




Educational Visits & School Journeys Policy

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Reviewed by	Academic Standards, Safeguarding, SEN and Educational Trips Committee

Signed: 
Chair of Governors

Dated: 21/5/2020

Signed: 
Principal

Dated: 21/05/2020

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 National Guidance as shown on <http://oeap.info/> under the relevant sections.

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 specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment. Normally, but not exclusively, such competence will be identified in a person on the senior management of the establishment.

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 Head teacher 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:

All Bedford Borough Council 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.

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 Visit Leader

The Visit Leader has the overall responsibility for supervision and conduct of the visit. 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.

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 Head teacher and the Educational Visits Coordinator.

Assistant Visit Leader

Bedford Borough Council recommends that for all visits, an Assistant Visit Leader is nominated.

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

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. Schools are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. 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.

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all reasonably practicable measures to include all young people. 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

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.

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

- not 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.

Planning

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

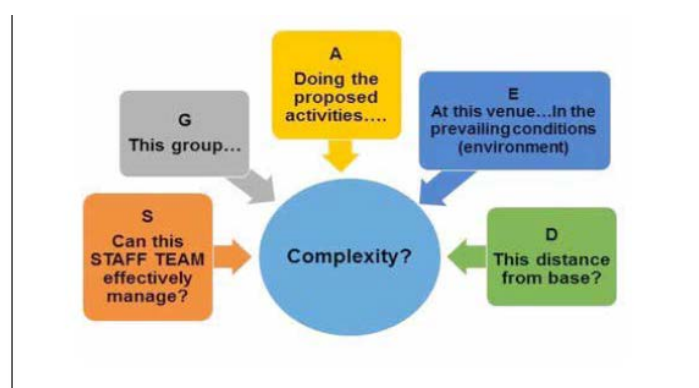
- The plan is based on establishment procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of 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.

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

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. Risks are expected to be reduced to an acceptable or tolerable level, not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

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

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

Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, 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.

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.

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.

Parent/carer 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, it is good practice for every reasonable effort to be made to ensure that those in a position of parental responsibility are fully informed.

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 Bedford Borough Council's 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:

- Knowledge and understanding of their employer's guidance supported by establishment-led training. It is good practice for employers to provide formal and accredited training to support their guidance e.g. EVC Training, Visit Leader Training
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the group, the staff, the activity and the venue.
- Appropriate experience.
- A formally accredited qualification in some circumstances (e.g. first aid, adventurous activities, minibus driver).

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 the 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 Head teacher 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.

The legal framework 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/Head teacher, 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. 1 to 3 (approx. age 5 – 7) = 1 adult for every 6-8 young people
- School yrs. 4 to 6 (approx. age 8 – 10) = 1 adult for every 10-15 young people
- 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 4 to 6, (young people aged 8-11)

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

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

One supervisor is required for every 10 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.

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.

Bedford Borough Council 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.

Bedford Borough Council 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.

On each visit 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.

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.

At least one of the staff on any residential visit must hold a current First Aid qualification.

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.

If staff are delivering outdoor and adventurous activities the Visit Leader (and/or assistant) must hold a current first aid certificate and carry a suitable first-aid kit.

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.

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 on from the school office and should 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:

Make and Model	Colour	Registration Number	Capacity
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 Bedford Borough. Details of appropriately trained staff are shown in Appendix 1.

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) in the official "mini-bus diary" kept by the school office. 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. This **MUST** be completed for every journey - however short, as an insurance condition.

Seat Belts/Doors It is the driver's responsibility to make every reasonable effort to ensure that all individuals are wearing a correctly fitted and adjusted seat belt before commencing the journey and that all doors are fastened securely.

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 school 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, should be:

- i) recorded in the Log Book 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.
- The school currently has insurance cover for staff to use their vehicles for business purposes in an emergency (Occasional Business Use Motor Scheme).
- 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 and a parent/carer 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 <http://oeap.info/> 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 Head Teacher 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.

(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, or paddling* or walking in gentle, shallow water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

*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.

(3) Water-based activities

Bedford Borough Council 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 for the purposes of LA approval:

- 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 LA approval.

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 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 by Bedford Borough Council 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)

LA approval is not required.

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- 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.

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 LA / 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). LA establishments should attach the application form 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 LOfC Quality Badge, or should complete the relevant sections of the Provider Form). The Provider Form should be attached to the EVOLVE application.

Non-prescription medicines and residential visits

In schools, the policy of Bedford Borough Council is 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.

“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 LA 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
- Coaststeering/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 LA 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 LA 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, 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.

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 by Bedford Borough Council via EVOLVE.

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

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

Young people must not participate in off-piste activities.

Helmets

The wearing of helmets by all participants including staff is strongly recommended by Bedford Borough Council.

