                |            |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  |                      | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed | <b>Residual Risk Rating (High /Medium /Low)</b> |                |            |
|  |   |   |                      |  | Likelihood (1-4)                                | Severity (1-4) | Risk Level |
| Domestic hazards   | All group members, including leaders  | <b>Prior to the visit:</b> <ul style="list-style-type: none"> <li>Written assurance will be obtained from the accommodation owner or reputable tour operator that suitable and sufficient safety management systems are in place</li> <li>Check for external validation of standards e.g. local tourist board rating</li> </ul> <b>On arrival:</b> <ul style="list-style-type: none"> <li>Staff to undertake visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings (Staff to check window security fittings to ensure young people cannot climb out onto roof)</li> <li>All party members to report any faulty items found in rooms</li> <li>Bunk beds will be checked to ensure that ladders are safe and secure, and that guard rails are adequate</li> <li>All staff will be informed of emergency and first aid procedures and how to contact duty staff/ manager if required at any time</li> </ul> |                      | Assurance in the form of external accreditation e.g. LOTC Quality Badge, STF etc.                    |   |                | 0          |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Child protection considerations   | All group members  | <ul style="list-style-type: none"> <li>• Pre visit check and/or check of information/assurance from reputable tour operator</li> <li>• Establishment has exclusive use of clearly demarcated sleeping accommodation (i.e. own accommodation or area bounded by fire doors)</li> <li>• Staff accommodation adjacent to, and on same floor as, young people</li> <li>• External doors and windows secure against intrusion</li> <li>• Where young people have room keys, staff have access to a master key</li> <li>• Young people can easily contact staff throughout night</li> <li>• Young people are checked into rooms at "lights out"</li> </ul> | Assurance in the form of external accreditation e.g. LOTC Quality Badge, STF etc.             |  |                | 0          |
| Night time tendencies   |  | <ul style="list-style-type: none"> <li>• Information gained from parents/carers re young people's illnesses, sleepwalking etc</li> <li>• Suitable supervision arranged to meet needs of young people</li> </ul>  | Audio monitor alarms to be used if deemed appropriate or necessary                            |  |                | 0          |
| Access requirements for group members with special needs  |  | <ul style="list-style-type: none"> <li>• Accommodation meets any special needs of anyone in the group</li> <li>• Pre visit check and/or check of information/assurance from reputable tour operator</li> </ul>   |   |  |                | 0          |
|   |  |  |   |  |                | 0          |

# RISK ASSESSMENT FORM - SKI and SNOWBOARDING

(Focus on the things over which you have control)



Establishment: Goldington Academy

| <b>ACTIVITY:</b>  | Skiing and snowboarding  |  | <b>Visit Leader:</b>  |  |                |            |
|---|--|--|---|--|----------------|------------|
| <b>Visit Details:</b>   |  |  |   | <b>Date of Visit:</b>                    |                |            |
| <b>Assessment by:</b>   |  | <b>Date:</b>   |   | <b>Position:</b>                         |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| All accidents   | All group members, including leaders   | <ul style="list-style-type: none"> <li>This generic risk assessment will be read in addition to the generic risk assessment "General Considerations"</li> <li>HCC advises that all participants and staff should wear properly fitted helmets whilst skiing and snowboarding</li> </ul>  | Generic risk assessment, "Indirect or Remote Supervision" may also apply                      |  |                | 0          |
| Inappropriate leadership  | Group members  | <ul style="list-style-type: none"> <li>At least one of the leaders will be an employed member of staff (e.g. teacher, social / youth worker) with appropriate leadership experience and competence, and knowledge of the group</li> <li>At least one of the leaders will have attended a Snowsports Course Organiser Award (formerly SCO1) training course</li> <li>An appropriate number of other competent leaders will also accompany the group in a supervisory capacity (at least one other adult leader, with appropriate experience, should accompany to deputise in emergency)</li> <li>When a group is under the direct supervision and care of ski school instructors, at least one group leader will remain in the immediate vicinity and be available to assist (i.e. with behavioural / pastoral issues) if required, on the ski slope</li> <li>All accompanying staff will remain accessible and available to assist with supervision throughout the taught ski session (as required)</li> <li>Staff will have an established emergency procedure in the event of a group member being injured and needing hospitalisation (see below)</li> <li>Meeting points will be agreed for the start and end of sessions</li> </ul> |   |  | 0              |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed   | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Avalanche danger  |  | <ul style="list-style-type: none"> <li>All skiing is supervised by instructors and will be on maintained pistes.</li> </ul>   | If avalanche danger is exceptionally high, then, guided by the local instructors, students will be taken to another (safer) resort or will not ski until conditions have improved                                       |  |                | 0          |
| Unusual ski conditions – ice, deep snow   |  | <ul style="list-style-type: none"> <li>Participants warned in advance of conditions. Instructors will adjust pace of group, stop more frequently, check well-being of group.</li> <li>Participants are aware that they must keep instructors/staff informed as to their</li> </ul>              | If the ski trip leader, guided by the local instructors, deems the conditions to be too challenging then the participants will not ski until conditions have improved or they would be taken to another (safer) resort. |  |                | 0          |
| Poor visibility – mist, fog, blizzards  |  | <ul style="list-style-type: none"> <li>Students to ski close together and have frequent stops.</li> <li>Goggles to be worn.</li> <li>Liaison between staff by walkie-talkies or mobile phone.</li> </ul>  | If conditions persist lesson may be stopped and participants to stop at mountain restaurant or similar or taken back to hotel with staff.   |  |                | 0          |
| Bright sunshine   |  | <ul style="list-style-type: none"> <li>All participants must wear sunglasses or goggles.</li> <li>Students to inform staff/instructor if having problems.</li> </ul>  | Useful for staff to have a spare pair.  |  |                | 0          |
| Strong sunshine   |  | <ul style="list-style-type: none"> <li>Sunblock to be applied at least twice a day before morning skiing and at lunchtime (Staff to carry spares)</li> </ul>  | 'Aftersun' can be applied in the evening. Staff to check participants for signs of sunburn.   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Sunstroke   |  | <ul style="list-style-type: none"> <li>All participants must ski in hat/headgear; Participants to inform staff or instructors if feeling unwell.</li> <li>Staff to make participants aware of risk on a sunny day.</li> </ul>  |   |  |                | 0          |
| Dehydration   |  | <ul style="list-style-type: none"> <li>Fluids to be drunk with breakfast and with lunch.</li> <li>Participants encouraged to carry water in a rucksack, shared between 2-3.</li> </ul>   | Staff to carry water for use by participants if necessary.                                    |  |                | 0          |
| Very cold temperatures  |  | <ul style="list-style-type: none"> <li>Instructors and staff inform participants of the 'Skiway Code' beforehand, whilst on the slopes and during evening briefings if necessary.</li> <li>Ski groups can be changed so that participants are skiing in their ability group.</li> </ul>  | Clothing check by staff every morning.<br>Clothing check carried out for evening activities.  |  |                | 0          |
| Out of control skiing   |  | <ul style="list-style-type: none"> <li>Instructors and staff inform participants of the 'Skiway Code' beforehand, whilst on the slopes and during evening briefings if necessary.</li> <li>Ski groups can be changed so that participants are skiing in their ability group.</li> </ul>  | Persistent offenders can be dropped a group or, in extreme cases, taken off the slopes.       |  |                | 0          |
| Steep ground  |  | <ul style="list-style-type: none"> <li>Individual can be coaxied down either by slow traversing with staff/instructor in close attendance or take off skis and walk down at the side of the piste. Students will be skiing on slopes appropriate to their level – mostly blues and reds, with the occasional black run at the end of the week for intermediates and advanced skiers</li> </ul> |   |  |                | 0          |
| Ski bindings failing to release   |  | <ul style="list-style-type: none"> <li>Trained ski technicians set bindings. The settings are checked and recorded by a member of staff. Students with own skis should also have bindings set by the same technicians</li> </ul>   |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Individual lost on slopes – detached from group   |  | <ul style="list-style-type: none"> <li>• All students and staff are given a piste map and an identification card with the hotel address.</li> <li>• Meeting points (lift stations or restaurants) in case of emergency to be identified and agreed beforehand</li> <li>• Wait for 15-20 minutes (depending on weather conditions) to see if instructor/staff return. If not make way back to agreed meeting place and wait until staff/instructor to return.</li> <li>• Refer to emergency procedure checklist on personal identification tag, where applicable</li> </ul> |   |  |                | 0          |
|   |  |  |   |  |                |            |
| Ski boot irritating skin on foot  |  | <ul style="list-style-type: none"> <li>• Staff to brief participants on this common problem.</li> <li>• Participants must inform staff as soon as they experience any irritation.</li> <li>• Staff to put suitable dressing on affected area, enter details in medical log and observe in case of infection for rest of the trip.</li> </ul>   | Change of ski boot may be required if the problem persists.                                   |  |                | 0          |
|   |  |  |   |  |                |            |
|   |  |  |   |  |                | 0          |
|   |  |  |   |  |                |            |