In practice this means:

- All participants and staff must have approved snow sport helmets.
- Helmets should normally be worn during snow sport activities, and must be worn when local laws or regulations dictate this.
- In specific circumstances, based on risk assessment instructors / staff may determine that they are not required. For example, a helmet would not be required for cross-country skiing (langlauf, ski de fond). Helmets might not be required by staff without skis assisting people on or off uplift or “collecting” a group at the bottom of a nursery area. This may also be true for complete beginners learning in a segregated, gentle area through which faster skiers and snowboarders could not pass. If in doubt, helmets should be worn. Helmets must be correctly fitted and appropriate for purpose.
- Staff should learn how to fit helmets so that they become competent and are able to spot if they are being worn incorrectly. Where helmets are rented, they should be fitted by the person renting the equipment to you (as are skis). If a parent supplies the helmet, they are responsible for it being in a serviceable condition (at the start of the snow sports tour at least) and fitting correctly. Staff should still check that this is the case. It is possible that hire shops/tour operators will not have sufficient stocks of helmets in place so it is essential to discuss this with them in plenty of time prior to the activity so that adequate stocks can be made available.

If you are arranging equipment rental in the UK it is good practice to book helmets as part of this package to so that all participants have suitable helmets. If not, contact your tour operator and make every reasonable effort to ensure all participants will be provided with suitable helmets as part of the equipment package. Provision of helmets should be ‘costed’ as part of the overall package, not as an optional extra.

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.

As an employer, Bedford Borough Council is committed to providing emergency planning procedures to support LA schools and other establishments who have purchased this service in the event of a critical incident.

To activate support from Bedford Borough Council, the following telephone numbers should be used:

- Normal office hours: 01234 718518 (during office hours only)
- Outside normal office hours: First Contact Officer (for serious incidents only): 07468 472517

These 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:

- Statutory government guidance for schools and colleges 'Keeping Children Safe in Education' (April 2014), and
- Advice published by the Bedford Borough Council Safeguarding Children Board.

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' 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 AA (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)

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'

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

It may be necessary to take additional copies of the field file when the group members divide into sub-groups during the visit. 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 'visitors to the school' type assessment 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 AA (diary/cover implications). A copy of this form should be added to the 'EVC Trips and Visits' folder in the office prior to the event occurring.

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 or sticker to attach into their pupil diary for their parents to sign rather than being handed a letter for every individual fixture. TF has produced a template design for the sticker which contains information such as: fixture type/name/venue, collection time, parent/guardian signature. Pupils must show their signed letter or sticker to the staff member who has organised the fixture prior to attending.

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: Visit Planning Checklist

Appendix 3: Generic Educational Visits Risk Assessment

Appendix 4: Car/Coach Risk Assessment

Appendix 5: Walking Risk Assessment

Appendix 6: Tube/ Train Risk Assessment

Appendix 7: Private Cars Risk Assessment

Appendix 8: Insurance Documents

Appendix 9: Current Minibus License Holders

Stage 1:

Outline proposal to Head Teacher and/or Governing Body.

- ▶ 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 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 transport arrangements provisionally booked.
- ▶ A preliminary risk assessment should be completed and a visit to the venue is highly recommended.
- ▶ A thorough breakdown of costs (including venue/event booking, transport and cover implications) should be discussed with the Business Manager/Finance Team

**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 then the clearance check procedure should be started as soon as possible to avoid disappointment.

**Stage 4:**

Start the EVOLVE process producing the electronic 'field file' for the trip.

- ▶ This should be started at least six weeks prior to the visit taking place.
- ▶ A paper 'field file' should also be started, collating pupils' consent slips and risk assessments.

**Stage 5:**

For shorter visits:

- ▶ All staff and pupils attending should be briefed prior to the event.
- ▶ 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.

Stage 5:

For residential, adventurous and foreign trips:

- ▶ Obtain approval to prepare the visit subject to satisfactory preparation.
- ▶ Information should be provided to parents through a 'briefing meeting'.
- ▶ 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.

**Stage 6:**

Complete an evaluation of the visit using the EVOLVE system.

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 School Journeys Policy	
2	Check School Diary to ensure no conflicts with other trips/school events - Seek Vice Principal authorisation	
3	Notify Cover Administrator for cover implications and to log the trip <i>Please do not move forward without Cover Administrator approval</i>	
4	Seek Head Teacher and Finance Manager approval before informing young people and parents or making a financial commitment <i>Please do not move forward without Head Teacher approval - email sufficient</i>	
5	Identify competent adult supervisors ensuring pupil:adult ratios are met - Assign Assistant Leader	
6	Consider the financial arrangements - all costings to be agreed with Finance Manager <i>Please do not move forward without Finance Manager approval</i>	
7	If necessary, gain an expression of interest from pupils	
8	Consider the medical, behavioural and special needs of young people	
9	Set clear objectives and learning outcomes for the visit or journey (Click for more details)	
10	Do a preliminary visit where appropriate (or seek advice)	
11	~ Consider the risk assessment and risk management of the visit (to include First Aid and Plan B)	
12	Begin to draw up the itinerary	
13	Check DBS clearance for adults where appropriate	
14	Organise bookings of transport with the Finance Office . Ensure bookings of accommodation, etc. are received in writing and keep all correspondence	
15	Does the provider have a Learning Outside the Classroom Badge (LOTC)? Yes - Go to step 17 No - Go to step 16	
16	* Complete an Independent Provider's Contract where there is no LOTC badge - send to provider to complete and sign as early as possible, and before any financial commitment is made (Click for document)	
17	Book out a school mobile phone	
18	Start the communication strategies that will need to be in place - use templates for letters. Schedule pupil/parent/staff briefings if necessary	
19	Vice Principal to proof all letters before sending out (hard copy to JR)	
20	Start the Evolve process in Visit Leaders name	
21	~ Ensure all Risk assessments are complete	
22	Identify the local point of contact (SLT) and telephone numbers	
23	Ensure every member of staff is aware of the Emergency Procedures and contact numbers	
24	* Collate all documentation for Field File - copies of file for Assistant Leader and school contact	
25	Brief all young people and all accompanying adults, (including partners abroad if required) to ensure they understand their responsibilities	
26	Hold a final briefing meeting for all staff and young people, e.g. safety information, country code, personal and protective clothing requirements, behaviour etc.	
27	* Consider stickers for each pupil in case of incident	
28	First aid kit and all medication checked and in date	
29	Notify Kitchen of pupils missing from school dinners	
30	E-mail all staff to notify of absences during lessons (add trip details to the bulletin)	

During the trip

31	Brief pupils on groups, buddies, expected behaviour, meeting points and emergency procedures.	<input type="checkbox"/>
32	Ongoing Risk assessments and weather monitoring	<input type="checkbox"/>
33	Log any issues or incidents on correct form	<input type="checkbox"/>

After the trip

34	Report any accident/incident or near miss to the person(s) who approved the visit as soon as possible following the visit	<input type="checkbox"/>
35	* Complete an Evaluation on Evolve	<input type="checkbox"/>

Visits involving transport

36	Contact Finance to book relevant transport as soon as possible	<input type="checkbox"/>
37	Discuss and agree the itinerary with the transport company prior to departure	<input type="checkbox"/>
38	~ Create specific risk assessments and risk management strategies for transporting young people	<input type="checkbox"/>

Overnight and residential visits

39	Ensure DBS clearance for all accompanying adults	<input type="checkbox"/>
40	Ensure Parental Consent is obtained - including generic medication consent	<input type="checkbox"/>
41	Agree downtime arrangements with all accompanying staff	<input type="checkbox"/>
42	Consider any security implications of the accommodation or centre visited	<input type="checkbox"/>
43	Consider gender issues for staffing, young people and accommodation	<input type="checkbox"/>
44	* Create Daily Log and Medicine Record Sheet as required	<input type="checkbox"/>
45	Invite parents and group members to a briefing meeting	<input type="checkbox"/>

Adventure activities

37	Check the qualifications of staff and instructors	<input type="checkbox"/>
38	Use approved centres (AALA / LOTC)	<input type="checkbox"/>
39	Consider additional insurance if appropriate	<input type="checkbox"/>

Visits abroad

41	Seek Adviser Guidance - do this early and before you are committed financially	<input type="checkbox"/>
42	Consider any special staffing competencies e.g., language	<input type="checkbox"/>
43	Consider passports, visa requirements	<input type="checkbox"/>
44	Consider additional insurance e.g., EHIC within EU	<input type="checkbox"/>
45	Consider the customs and cultures of the places to be visited	<input type="checkbox"/>
46	* Ensure correct communication strategies are in place (with appropriate dialling codes)	<input type="checkbox"/>
47	* Produce identity/contact cards for group members and adult supervisors (in the language of the country to be visited if going abroad)	<input type="checkbox"/>

* - the EVC 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

ACTIVITY:	General Considerations for ALL trips and visits		Visit Leader:				
Visit Details:				Date of Visit:			
Assessment by:			Date:			Position:	
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities All leaders will meet prior to departure to discuss and share risk assessments and implement management plans All leaders will be made aware of their roles and responsibilities prior to departure Leaders will brief pupils regarding hazards and involve them in the risk assessment and management process 				0	

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> The establishment has an emergency plan for dealing with an incident on an offsite visit, and knows how to contact sources of help Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group 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 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 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 A complete first aid kit (and travel sickness equipment) will be checked and taken with group The first aid kit will be easily accessed by all leaders Any personal medication to be kept secure and accessible only to leaders Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan 				0
Exposure to adverse effects of weather -> cold injury, heat injury, over exposure to sun etc.		<ul style="list-style-type: none"> Staff will consider possible weather conditions, plan appropriate programme, and ensure that pupils are aware of clothing and equipment required Specialist personal protective clothing and equipment will be made available to group members if appropriate Staff will plan and make provision for pupils who may not bring suitable kit, including arranging a check before departure and/or bringing spares Staff will obtain daily weather forecast and adjust plans accordingly 				0