| Significant Hazards and Associated Risks  | Those who might be harmed                               | Control Measures (CM's):   | Additional CM's required?                                    | Residual Risk Rating (High /Medium /Low) |                |            |
|---|---|--|--|--|----------------|------------|
|   |   |  |  | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Those hazards which may result in serious harm or affect several people   | Persons at risk from the significant hazards identified | Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors) | If existing CM's cannot be met or circumstances have changed |  |                |            |
| <p><b>Emergency procedure for staff accompanying student(s) who can no longer ski:</b></p> <ul style="list-style-type: none"> <li>• The ski party leader (SPL) will brief all staff about emergency procedures before their first day of skiing.</li> <li>• Stay calm.</li> <li>• SPL to be informed as soon as possible by means of walkie-talkie or mobile 'phone. SPL to advise ski tour operator representative</li> <li>• The instructor may for three sets of skis to be used to mark out a warning triangle up-slope. Students can help with this task.</li> <li>• Leave first aid to the instructor, as s/he will be first-aid trained. If available, use a survival blanket to keep the injured student warm. Keep students warm (stationary exercises) whilst the instructor deals with the incident. This may take some time.</li> <li>• If further help is required, select two 'sensible' students to ski to the nearest lift station to inform the officials of the situation. The students will need to have <b>written</b> evidence of their location (the piste name e.g. red 4 and the nearest lift stanchion number).</li> <li>• A member of staff (ideally not the SPL as s/he is responsible for the whole group) <b>must</b> accompany the student wherever s/he may have to go e.g. restaurant, doctor's surgery, hospital. The tour operator rep should accompany the member of staff. The rep will keep a record of all procedures (accompanying member of staff must do this if the rep is unavailable) and help with communication.</li> <li>• Please note that if the injured student has to be stretchered off the slopes staff should not attempt to ski down with them, as they are unlikely to be able to ski fast enough to keep up with them! SPL will make the decision as to who should accompany the student.</li> <li>• If a member of staff has to go the doctor's surgery or the hospital s/he will need to take the following: <ul style="list-style-type: none"> <li>◦ Student EHIC</li> <li>◦ Student Medicard</li> <li>◦ Student passport</li> <li>◦ Contingency money for paying the excess on the insurance and transport costs. The insurance excess should be ZERO if the EHIC is presented at a <b>public medical facility</b>. If the injured person is taken to a private facility then an excess will have to be paid. Medical costs may have to be paid at the time and claimed back later. (Check local details beforehand.) An itemised receipt must be requested.</li> </ul> </li> <li>• SPL (or member of staff who has the best knowledge of the incident) will inform parents and the insurance company.</li> <li>• The ski tour operator's rep usually writes up the incident and measures taken. If not, the SPL is responsible for filling out an 'Accident reporting Sheet'</li> </ul> |   |  |  |  |                |            |



# RISK ASSESSMENT FORM - SWIMMING POOL

(Focus on the things over which you have control)