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> Ensure supervising staff are competent and understand their roles and are aware of any risk assessments Staffing ratios will be in line with guidance Leaders to use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders) Staff will discuss itinerary and arrangements with pupils Pupils will be briefed as what to do if separated from group e.g. meeting points Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups 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.) 				0
Special needs of specific pupils – medical		<ul style="list-style-type: none"> Obtain information from parents/carers and/or GP/Consultant as appropriate Individual risk assessments to be carried out if required Additional supervision to be arranged if required All medicines handed in at beginning of trip. Distributed by named member of staff when required. Form completed each time medicines are administered 				0
Misbehaviour		<ul style="list-style-type: none"> Staffing supervision levels conform to guidance and will be sufficient to maintain good behaviour Code of Conduct/Behaviour agreed with pupils beforehand, with clear understanding of likely consequences if this is breached. Individual risk assessments to be carried out if required Advice to be taken from SENCO where appropriate Additional supervision to be arranged if required 				0
Animals, insects, poisonous plants etc		<ul style="list-style-type: none"> Avoid known high risk situations Take necessary avoidance action if encountered 				0

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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
Those hazards which may result in serious harm or affect several people	Persons at risk from the significant hazards identified					
		<ul style="list-style-type: none"> Ensure those with known allergies carry medication 				
Inappropriate provision, activity or actions by provider or provider's staff		<ul style="list-style-type: none"> Only bona fide, reputable providers will be used 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 			0	
Confrontation with a member of public	All group members, including leaders	<ul style="list-style-type: none"> Pupils will remain in pairs, groups or buddy systems at all times, including visits to toilets, restaurants etc. Seats will be booked, wherever possible, in a single block to enable easier supervision 			0	
Whilst on activity: Inappropriate behaviour → injury to self, other party members, or passers-by		<ul style="list-style-type: none"> Staffing supervision is within recommended ratios, sufficient to meet pastoral needs and maintain good behaviour <ul style="list-style-type: none"> Overall party divided into smaller groups for more effective supervision by staff Pupils appropriately briefed to include the following: - <ul style="list-style-type: none"> Purpose and duration of activity Expected standards of behaviour and pertinent safety rules – follow instructions / directions from provider's staff where applicable Emergency procedures - what to do if there is an incident or they become lost or separated from group 			0	
Pupils with food allergies		<ul style="list-style-type: none"> All staff/volunteers are made aware of pupils who are sensitive to foods and food additives. Staff should be aware of ingredients/food additives present in foodstuffs. 			0	

The chart below can be used as an aid to **Risk Assessment**. To prioritise the risks, multiply from each axis to produce a risk rating for each option.

Likelihood of Harm	Severity of Harm				
	Risk Rate	Minor 1	Moderate 2	Serious 3	Major 4
Inevitable	4	4	8	12	16
More than likely	3	3	6	9	12
Less than likely	2	2	4	6	8
Unlikely	1	1	2	3	4

Risk Level

High Risk (Rate >7)	Moderate Risk (Rate = 4 – 6)	Low Risk (Rate = 1 - 3)
Unacceptable risks: Take Immediate Action: Amend activity design, methodology, equipment, etc. Do not start or continue work until relevant control measures are in place.	May or may not be an unacceptable risk. Introduce and make all efforts to control/reduce risk. Ensure control measures are in use and working.	Risk may be acceptable, but consider possible low or no-cost improvements and keep under review.

Likelihood Of The Event

RATE	LIKELIHOOD	DESCRIPTION
1	Unlikely	The event may occur only in exceptional circumstances.
2	Less than likely	The event may/could occur at some time
3	More than likely	The event will occur at some time.
4	Inevitable	The event will occur in most circumstances.

RISK ASSESSMENT FORM - Travel by coach

(Focus on the things over which you have control)



Establishment: Goldington Academy

ACTIVITY:	Offsite Visits – Travel by Coach		Visit Leader:				
Visit Details:				Date of Visit:			
Assessment by:		Date:		Position:			
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> • Only coaches from a bona fide, reputable company will be hired (see guidance 'Selecting a Coach Operator') • 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"> o are checked and vetted at appropriate intervals regarding their health/fitness to drive, previous driving experience, and convictions o have a full, current PCV licence o adheres to the national speed limit and adapts to weather conditions o do not have past convictions for serious driving offences – e.g. drink / driving o are not facing impending prosecution for any serious driving offences e.g. drink / driving o adhere to strict working hours according to tachograph rules and regulations o are informed about and prohibited to drive under the influence of alcohol or drugs o are prohibited to use mobile phones or radios in the coach unless the bus is stationary or the equipment is fully "hands-free" operated 		Visit Leader to discuss with the driver about mutual expectations regarding the journey before setting out Coach transport arranged by externally accredited tour operator e.g. STF member, LOtC Quality Badge holder etc 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 Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> 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 				
Inappropriate driving by driver	All on board	<ul style="list-style-type: none"> Visit Leader to discuss concerns with driver Stop the journey and 'phone the company for a new driver if it is felt the group is at risk 				0
Defective vehicles	All on board	<ul style="list-style-type: none"> Only bona fide, reputable companies will be hired (see guidance 'Selecting a Coach Operator') 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"> 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) it is assessed regularly (at least annually) by VOSA (Vehicle and Operator Services Agency) 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 it has full insurance for all its drivers and vehicles, including public liability cover it has suitable and sufficient breakdown cover to ensure that a replacement vehicle can be guaranteed if required it is not at present under investigation, pending possible disciplinary action by VOSA or possible prosecutions. all its coaches have a current MOT certificate all its coaches are maintained and serviced regularly (and that records are available if requested for inspection) all seats are fitted with fully operational seat belts 	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 Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> o all coaches are fitted with fire extinguishers and a fully maintained first aid kit • All emergency exits and door closures on coaches are checked daily and in good working order coaches are checked daily and in good working order 				
Injury whilst vehicle is in motion	<p>All group members, including leaders</p> <p>Wheelchair users</p>	<ul style="list-style-type: none"> • All group members will be briefed to stay seated, wherever possible, during the journey • Group members will be instructed to use and fit seat belts correctly at all times during • Aisles and emergency exits will be kept clear of obstructions • If user remains in wheelchair, appropriate seat belts, and wheel restraints, if required, will be fitted 				0
Travel sickness	All group members, including leaders	<ul style="list-style-type: none"> • Identified potential sufferers to be seated near the front or coach toilet with sick bags available • Group members instructed to not drink fizzy or energy drinks prior to and during the journey • Keep the coach clean and 'fresh' by regular collection of rubbish and disposal at stops • Designated first aider to clean up vomit and ensure the area is suitable for use again. • Check with the driver to ensure the 'air flow' is on at the back of the coach 	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"> • Should only be used as an emergency • Group members reminded to not block-up the toilet with toilet paper/ sick bags 				0
Misbehaviour -> injury to self, others inside coach, or passers-by	All group members	<ul style="list-style-type: none"> • Staffing ratios will be in line with LA guidance and will be sufficient to maintain good behaviour • 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. • On double-decker coaches supervisors should be positioned on both decks 				0

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> 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 				

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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 Wheelchair users	<ul style="list-style-type: none"> Safe locations will be chosen away from busy traffic to get on/off coach (e.g. coach park, onto wide pavement) Allocate one staff member to stand by and check doorway as young people enter / leave (Adult alights first) Brief group to enter and leave in an orderly manner. Transport will have suitable lift/wheelchair access Access and egress, and transfers will be carefully supervised (and assisted, if required) by sufficient number of trained, experienced staff members with suitable lifting aids if appropriate Wheelchairs will be properly secured during journey using appropriate fixings 	Use pedestrian crossings wherever possible 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"> Staff to ensure group members are aware of emergency procedures, as appropriate Follow directions by coach driver All passengers to be evacuated away from passenger side of vehicle to safe resting place (beyond side barrier if possible), well away from passing vehicles If above is not possible, passengers will be instructed to sit on side of vehicle furthest from moving traffic and remain wearing seat belts 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 Charged mobile phone available (if no signal, staff may need to use personal phone or leave transport to locate signal) Position of first aid box known by all staff Water/food/clothing supplies available in case of severe delay 				0
Stopping-off points / breaks in the journey Individuals separated or lost Confrontation with a member of public	Group members	<ul style="list-style-type: none"> Brief group members re: <ul style="list-style-type: none"> purpose and timings of stop how and where to contact staff remain in pairs or threes (buddy system - each responsible for named other) moving traffic (driving on right abroad) 	Staff to take turns to roam the stop-off area to provide additional supervision where appropriate			0

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> Careful head count before departure 				
Lost luggage or luggage left behind	All group members, including leaders	<ul style="list-style-type: none"> All luggage to be stored securely Designated individuals to oversee or help with loading of luggage (do people have their suitcase keys?) All hand luggage to be loaded according to need 			0	
Luggage falling from overhead luggage racks	All group members, including leaders	<ul style="list-style-type: none"> Only one piece of hand luggage to be taken on board & stored securely in overhead rack All remaining luggage to be stored in luggage hold compartments Ensure coach company aware of any extra equipment taken by group on trip over and above normal luggage 	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"> Visit leaders clear about parking arrangements for themselves and parents dropping/collecting young people Parents informed where to meet and at what time. Young people informed where to wait; should be well clear of where the coach(es) will pull in. 			0	
Party travelling in two or more coaches and trying to keep together	All group members, including leaders	<ul style="list-style-type: none"> Each coach to travel independently – with its own full complement of staff, paperwork etc Group members not allowed to swap coaches, particularly if travelling abroad and passenger lists required for immigration purposes Each coach should be clearly labelled and the significance of this explained to group members 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. 	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"> Alternative journey planned before the trip. Staff to be aware of the position of emergency exits Charged mobile phone available (if no signal, staff may need to use personal phone or leave transport to locate signal) 			0	

Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> • Position of first aid box known by all staff • Water/food/clothing supplies available in case of severe delay 				

The chart below can be used as an aid to **Risk Assessment**. To prioritise the risks, multiply from each axis to produce a risk rating for each option.

Likelihood of Harm	Severity of Harm				
	Risk Rate	Minor 1	Moderate 2	Serious 3	Major 4
Inevitable	4	4	8	12	16
More than likely	3	3	6	9	12
Less than likely	2	2	4	6	8
Unlikely	1	1	2	3	4

Risk Level

High Risk (Rate >7)	Moderate Risk (Rate = 4 – 6)	Low Risk (Rate = 1 - 3)
Unacceptable risks: Take Immediate Action: Amend activity design, methodology, equipment, etc. Do not start or continue work until relevant control measures are in place.	May or may not be an unacceptable risk. Introduce and make all efforts to control/reduce risk. Ensure control measures are in use and working.	Risk may be acceptable, but consider possible low or no-cost improvements and keep under review.