Establishment: Goldington Academy

|  |   |  |  |  |   |                |
|--|---|--|--|--|---|----------------|
| <b>ACTIVITY:</b>   |   | <b>Visit Leader:</b>   |  |  |   |                |
| <b>Visit Details:</b>  |   |  |  | <b>Date of Visit:</b>  |   |                |
| <b>Assessment by:</b>  |   | <b>Date:</b>   |  | <b>Position:</b>   |   |                |
| <b>Significant Hazards and Associated Risks</b><br><br>Those hazards which may result in serious harm or affect several people | <b>Those who might be harmed</b><br><br>Persons at risk from the significant hazards identified | <b>Control Measures (CM's):</b><br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   |  | <b>Additional CM's required?</b><br><br>If existing CM's cannot be met or circumstances have changed | <b>Residual Risk Rating (High /Medium /Low)</b> |                |
|  |   |  |  |  | Likelihood (1-4)                                | Severity (1-4) |
| All accidents  | All group members, including leaders  | This generic risk assessment will be read in addition to the generic risk assessment "General Considerations"  |  |  |   | 0              |
| Inappropriate leadership   | Group Members   | <ul style="list-style-type: none"> <li>• Visit leaders will be familiar with the OEAP's National Guidance document 7x, "Swimming pools" - <a href="https://oeapng.info/downloads/all-documents/">https://oeapng.info/downloads/all-documents/</a></li> <li>• At least one of the leaders will be an employed member of staff (e.g. teacher, social / youth worker) with appropriate leadership experience and competence, and knowledge of the group</li> <li>• An appropriate number of other competent leaders will also accompany the group in a supervisory capacity (at least one other adult leader, with appropriate experience, should accompany to deputise in emergency)</li> <li>• The gender mix of staff will take account of the group's gender mix (normally at least one member of each gender in mixed groups), wherever possible</li> <li>• A member of staff (of appropriate gender) will be available to supervise group members in the changing rooms (as necessary)</li> <li>• If the group is under the direct supervision and care of instructors at the pool, at least one group leader will remain present and immediately available to assist (i.e. with behavioural / pastoral issues) if required, beside the pool</li> </ul> |  |  |   | 0              |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
|   |  | <ul style="list-style-type: none"> <li>• All accompanying staff will remain accessible and available to assist with supervision throughout the pool session (as required)</li> <li>• Staff will have an established emergency procedure in the event of a group member being injured and needing hospitalisation</li> <li>• Meeting points will be agreed for the start and end of sessions</li> <li>• If accompanying staff are directly responsible for providing instruction/supervision of groups in the pool, they will hold the National Rescue Award for Swimming Teachers and Coaches, as a minimum</li> <li>• Only group members whose parents have given permission will be allowed to swim</li> </ul>  |   |  |                |            |
| Inadequate safety provision   |  | <p>Where there are no lifeguards provided by the pool management, the Visit Leader will ensure that: -</p> <ul style="list-style-type: none"> <li>• An appropriate number (according to location and group) of qualified lifeguards will be available to provide constant supervision</li> <li>• The lifeguard(s) will supervise from out of the water from a point where the whole swimming area can be observed</li> <li>• The lifeguards will remain alert to danger, and will be ready and prepared, if necessary, to enter the water to conduct a rescue</li> <li>• In addition to qualified lifeguards, a sufficient number of other leaders will act as observers/supervisors (it might be appropriate for some leaders to be present also in</li> <li>• Lifeguards will have access to, and be competent in, the use of suitable rescue equipment (e.g. lifebuoy, throw-line and/or reaching pole)</li> </ul> <p>The depth of water will be checked and assessed as suitable for the group and activities - diving and other activities</p> |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|--|---|--|----------------|------------|
|   |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Sudden / unexpected immersion → drowning  | Group Members  | <p>Group appropriately briefed regarding: -</p> <ul style="list-style-type: none"> <li>o safety rules and regulations</li> <li>o behaviour required / agreed sanctions (e.g. about running, jumping, diving and it will be made clear that pushing, dragging or ducking others is unsafe and unacceptable)</li> </ul> <p>All non swimmers/weak swimmers will be identified and be directed to areas suitable to their ability</p>  |   |  |                | 0          |
| Slips, trips, collisions during non-swimming activities   | Group Members  | <ul style="list-style-type: none"> <li>• Group members to be briefed regarding safety rules, expected behaviour (no running) and emergency procedures</li> <li>• Slip resistant surfaces in evidence</li> <li>• Non-formal swim teaching activities to be specifically risk assessed e.g. diving, 'recreational' time, use of slide, flumes, inflatables etc.</li> </ul>   |   |  |                | 0          |
| Unsafe / inappropriate use of equipment<br>-> Injuries  |  | <ul style="list-style-type: none"> <li>• Group members will only use extra equipment (e.g. snorkels, masks etc.) permitted by the pool management</li> <li>• Floats and teaching / play equipment will be used only in accordance with pool management rules and procedures</li> <li>• Where canoes are available (i.e. stored) on poolside, these must not be used whilst swimming activities are taking place. Such use to be specifically risk assessed beforehand.</li> </ul>  |   |  |                | 0          |
| Poor hygiene arrangements → infections  | All group members, including leaders   | <ul style="list-style-type: none"> <li>• Visit leaders will check that: <ul style="list-style-type: none"> <li>o Group members use appropriate, clean swimwear, as required</li> <li>o Group members with medical conditions that are infectious do not participate, or have sufficient protection to be no risk to others</li> </ul> </li> <li>• Visit leaders to satisfy themselves, and the pool operator informed immediately where there are concerns, about the following: <ul style="list-style-type: none"> <li>o changing and showering facilities appear safe and clean</li> <li>o the water appears clear and is regularly tested for quality</li> <li>o water temperature is appropriate / acceptable</li> </ul> </li> </ul> |   |  |                | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Child protection issues   | Group Members  | <ul style="list-style-type: none"> <li>Swimming sessions will be arranged for the group's exclusive use in a clearly defined area of the pool</li> <li>Care, sensitivity, and sensible precautions will be taken regarding changing facilities and assistance in the pool to protect young people (and safeguard leaders from allegations)</li> </ul>   |   |  |                | 0          |
|   |  |   |   |  |                |            |
| Confrontation with members of public  | All members of group, including leaders  | <ul style="list-style-type: none"> <li>Appropriate briefing of staff on expected behaviour</li> <li>Appropriate briefing to students on required behaviour / Code of Conduct               <ul style="list-style-type: none"> <li>young people will operate buddy system - each responsible for named other(s) and</li> <li>young people will be briefed regarding their response if approached inappropriately by a stranger, or if they are offered anything by a stranger</li> </ul> </li> </ul> |   |  |                | 0          |
|   |  |   |   |  |                |            |
| Weather extremes (outdoor pools only)   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Protective clothing etc. according to time of year and weather forecast</li> <li>The potential novelty of swimming in extremes of weather, e.g. heavy rain or strong winds, where visibility may be obscured is to be resisted.</li> </ul>   |   |  |                | 0          |
|   |  |   |   |  |                |            |

# RISK ASSESSMENT FORM - THEATRES, MUSEUMS, CINEMAS & GALLERIES

(Focus on the things over which you have control)

Establishment: Goldington Academy



| <b>ACTIVITY:</b>  | Theatres, museums, cinemas & galleries   |   | <b>Visit Leader:</b>  |  |                  |            |
|---|--|---|---|--|------------------|------------|
| <b>Visit Details:</b>   |  |   |   | <b>Date of Visit:</b>                    |                  |            |
| <b>Assessment by:</b>   |  |   | <b>Date:</b>  |  | <b>Position:</b> |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                  |            |
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4)   | Risk Level |
| Inappropriate Leadership  | Group members  | <ul style="list-style-type: none"> <li>• Leaders familiar with HCC Policy for the Management of LOtC and Offsite Visits (esp. Section 17 – 'Good Practice Requirements') and any local guidance offered by site management</li> <li>• Visit leaders will be familiar with the OEAP's National Guidance document 7n, "Museums and galleries"</li> <li>• Activity management takes account of group characteristics</li> <li>• Leaders trained, competent and experienced with clearly defined roles and responsibilities for all staff</li> <li>• Group leader to undertake preliminary visit to check venue(s) and identify particular hazards</li> </ul> |   |  |                  | 0          |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people  | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|--|--|---|---|--|----------------|------------|
|  |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Hazards specific to buildings open to the public e.g. crowds, multiple rooms, stairways → Individuals separated or lost; | All group members, including leaders   | <ul style="list-style-type: none"> <li>All leaders familiar with guidance offered by site management including lay out of venue, emergency and first aid procedures and how to contact duty staff / manager, if required, at any time</li> <li>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"> <li>meeting points and timings</li> <li>individuals are never left on their own by other members of their group</li> <li>system for contacting staff in emergency - young people to have ID cards with contact details of leader's mobile 'phone number</li> <li>give out maps / plans of the institution</li> </ul> </li> <li>Large groups to be divided up into smaller sub-groups reporting to designated members of staff (group leaders) during the visit</li> <li>Group leaders to do a name-check on each rendezvous occasion</li> <li>All leaders will have an established contingency plan for dealing with lost group member</li> </ul> |   |  |                | 0          |
|  |  |   |   |  |                |            |
| Confrontation with members of public   | All group members, including leaders   | <ul style="list-style-type: none"> <li>Staff clear as to expected standards behaviour by young people</li> <li>Appropriate briefing to young people on required behaviour / Code of Conduct <ul style="list-style-type: none"> <li>young people will operate buddy system - each responsible for named other(s) and must accompany each other at all times (inc. visits to the toilets)</li> <li>young people to inform / request permission from adult leader if they wish to leave main group for any reason</li> <li>young person's response if approached inappropriately by a stranger, or if they are offered anything by a stranger</li> </ul> </li> </ul> <i>Theatres / Cinemas</i> <ul style="list-style-type: none"> <li>Seats will be booked and reserved in advance</li> <li>The group will be in a block seating area together</li> <li>Adult leaders to sit at the both ends of each row so that young people will not sit next to other members of the general public</li> </ul>   |   |  |                | 0          |
|  |  |   |   |  |                |            |

| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Transport to and from venue   | All group members, including leaders   | Please complete appropriate transport Risk Assessment   |   |  |                |            |
| Car Park and Road Traffic Issues  | All group members, including leaders   | <ul style="list-style-type: none"> <li>Hazards known and addressed in pre-planning, including allocation of staff management and briefing of young people</li> </ul>  |   |  |                | 0          |
| Incident / Emergency  | All group members  | <ul style="list-style-type: none"> <li>Research the venue/s to avoid occasions when large crowds are likely or political demonstrations are planned in the area</li> <li>System of emergency contact in place</li> <li>Staffing allocation takes account of medical and behavioural conditions</li> <li>Assess the needs of students with special educational needs or disabilities and their ability to react and respond to dynamic situations</li> <li>Be vigilant and aware of your surroundings – know where the exits are and where you would run to.</li> <li>Identify emergency meeting points in case the group is forced to move and becomes split.</li> <li>Avoid congregating too long around entrances to major public sites.</li> </ul> |   |  |                | 0          |

# RISK ASSESSMENT FORM - THEME PARK

(Focus on the things over which you have control)



Establishment: Goldington Academy

| ACTIVITY:  | Theme park   |  | Visit Leader:   |  |                |            |
|--|--|--|---|--|----------------|------------|
| Visit Details:   |  |  |   | Date of Visit:                           |                |            |
| Assessment by:   |  | Date:  |   | Position:                                |                |            |
| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people          | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)  | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|  |  |  |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Inappropriate Leadership   | Group members  | <ul style="list-style-type: none"> <li>Activity management takes account of group characteristics</li> <li>Leaders trained, competent and experienced with clearly defined roles and responsibilities for all staff</li> <li>Leaders familiar with HCC Policy for the Management of LOTC and Offsite Visits (esp. Section 17 – 'Good Practice Requirements')</li> <li>Group leader to undertake preliminary visit.</li> </ul>  |   |  |                | 0          |
| Hazards specific to Theme Parks e.g. large crowds, boundaries encompass large area (several ha) → Individuals separated or lost; | All group members, including leaders   | <ul style="list-style-type: none"> <li>All leaders familiar with guidance offered by site management including lay out of park (use maps provided), emergency and first aid procedures and how to contact duty staff / manager, if required, at any time</li> <li>On arrival, group will be fully briefed regarding required behaviour, potential hazards, "no-go areas", and safety measures / procedures – particular mention will be made of: <ul style="list-style-type: none"> <li>o meeting points and timings</li> <li>o group members will given a map of the park area and will clearly mark those meeting points on their maps</li> <li>o individuals are never left on their own by other members of their group (e.g. if one member does not wish to go on a ride)</li> <li>o system for contacting staff in emergency - young people to have ID cards with contact details of leader's mobile 'phone number</li> </ul> </li> <li>Large groups to be divided up into smaller sub-groups reporting to designated members of staff (group leaders) during the day</li> </ul> |   |  |                | 0          |



| Significant Hazards and Associated Risks<br><br>Those hazards which may result in serious harm or affect several people | Those who might be harmed<br><br>Persons at risk from the significant hazards identified | Control Measures (CM's):<br><br>Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). Specific CM's not included in the generic RA<br>(e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)   | Additional CM's required?<br><br>If existing CM's cannot be met or circumstances have changed | Residual Risk Rating (High /Medium /Low) |                |            |
|---|--|---|---|--|----------------|------------|
|   |  |   |   | Likelihood (1-4)                         | Severity (1-4) | Risk Level |
| Physically challenging rides<br>→ strain injury or illness  |  | <ul style="list-style-type: none"> <li>Group leaders will do a name-check on each rendezvous occasion</li> <li>Group leaders to report to the visit leader at pre-determined intervals during the day</li> <li>All leaders will have an established contingency plan for dealing with lost group member</li> <li>Group members briefed to:               <ul style="list-style-type: none"> <li>follow safety instructions given by the park staff, and those responsible for each ride</li> <li>relax into seats and against head restraints on rides</li> <li>take 'time-out' if feeling dizzy, sick or faint and inform staff</li> </ul> </li> </ul> |   |  |                |            |
| Confrontation with members of public  | All group members, including leaders   | <ul style="list-style-type: none"> <li>Appropriate briefing of staff on expected behaviour</li> <li>Appropriate briefing to young people on required behaviour / Code of Conduct               <ul style="list-style-type: none"> <li>young people will operate buddy system - each responsible for named other(s) and must accompany each other at all times (inc. visits to the toilets)</li> <li>young people will be briefed regarding their response if approached inappropriately by a stranger, or if they are offered anything by a stranger</li> </ul> </li> </ul>   |   |  |                | 0          |
| Car Park and Road Traffic Issues  | All group members, including leaders   | <ul style="list-style-type: none"> <li>Hazards known and addressed in pre-planning, including allocation of staff management and briefing of young people</li> </ul>  |   |  |                | 0          |
| Incident / Emergency - no staff present   | All group members  | <ul style="list-style-type: none"> <li>System of emergency contact in place</li> <li>Staffing allocation takes account of medical and behavioural conditions</li> </ul>   |   |  |                | 0          |
|   |  |   |   |  |                | 0          |

## **Emergency Procedures Checklist**

Serious incidents on off-site visits are rare but they do happen. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.

If an overnight stay is involved, the fire safety and evacuation plan for the building should be checked. Consider carrying out a fire drill shortly after arrival.

Every group leader should have a checklist for immediate action in an emergency.