Likelihood Of The Event

RATE	LIKELIHOOD	DESCRIPTION
1	Unlikely	The event may occur only in exceptional circumstances.
2	Less than likely	The event may/could occur at some time
3	More than likely	The event will occur at some time.
4	Inevitable	The event will occur in most circumstances.

RISK ASSESSMENT FORM - OFFSITE WALKING

(Focus on the things over which you have control)



Establishment: Goldington Academy

ACTIVITY:	Offsite Visits – Travel – On Foot, near roads		Visit Leader:				
Visit Details:				Date of Visit:			
Assessment by:			Date:			Position:	
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CM's): 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? 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"> This generic risk assessment will be read and completed in addition to the general conditions risk assessment . 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 The route will be planned to avoid fast or dangerous junctions or sections of road and utilising wide pavements where possible. When abroad pupils will be briefed in appropriate road usage and rules Staff will be fully briefed with respect to supervisory responsibilities 				0	
Distance from school	All group members including staff	<ul style="list-style-type: none"> A school mobile phone must be carried by staff members Group leader must have a list of all pupils on the trip with their emergency contacts Ratio of adults must be at least 1:10 Route taken should be appropriate for age and ability of group and should be checked before group leaves school Ensure group behaviour and supervision is acceptable and appropriate 				0	

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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
Those hazards which may result in serious harm or affect several people First Aid, pupils require prescribed medication Minor injury or serious illness	Persons at risk from the significant hazards identified All group members including staff	<ul style="list-style-type: none"> Designated staff member carries first aid kit Any prescribed medication (i.e. inhalers or epipens) with child if usually responsible or with designated member of staff 				0
Rough, uneven ground Slips, trips or falls	All group members including staff	<ul style="list-style-type: none"> Verbal warning of risk Suitable footwear and clothing to be worn Ensure good behaviour and no running Remain in designated groups 				0
Traffic Death or major injury	All group members including staff	<ul style="list-style-type: none"> Verbal warning of risk 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) Young people given appropriate briefing regarding required behaviour i.e. – <ul style="list-style-type: none"> to stay together as one group, on one side of the road only to walk in a single file close to roadside to walk off the road and on the verge, if at all possible 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 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 Supervise road/ car park crossings by individual groups Maintain clear sight lines at all road crossings Use pedestrian crossings wherever possible 				0

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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"> • Staff leaders at front and back at all times 				
Contact with animals (dogs or wild geese)	All group members including staff	<ul style="list-style-type: none"> • Health & safety briefing to include importance of not approaching animals • Verbal reminders of risk 				0
Extreme weather conditions	All group members including staff	<ul style="list-style-type: none"> • Ensure group have access to fluids and drinks break. • Avoid prolonged exposure to sun- remain in shady areas • Ensure pupils are wearing suitable and/or sensible clothes and footwear before heading off. Provide extra clothing if necessary • Ensure pre-visit information includes importance of wearing hats and sunscreen to promote application of it during the day • Modify or shorten session if necessary. Be aware of the level of comfort in the group and avoid pro-longed periods of inactivity. 				0
General public	All group members including staff	<ul style="list-style-type: none"> • School uniform worn by all pupils so that they are recognisable. Staff to wear Goldington Academy tops/coats if available. • Regular headcounts 				0
Physical or verbal abuse		<ul style="list-style-type: none"> • Staff to be vigilant- politely ask members of the public to leave work area if necessary 				
Abduction of children		<ul style="list-style-type: none"> • Staff to supervise their groups with designated staff members at the front and back of the walking group. • Attempt to de-escalate any potentially confrontational situation if safe to do so • Be prepared to remove group to alternative area if necessary • Follow serious incident procedures and notify police if appropriate. 				

The chart below can be used as an aid to **Risk Assessment**. To prioritise the risks, multiply from each axis to produce a risk rating for each option.

Likelihood of Harm	Severity of Harm				
	Risk Rate	Minor 1	Moderate 2	Serious 3	Major 4
Inevitable	4	4	8	12	16
More than likely	3	3	6	9	12
Less than likely	2	2	4	6	8
Unlikely	1	1	2	3	4

Risk Level

High Risk (Rate >7)	Moderate Risk (Rate = 4 – 6)	Low Risk (Rate = 1 - 3)
Unacceptable risks: Take Immediate Action: Amend activity design, methodology, equipment, etc. Do not start or continue work until relevant control measures are in place.	May or may not be an unacceptable risk. Introduce and make all efforts to control/reduce risk. Ensure control measures are in use and working.	Risk may be acceptable, but consider possible low or no-cost improvements and keep under review.

Likelihood Of The Event

RATE	LIKELIHOOD	DESCRIPTION
1	Unlikely	The event may occur only in exceptional circumstances.
2	Less than likely	The event may/could occur at some time
3	More than likely	The event will occur at some time.
4	Inevitable	The event will occur in most circumstances.