### **Checklist in event of an accident - Trip Leader's Responsibilities:**

|    |  |  |
|----|--|--|
| 1  | To establish the nature and extent of an emergency promptly  |  |
| 2  | To ensure that everyone in the group is safe   |  |
| 3  | To establish the names of casualties and to arrange immediate medical attention  |  |
| 4  | To ensure a teacher accompanies casualties to hospital, providing doctors with any relevant medical information  |  |
| 5  | To notify the police if necessary  |  |
| 6  | To inform the school emergency contact and provider/tour operator (if necessary) and provide the following information:<br>- The nature, date and time of the incident<br>- Where the incident happened<br>- Names of the casualties and information about their injuries<br>- What has been done so far<br>- Action yet to be taken |  |
| 7  | To write down what happened promptly, noting witnesses and preserving vital evidence, ascertaining phone numbers for future calls  |  |
| 8  | To keep an account of events, times and contacts after any incident  |  |
| 9  | To complete an accident report as soon as possible (serious accidents or incidents involving violence may need to be reported to the Health & Safety Executive)  |  |
| 10 | To keep receipts of costs incurred in the emergency (for insurers)   |  |

### **Checklist in event of an accident - School Emergency Contact's Responsibilities:**

Out of Hours:

|   |  |  |
|---|--|--|
| 1 | To notify parents and advise them on how further information will be conveyed and by whom<br>Keep notes of who has been contacted and who has not so people aren't disturbed unnecessarily |  |
| 2 | To notify insurers   |  |
| 3 | To notify the Chair of Governors, the Chief Education Officer and other appropriate authorities  |  |
| 4 | To notify the British Embassy or Consulate if an incident occurs abroad  |  |
| 5 | To refer any media enquiries to a named contact in the Local Authority or at the school  |  |
| 6 | To avoid discussions about legal liability   |  |
| 7 | Meet with the senior management team to decide the best course of action and brief everyone involved for when the school opens   |  |

### **Checklist in event of an accident - School Emergency Contact's Responsibilities:**

Within School Hours:

|   |  |  |
|---|--|--|
| 1 | Meet with the senior management team to decide the best course of action, form a small team - relieve them from their duties and allow them to manage the crisis over the next few hours |  |
|---|--|--|

|    |  |  |
|----|--|--|
| 2  | To notify insurers   |  |
| 3  | To notify the Chair of Governors, the Chief Education Officer and other appropriate authorities  |  |
| 4  | To notify the British Embassy or Consulate if an incident occurs abroad  |  |
| 5  | <p>To brief office staff of the situation and the best way to deal with enquiries</p> <ul style="list-style-type: none"> <li>- Have a clear message that includes how further information will be shared and by whom</li> <li>- Check the parents/guardians are not left alone in distress, perhaps making contact with neighbours or relatives</li> <li>- Offer useful phone numbers for support or for more information e.g, the hospital number or emergency disaster number</li> </ul> |  |
| 6  | To ensure anyone answering the phones keeps a record of who they have spoken to and who is yet to be contacted   |  |
| 7  | To notify the rest of the staff of the incident - staff briefing etc.  |  |
| 8  | <p>To nominate a senior member of staff as press officer to deal with the media</p> <p><i>All enquiries will be passed through this one contact to minimise rumours and chinese whispers</i></p>   |  |
| 9  | <p>To ask form tutors to inform pupils of what has happened simply and without fabrication</p> <p><i>Questions should be answered as straightforwardly as possible and only pass on facts rather than speculation</i></p>  |  |
| 10 | Schools closure on the whole should be avoided and normal routine should be followed where possible. If a school is to close, pupils and parents should be informed by the end of the day  |  |

## Minibus Plus Insurance Certificate of Motor Insurance

Policy Number **00025785MBP**

- 1 Registration mark of vehicle: **Any motor vehicle the property of the Policyholder and/or for which they are legally responsible.**
- 2 Name of Policyholder: **Goldington Academy Trust**
- 3 Effective date of commencement of insurance for the purposes of the relevant law: **00:00 hours on 31/10/2024**
- 4 Date of expiry of insurance: **23:59 hours on 30/10/2025**
- 5 Persons or classes of persons entitled to drive:  
**Any Driver**  
**provided the person driving holds a licence to drive the vehicle and such licence has not been revoked or has held and is not disqualified from holding or obtaining such a licence and provided the person is driving on the order of or with the permission of the policyholder.**
- 6 Limitations as to use:  
**Social, Domestic and Pleasure Purposes**  
**Use for the carriage of non fare paying passengers**  
**Hire or Reward in connection with the Policyholder's business**  
**Use for the Policyholder's business**  
**Excluding**  
**Use for the carriage of goods for Hire and Reward**  
**Use whilst towing a greater number of trailers in all than is permitted by law**  
**Use for racing, competitions, rallies or trials**
- 7 End of document

We hereby certify that the policy to which this certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, the Isle of Man, the Island of Guernsey, the Island of Jersey and the Island of Alderney. For and on behalf of QBE UK Limited which is Authorised by the Prudential Regulation Authority and regulated by the Financial Conduct Authority and the Prudential Regulation Authority.

QBE UK Limited  
30 Fenchurch Street  
London  
EC3M 3BD



J Harris  
For QBE UK Limited  
**Examined**

**NOTE: this Certificate relates to Road Traffic Act liability only. For full details of the insurance cover reference**



should be made to the Insurance Document.

**Advice to Third Parties – nothing contained in this Certificate affects your right as a Third Party to make a claim.**

#### **IMPORTANT NOTE**

In the event of any of the following changes you should notify your Broker/ Agent **immediately** in order to obtain QBE's confirmed acceptance:

- if you are replacing your vehicle
- if you are adding a vehicle
- for a change in the use of the vehicle
- for an amendment to the persons entitled to drive
- for retail customers (as advised by your Broker/ Agent who arranged this insurance) should you cancel this insurance within the 14 day cooling off period the Certificate of Insurance must be returned.

Thereafter, if you wish to cancel the insurance, you must obtain the agreement of QBE. The cancellation will operate only from the date the Certificate of Insurance is received by QBE.

#### **EUROPEAN COVER**

This policy is operative in all member countries of the European Union, Norway, Switzerland and Iceland.

Cette police s'applique dans tous les pays membres de l'Union Européenne, norvège, suisse et islande.

Diese policy findet anwendung in allen mitgliedstaaten der Europäischen Union, in Norwegen, Schweiz und Island.

Esta póliza se aplica en todos los países miembros de la Unión Europea y Noruega y Suiza y Islandia.

Questo polizza si applica in tutti i paesi membri dell'Unione Europea e Norvegia e Svizzera e Islanda.

#### **WINDSCREEN EXCESS**

£75 excess in respect of windscreen and glass claims.

**QBE helpline: 0800 389 1708**

## **Goldington Academy**

### **MIDAS School Drivers Record**

| <b>Name of Driver</b> | <b>Date of Driving Assessment</b> | <b>Renewal Due Date</b> |
|-----------------------|-----------------------------------|-------------------------|
| Kalvin Lodder         | Nov-22                            | Nov-26                  |
| Leanne Chapman        | Jan-23                            | 19th January 2027       |
| Liam Hall             | Sep-21                            | 30th September 2025     |
| Andrea Mckenna        | Sep-23                            | Oct-27                  |
| Gemma Darvill         | Nov-21                            | Jan-26                  |
| Robert Kite           | Nov-21                            | Jan-26                  |
| Diane Graham          | Jan-23                            | Jan-28                  |
| Alex Lucas            | Sep-23                            | 1st October 2027        |
| Bethany Barker        | 21/05/2024                        | 21/05/2028              |

# Goldington Academy



## Local Trips and Visits (Daytime) 2024-25

A copy of the completed form must be given to reception for filing and a copy used as a register.

|                |                |
|----------------|----------------|
| Name of Visit: | Date of Visit: |
|----------------|----------------|

|                   |
|-------------------|
| Address of Visit: |
|-------------------|

|  |  |
|--|--|
| Times of Visit:                            | Inventory Group Sign In/Out can speed up the process when leaving/returning to school by signing groups in/out as one instead of going through individual pupils |
| Will Return Time be After School? Y N      | Is Inventory Group Sign In/Out Required? Y N   |
| If Yes, Are Parents Aware, e.g Letter? Y N |  |

|                          |   |
|--------------------------|---|
| Visit Leader:            | Out of Hours Emergency Contact Name & Number <i>(must be a member of Senior Leadership or if within school hours will be school reception):</i> |
| Assistant Visit Leader:  |   |
| Visit Leader Contact No: | Safeguarding out of hours contact – 07817934946   |

|  |                      |
|--|----------------------|
| Additional Staff / Adults proposed for the visit (names) | Name of First Aider: |
| 1 5  |                      |
| 2 6  |                      |
| 3 7  |                      |
| 4 8  |                      |

|                   |                    |                         |
|-------------------|--------------------|-------------------------|
| Number of Pupils: | Adult/Pupil ratio: | Transport arrangements: |
| M:                |                    |                         |
| F:                |                    |                         |

|   |   |
|---|---|
| <p><b>This form MUST be printed and left with reception on the day of the visit</b></p> <p><b>Receptionist:</b> Please give the Attendance Officer a copy of this form so they are aware which pupils are out of school</p> | Trip confirmed with RS: _____   |
|   | Appropriate Risk Assessments in place:  |
|   | <input type="checkbox"/> General Considerations + Covid<br><input type="checkbox"/> Other: _____<br><input type="checkbox"/> Other: _____ |

| No. | Pupil Name | Class | Medical Notes | Emergency Contact Number |
|-----|------------|-------|---------------|--------------------------|
| 1   |            |       |               |                          |
| 2   |            |       |               |                          |
| 3   |            |       |               |                          |
| 4   |            |       |               |                          |
| 5   |            |       |               |                          |
| 6   |            |       |               |                          |
| 7   |            |       |               |                          |
| 8   |            |       |               |                          |
| 9   |            |       |               |                          |
| 10  |            |       |               |                          |
| 11  |            |       |               |                          |
| 12  |            |       |               |                          |
| 13  |            |       |               |                          |
| 14  |            |       |               |                          |
| 15  |            |       |               |                          |
| 16  |            |       |               |                          |



# Goldington Academy



## After School Extra-Curricular Form 2024-25

A copy of the completed form MUST be saved for filing and a copy used as a register.

|                |                |
|----------------|----------------|
| Name of Visit: | Date of Visit: |
|----------------|----------------|

|                   |
|-------------------|
| Address of Visit: |
|-------------------|

|  |  |
|--|--|
| Times of Visit:  |  |
| As this trip is taking place outside of school hours, special measures must be in place to ensure the safety of our pupils, please answer the following: |  |
| Are parents aware of the exact time students will be back? Y N   | Have parents been made aware of a meeting point to collect their children? Y N N/A |
| If no, how will they be updated?   | If Yes, Where is this?   |

|                          |   |
|--------------------------|---|
| Visit Leader:            | Out of Hours Emergency Contact Name & Number (must be a member of Senior Leadership): |
| Assistant Visit Leader:  |   |
| Visit Leader Contact No: | Safeguarding out of hours contact – 07817934946                                       |

|  |                      |
|--|----------------------|
| Additional Staff / Adults proposed for the visit (names) | Name of First Aider: |
| 1  | 5                    |
| 2  | 6                    |
| 3  | 7                    |
| 4  | 8                    |

|                   |                    |                         |
|-------------------|--------------------|-------------------------|
| Number of Pupils: | Adult/Pupil ratio: | Transport arrangements: |
| M:                |                    |                         |
| F:                |                    |                         |

|  |   |
|--|---|
| <p><b>This form MUST be saved in the following location:</b></p> <p>Curriculum Admin &gt; Trips &amp; Visits<br/>&gt; Visits After School (Extra-Curricular)</p> | Trip confirmed with RS: _____   |
|  | Appropriate Risk Assessments in place:  |
|  | <input type="checkbox"/> General Considerations + Covid<br><input type="checkbox"/> Other: _____<br><input type="checkbox"/> Other: _____ |

| No. | Pupil Name | Class | Medical Notes | Emergency Contact Number |
|-----|------------|-------|---------------|--------------------------|
| 1   |            |       |               |                          |
| 2   |            |       |               |                          |
| 3   |            |       |               |                          |
| 4   |            |       |               |                          |
| 5   |            |       |               |                          |
| 6   |            |       |               |                          |
| 7   |            |       |               |                          |
| 8   |            |       |               |                          |
| 9   |            |       |               |                          |
| 10  |            |       |               |                          |
| 11  |            |       |               |                          |
| 12  |            |       |               |                          |
| 13  |            |       |               |                          |
| 14  |            |       |               |                          |
| 15  |            |       |               |                          |
| 16  |            |       |               |                          |

**Goldington Academy**



## Sports Fixtures Form 2024-25

**A copy of the completed form MUST be saved for filing and a copy used as a register.**

|                |                |
|----------------|----------------|
| Name of Visit: | Date of Visit: |
|----------------|----------------|

Address of Visit:

|   |  |   |  |
|---|--|---|--|
| <b>Times of Visit:</b>  |  |   |  |
| As this trip is taking place outside of school hours, special measures must be in place to ensure the safety our pupils, please answer the following: |  |   |  |
| Are parents aware of the exact time students will be back?<br>Y                      N  |  | Have parents been made aware of a meeting point to collect their children?      Y      N      N/A |  |
| If no, how will they be updated?  |  | If Yes, Where is this?  |  |

|                          |   |
|--------------------------|---|
| Visit Leader:            | Out of Hours Emergency Contact Name & Number (must be a member of Senior Leadership): |
| Visit Leader Contact No: | Safeguarding out of hours contact – 07817934946                                       |

|   |          |                             |
|---|----------|-----------------------------|
| <b>Additional Staff / Adults proposed for the visit (names)</b> |          | <b>Name of First Aider:</b> |
| <b>1</b>  | <b>5</b> |                             |
| <b>2</b>  | <b>6</b> |                             |
| <b>3</b>  | <b>7</b> |                             |
| <b>4</b>  | <b>8</b> |                             |

|                               |                    |                         |
|-------------------------------|--------------------|-------------------------|
| Number of Pupils:<br>M:<br>F: | Adult/Pupil ratio: | Transport arrangements: |
|-------------------------------|--------------------|-------------------------|

|  |   |
|--|---|
| <p><b>This form MUST be saved in the following location:</b></p> <p><b>Curriculum Admin &gt; Trips &amp; Visits &gt; Sports Fixtures</b></p> | <p><b>Trip confirmed with Head of Department:</b> _____</p>   |
|  | <p><b>Appropriate Risk Assessments in place:</b></p> <p><input type="checkbox"/> General Considerations + Covid</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Other: _____</p> |

| No. | Pupil Name | Class | Medical Notes | Emergency Contact Number |
|-----|------------|-------|---------------|--------------------------|
| 1   |            |       |               |                          |
| 2   |            |       |               |                          |
| 3   |            |       |               |                          |
| 4   |            |       |               |                          |
| 5   |            |       |               |                          |
| 6   |            |       |               |                          |
| 7   |            |       |               |                          |
| 8   |            |       |               |                          |
| 9   |            |       |               |                          |
| 10  |            |       |               |                          |
| 11  |            |       |               |                          |
| 12  |            |       |               |                          |
| 13  |            |       |               |                          |
| 14  |            |       |               |                          |
| 15  |            |       |               |                          |
| 16  |            |       |               |                          |