RISK ASSESSMENT FORM - TRAVELLING BY TUBE OR TRAIN

(Focus on the things over which you have control)



Establishment: Goldington Academy

ACTIVITY:	Travelling by tube or train		Visit Leader:				
Visit Details:				Date of Visit:			
Assessment by:		Date:		Position:			
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			0
Hazards associated with the station and waiting for the train on the platform On platform - Getting hit by train as it arrives Falling from platform onto track Falling between train and platform Getting caught in automatic door as it closes Being left behind on platform due to pressure of numbers	All group members, including leaders	<ul style="list-style-type: none"> • Visit leaders will ensure that party remains in an orderly group well back from edge of platform until the train is stationary • Young people to be briefed about waiting well back from platform edge • Supervisors to be appropriately positioned on platform for effective supervision of the group • 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 • Leaders will ensure that boarding and leaving the train is carefully supervised by a staff member, and in an orderly manner • Leaders will be the first and last to enter when boarding, and the first and last to exit when leaving • 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 • Leaders will be available to assist with the lifting of luggage onto/off the train • Seats will be booked in advance, and wherever possible, in a single block within the same carriage • A leader will always remain with each group if the party becomes separated 		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 https://tfl.gov.uk/info-for/schools-and-young-people/ Leaders to prepare a contingency plan in case of overcrowding			0

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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>Hazards whilst travelling on a moving vehicle (train or tube)</p> <p>Falls if train suddenly stops, slows, or has collision</p> <p>Falls from train, out of train doors</p> <p>Leaning out of windows as train passes another train or bridge etc. -> Collision</p> <p>Hit by luggage falling from rack above</p>	All group members, including leaders	<ul style="list-style-type: none"> All group members will be briefed to stay seated, wherever possible, during the journey Leaders will sit at separate locations amongst group to maintain good order and sensible behaviour 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 Young people will be given particular instructions not to lean out of windows or to open or touch any exterior doors 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 Leaders will check that all luggage is stored securely, and that heavy items are placed, wherever possible, on low racks at end of carriage Young people will be instructed to remain in their seats whilst train is visiting stations 				0
<p>Confrontation with a member of public</p>	All group members, including leaders	<ul style="list-style-type: none"> Young people will remain in pairs, groups or buddy systems at all times, including visits to toilets, buffet etc. 				0
<p>Walking to train/tube station</p> <p>Danger of being hit by moving vehicle or separation from group</p>	All group members, including leaders	<ul style="list-style-type: none"> Walk in pairs with adults at front, rear and middle. Stop together to cross roads. Regular head counts 	Pupils misbehaving to be reprimanded			0
<p>Hazards associated with travelling by tube trains</p> <p>Lost or separated member of party</p>	All group members, including leaders	<ul style="list-style-type: none"> All travel in same carriage Remind pupils of good behaviour and being considerate to others whilst travelling Pupils to stay in same place and not walk through carriages 	Inform LU immediately if member of party becomes separated.			0

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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
Those hazards which may result in serious harm or affect several people	Persons at risk from the significant hazards identified					
Safety threat on tube or train	All group members, including leaders	<ul style="list-style-type: none"> • All pupils to be briefed on procedures to be followed in an emergency. • Meeting point established in case group is separated at any point. • Comply with on-board emergency and evacuation procedures. 	Reunite with missing party members at designated meeting point. Phone school when possible to reassure.			0

The chart below can be used as an aid to **Risk Assessment**. To prioritise the risks, multiply from each axis to produce a risk rating for each option.

Likelihood of Harm	Severity of Harm				
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Risk Level

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Likelihood Of The Event

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1	Unlikely	The event may occur only in exceptional circumstances.
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3	More than likely	The event will occur at some time.
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RISK ASSESSMENT FORM -

(Focus on the things over which you have control)



Establishment: Goldington Academy

ACTIVITY:		Travel – By Private Vehicle		Visit Leader:					
Visit Details:						Date of Visit:			
Assessment by:				Date:				Position:	
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			
All eventualities		<ul style="list-style-type: none"> 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 Volunteer Drivers' form completed and original copies seen of all required documents by establishment Head or delegated trip organiser Visit leaders will be familiar with the OEAP's National Guidance document 4.5c, "Transport in private cars"							0
Driver error		The driver: - <ul style="list-style-type: none"> 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") is an experienced driver who has held a full driving licence for at least 2 years 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) is healthy and fit to drive is aware of and agrees to implement the following LA guidance to share the driving with an accompanying adult on longer journeys (essential for journeys over 100 miles) to adhere to strict working/driving hours and rest periods not to drive if feeling too tired or unwell to drive safely 							0