# Independent Provider's Contract

## CONTRACT FOR COMPLETION BY PROVIDERS AND TOUR OPERATORS OF EDUCATION VISITS

*This contract is between you 'the Provider' and the establishment named below*

|   |                                    |
|---|------------------------------------|
| <b>Establishment (School etc)</b><br>Goldington Academy<br>Haylands Way<br>MK41 9BX | <b>Contact details of Provider</b> |
| <b>Group Leader</b>   | <b>Dates(s) of visit</b>           |

The Provider or tour operator providing services to the establishment named above is asked to give careful consideration to the statements below and sign in the space at the end of the form that the standard of service provided will meet the conditions listed. Please tick all the specifications you can meet and indicate by a cross any that you cannot meet. Write N/A against any specifications which you consider do not apply to your provision. Please return the completed form to the named person and establishment above.

**Section A** should be completed for all visits. Sections B (adventure activities), C (tour operators) and D (expeditions) should also be completed if applicable.

### SECTION A – ALL VISITS

#### Health, Safety and Emergency Policy

|    |   | Check all sections       |
|----|---|--------------------------|
| 1. | The Provider shall comply with all relevant health and safety regulations and legislation including but not limited to the Health and Safety at Work Act 1974, the Management of Health and Safety at Work Regulations 1999 and the Adventure Activities Licensing Regulations 2004 and any subsequent enactments and amendments and associated regulations | <input type="checkbox"/> |
| 2. | The Provider shall have an appropriate Health and Safety policy. The Provider shall have written risk assessments and written operating procedures which are available for inspection<br><br>Please attach copies of your information on risks that we need to be aware of prior to the trip  | <input type="checkbox"/> |
| 3. | The Provider shall maintain appropriate Accident and Emergency Procedures and the procedures and records are available for inspection   | <input type="checkbox"/> |
| 4. | The Provider shall have a code of conduct which can be provided in advance of any booking and to which visiting groups should adhere  | <input type="checkbox"/> |

## Staffing

|    |  |                          |
|----|--|--------------------------|
| 5. | The Provider shall take all reasonable steps to check staff for relevant criminal history and suitability to work with young people to prevent any unsuitable staff being engaged. In the UK this will include the completion of a CRB check                         | <input type="checkbox"/> |
| 6. | The Provider shall operate a policy, available for inspection, for staff recruitment, training and assessment which ensures that all staff with a responsibility for young people are competent to undertake their duties by reference to appropriate qualifications | <input type="checkbox"/> |
| 7. | The Provider shall provide appropriate First Aid cover at all times  | <input type="checkbox"/> |
| 8. | There is a clear definition of responsibilities between Providers and visiting staff regarding supervision and welfare of participants   | <input type="checkbox"/> |
| 9. | The Provider shall take all reasonable steps to make changes to the programme where these have been agreed between Provider staff and visiting staff   | <input type="checkbox"/> |

## Insurance

|     |  |                          |
|-----|--|--------------------------|
| 10. | The Provider shall have an appropriate Public Liability insurance policy which provides a minimum cover of £ | <input type="checkbox"/> |
|-----|--|--------------------------|

## Inclusion and Environment

|     |   |                          |
|-----|---|--------------------------|
| 11. | The Provider shall take all reasonable steps to ensure the inclusion and participation of individuals with special educational needs and/or disabilities following a risk assessment process in line with the Special Educational Needs and Disability Act 2001 and any other relevant provisions | <input type="checkbox"/> |
| 12. | The Provider shall encourage a responsible attitude to the environment as an integral part of the programme   | <input type="checkbox"/> |

## Vehicles

|     |  |                          |
|-----|--|--------------------------|
| 13. | The Provider shall ensure all vehicles are roadworthy and meet the requirements of the relevant regulations in the country in which they are being used. The Provider shall ensure that drivers are PCV qualified or operate with a small bus permit (section 19 permit) and a local minibuss driving assessment | <input type="checkbox"/> |
|-----|--|--------------------------|

## Accommodation (If visit is residential)

|     |  |                          |
|-----|--|--------------------------|
| 14. | The Provider shall ensure that a current fire certificate covers the accommodation or advice has been sought from a fire officer, and implemented, and a fire risk assessment has been completed | <input type="checkbox"/> |
| 15. | The Provider shall ensure there are appropriate security arrangements in place to prevent unauthorised persons entering the accommodation  | <input type="checkbox"/> |
| 16. | The Provider shall ensure separate male and female sleeping accommodation and washing facilities are provided and ensure staff accommodation is close to student accommodation                   | <input type="checkbox"/> |
| 17. | The Provider shall ensure that any premises used abroad comply with local health and safety standards  | <input type="checkbox"/> |
| 18. | The Provider shall ensure that the premises have adequate facilities to cater for those with disabilities. Please give details:  | <input type="checkbox"/> |

### Use of Contractors

|  |                          |
|--|--------------------------|
| <b>19.</b> The Provider shall ensure that where it uses contractors to carry out certain activities on its behalf a thorough safety vetting procedure is carried out by the Provider | <input type="checkbox"/> |
| <b>20.</b> Please list any contractors that will be used:  |                          |

### B – ADVENTURE ACTIVITIES AND FIELD STUDIES IN PARTICULAR ENVIRONMENTS – ADDITIONAL PROVISIONS

#### The Provider confirms:

|  |  |                          |
|--|--|--------------------------|
|  | Adventure Activities Licensing Service Licence held? |                          |
| <b>21.</b> License Number:   |  | <input type="checkbox"/> |
| <b>22.</b> Learning Outside the Classroom Badge held?  |  |                          |
| <b>23.</b> Badge Number  |  |                          |
| <b>24.</b> The Provider shall maintain a written code of practice for activities which contains operating procedures and is consistent with the relevant National Governing Body Guidelines, and if abroad the relevant regulations of the country concerned |  | <input type="checkbox"/> |
| <b>25.</b> Staff competencies are confirmed by appropriate National Governing Body qualification or staff have received training and been assessed as competent by an appropriately qualified and experienced technical advisor                              |  | <input type="checkbox"/> |
| <b>26.</b> The ratios of staff to students for the activities conform to those recommended by the appropriate National Governing Bodies or other advisory bodies or where no recommendation is available as indicated by a written risk assessment           |  | <input type="checkbox"/> |
| <b>27.</b> There is a clear definition of responsibilities between Providers and visiting staff regarding supervision and welfare of participants  |  | <input type="checkbox"/> |
| <b>28.</b> All activity equipment is suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept on maintenance checks where necessary  |  | <input type="checkbox"/> |

### SECTION C – TOUR OPERATORS

*Where a tour operator delivers services using other providers e.g. ski schools, transport operators or accommodation, the tour operator must ensure that each provider meets the relevant specification outlined in A and B in this form.*

|   |                          |
|---|--------------------------|
| <b>29.</b> Section A and B of this form have been completed to show that checks have been made, records of which are available for inspection       | <input type="checkbox"/> |
| <b>30.</b> The Tour Operator complies with all relevant Package Travel Regulations and legislation, including bonding to safeguard customers monies | <input type="checkbox"/> |
| <b>31.</b> ATOL, ABTA or other bonding name and number:   |                          |
| <b>32.</b> If abroad the accommodation complies with fire, health and safety regulations which apply in the country concerned                       | <input type="checkbox"/> |

If any of the above specifications cannot be met or are not applicable please give details.

Please give details of any other accreditation with National Governing Bodies, EVAC, etc.

Additional Notes;

|                  |                          |
|------------------|--------------------------|
| Signed           | Date                     |
| Name (print)     | Position in Organisation |
| Tel:<br><br>Fax: | Email:                   |

***Please note that an electronic signature does not need to be attached to this form. By submitting it electronically, the date stamp will suffice***

Thank you for completing this form. Please return it to the Group Leader named on the front of this document.

## Incident/Accident Log - Trips and Visits



Name of Trip leader \_\_\_\_\_

Name of trip \_\_\_\_\_

|               |     |                             |                             | Y/N      |          |                   |          |        |                                  |                  |                               |
|---------------|-----|-----------------------------|-----------------------------|----------|----------|-------------------|----------|--------|----------------------------------|------------------|-------------------------------|
| Name of Pupil | DOB | Date of incident / Accident | Time of incident / Accident | Accident | Incident | Medical treatment | Hospital | Police | Accident Form completed at Venue | Parents informed | Head teacher and EVC informed |
|               |     |                             |                             |          |          |                   |          |        |                                  |                  |                               |

Comments/Details

Member of staff name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

|      |  |  |  |
|------|--|--|--|
| EVC: |  |  |  |
|      |  |  |  |
|      |  |  |  |

## **Independent Provider's Key Contacts Form (when the LoTC badge has been awarded)**

### **PRO-FORMA FOR COMPLETION BY PROVIDERS AND TOUR OPERATORS OF EDUCATION VISITS**

|  |   |
|--|---|
| <b>School address</b><br><br>Goldington Academy<br>Haylands Way<br>Bedford<br>MK41 9BX | <b>Contact details of Provider</b><br><br><b>Named Contact on-site for this visit</b> |
| <b>Group Leader</b>  | <b>Dates(s) of visit</b>  |

The Provider or tour operator providing services to the establishment named above is asked to provide confirmation of the award of the '*Learning Outside the Classroom Badge*' to the school.

|                   |
|-------------------|
| Additional Notes; |
|-------------------|

|                  |                          |
|------------------|--------------------------|
| Signed           | Date                     |
| Name (print)     | Position in Organisation |
| Tel:<br><br>Fax: | Email:                   |

***Please note that an electronic signature does not need to be attached to this form. By submitting it electronically, the date stamp will suffice***

Thank you for completing this form. Please return it to the Group Leader named on the front of this document.



## Medication Administration Log

Date: \_\_\_\_\_

**Venue:** \_\_\_\_\_

[illegible]

## Medication Administration Log

**Date:** \_\_\_\_\_

**Venue:** \_\_\_\_\_

[illegible]

## PERSONAL INFORMATION AND MEDICAL CONSENT FORM FOR USE ON TRIPS

This information is provided to the Trip Leader, who will only share information with other staff as necessary for the safety and well being of the participant.

We are unable to administer medication unless consent is given through completion of this form.

### TRIP DETAILS

|                        |                           |
|------------------------|---------------------------|
| <b>GROUP:</b>          | <b>Goldington Academy</b> |
| <b>TRIP LEADER:</b>    |                           |
| <b>PLACE OF VISIT:</b> |                           |
| <b>DATE OF TRIP:</b>   |                           |

***Before signing this consent form it is important that you understand:***

- 1 That whilst the supervisory adults in charge of the group will take all reasonable care of the young person, neither they, nor the Academy, can necessarily be held liable in respect of loss of or damage to the property or injury suffered by the young person arising out of the educational visit or journey, unless such loss, damage or injury results from the negligence of the Academy, its employees or official volunteers
- 2 The extent and limitations of the insurance cover provided (see school website)
- 3 I agree to my child receiving medication as instructed and any emergency dental, medical or surgical treatment, including X-rays, anaesthetic or blood transfusion, as considered necessary by the medical authorities present. In all cases every effort will be made to contact parents in the first instance so long as time allows.

If there are any amendments to the answers given after the form has been handed in PLEASE CONTACT THE TRIP LEADER IMMEDIATELY.

***Please retain this section for future reference***

## PUPIL DETAILS

Name of child

Date of birth

Is your child currently taking any medication? **(Delete as appropriate)**

|        |
|--------|
|        |
| / /    |
| Yes/No |

**If Yes, please fill out the details of the medication below**

### Medicine

Name/type of medicine  
(as described on the container)

Expiry date

Dosage and method

Timing

Special precautions

Are there any side effects that the trip leader needs to know about?

Self administration

Procedures to take in an emergency

|        |
|--------|
|        |
| / /    |
|        |
|        |
|        |
|        |
| Yes/No |
|        |

Please provide any additional information that you feel the trip leader may need to know in relation to your child's condition or medication.

|  |
|--|
|  |
|--|

## MEDICAL INFORMATION

|                                 |  |
|---------------------------------|--|
| Doctor / GP                     |  |
| Surgery Name & Telephone Number |  |
| National Health Number          |  |

## PARENT/GUARDIAN WITH LEGAL RESPONSIBILITY

|                       |  |             |  |
|-----------------------|--|-------------|--|
| First Name            |  | Family Name |  |
| Relationship to Child |  |             |  |
| Home Telephone        |  |             |  |
| Mobile Telephone      |  |             |  |

## ALTERNATIVE EMERGENCY CONTACT

|                       |  |
|-----------------------|--|
| Family Name           |  |
| Relationship to Child |  |
| Contact Telephone     |  |

## PERMISSION FOR NON-PRESCRIBED MEDICATIONS

Occasionally, children do become ill whilst away (usually during the night!) and as we retain 'duty of care' throughout the trip, we would not wish to see a child suffering as a result of minor, but distressing ailments such as headaches, stomach upsets, bites and stings.

With this in mind, we would request that you indicate your consent in the table below to staff administering non-prescription medicines on the visit. **This would be limited to medicines available 'over the counter' at a high street chemist and given in the recommended dosages as stated on the packaging.**

|                        |     |  |  |    |  |
|------------------------|-----|--|--|----|--|
| Paracetamol            | Yes |  |  | No |  |
| Ibuprofen              | Yes |  |  | No |  |
| Anti-histamine tablets | Yes |  |  | No |  |
| Bite/sting Cream       | Yes |  |  | No |  |

## MEDICAL CONSENT

☐ I give permission for staff on the trip to administer any relevant treatment or medication to my child when or if necessary

☐ I agree to my child receiving medication as instructed and any emergency dental, medical or surgical treatment, including X-rays, anaesthetic or blood transfusion, as considered necessary by the medical authorities present. In all cases every effort will be made to contact parents in the first instance so long as time allows.

**Signed:**

**Dated:**

**Print Name:**

**Relationship to child:**