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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"> not to drive if under the influence of alcohol, drugs or medication not to use a mobile 'phone or radio in the car unless the car is stationary or the to adhere to national speed limits and the highway code to drive in a responsible and sensible manner to choose safe locations, away from busy traffic, for passengers to get in/out of car (e.g. car park, onto wide pavement) will check and ensure that seat belts are fitted correctly on all young people before departure and after all breaks in the journey 				
Defective or unsuitable vehicle		<p>The following documents must be checked as evidence the vehicle is roadworthy.</p> <ul style="list-style-type: none"> current MOT certificate (receipt for last service?) adequate motor vehicle insurance cover provided i.e. for personal business use <ul style="list-style-type: none"> It is ideal to have some form of 'Breakdown' cover The establishment must ascertain that: <ul style="list-style-type: none"> the vehicle is fitted with fully operational seatbelts (ideally 3 point) for each person booster cushions must be available for use when appropriate (children under 1.35m) the vehicle has sufficient capacity for each passenger to have their own seat and own seatbelt if younger children are being transported, child-safe locks are operational on the doors to ensure that they cannot be opened accidentally 				0
Safeguarding issues		<p>Only members of staff with valid DBS will be considered to transport students.</p> <ul style="list-style-type: none"> 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 making prior arrangements to ensure that young people do not need to be transported alone providing pre-determined routes and timings for the journey being undertaken 				0

Significant Hazards and Associated Risks	Those who might be harmed	Control Measures (CM's): 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? 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
Those hazards which may result in serious harm or affect several people	Persons at risk from the significant hazards identified				0	
Driver distracted by misbehaviour or illness in car		<p>The establishment will ensure that: -</p> <ul style="list-style-type: none"> • young people who are likely to present challenging behaviour are appropriately supervised by staff who are aware of and capable of handling their behaviour • 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 • 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 • the Visit Leader will place groups of young people together who get along well, thus minimising the risk of disruption and conflict • young people are briefed beforehand regarding required conduct/behaviour • young people are briefed not to open vehicle windows without permission, and not to place hands/heads out of open windows • young people are briefed not to throw anything inside or from the vehicle, or to make signs to passing road users • the driver will be informed of any significant medical conditions (including propensity for travel sickness) and relevant medication carried • any travel sickness equipment is provided • young people are briefed not to eat or drink <p>The school/establishment will instruct drivers:</p> <ul style="list-style-type: none"> • if breakdown or accident occurs, to evacuate all passengers away from passenger side of vehicle to safe resting place (beyond side barrier if possible), • if above is not possible, to instruct passengers to sit on side of vehicle furthest from moving traffic and remain wearing seat belts • 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 				

The chart below can be used as an aid to **Risk Assessment**. To prioritise the risks, multiply from each axis to produce a risk rating for each option.

Likelihood of Harm	Severity of Harm				
	Risk Rate	Minor 1	Moderate 2	Serious 3	Major 4
Inevitable	4	4	8	12	16
More than likely	3	3	6	9	12
Less than likely	2	2	4	6	8
Unlikely	1	1	2	3	4

Risk Level

High Risk (Rate >7)	Moderate Risk (Rate = 4 – 6)	Low Risk (Rate = 1 - 3)
Unacceptable risks: Take Immediate Action: Amend activity design, methodology, equipment, etc. Do not start or continue work until relevant control measures are in place.	May or may not be an unacceptable risk. Introduce and make all efforts to control/reduce risk. Ensure control measures are in use and working.	Risk may be acceptable, but consider possible low or no-cost improvements and keep under review.

Likelihood Of The Event

RATE	LIKELIHOOD	DESCRIPTION
1	Unlikely	The event may occur only in exceptional circumstances.
2	Less than likely	The event may/could occur at some time
3	More than likely	The event will occur at some time.
4	Inevitable	The event will occur in most circumstances.

Certificate No. RNN743094/30393289

1. Description of Vehicles

Any Motor Car owned by or hired or lent to an employee, governor or volunteer of the Policyholder excluding any Motor Car provided by the Policyholder

2. Name of Policyholder **Goldington Academy Trust**

3. Effective date of the commencement of Insurance for the purposes of the relevant law **1st April 2019**

4. Date of expiry of Insurance **31st March 2020**

5. Persons or classes of person entitled to drive

The Policyholder and any other person provided he is in the Policyholder's employ or governor or volunteer of the Policyholder. Provided that the person driving holds a licence to drive the vehicle or has held and is not disqualified from holding or obtaining such a licence

6. Limitations as to use

The Policyholder's business

But subject to the Exclusions defined below

Use for social, domestic and pleasure purposes and travel directly between home and normal place of work.

Racing, speed testing, pacemaking or competitive driving or the carriage of passengers for hire or reward

I hereby certify that the Policy to which this Certificate relates satisfies the requirements of the relevant law applicable in Great Britain, Northern Ireland, Isle of Man, Isle of Guernsey, Island of Jersey and the Island of Alderney

Authorised Insurer

Royal & Sun Alliance Insurance Plc

A handwritten signature in black ink, appearing to read 'S. Lewis'.

Steve Lewis

UK Chief Executive, UK & Western Europe

NOTES:

FOR FULL DETAILS OF THE INSURANCE COVER REFERENCE SHOULD BE MADE TO THE POLICY

CANCELLATION – IF THIS POLICY IS CANCELLED YOU MUST RETURN THIS CERTIFICATE IMMEDIATELY TO YOUR INSURANCE ADVISER OR RSA OFFICE

ADVICE TO THIRD PARTIES

NOTHING CONTAINED IN THIS CERTIFICATE AFFECTS YOUR RIGHT AS A THIRD PARTY TO MAKE A CLAIM

In case of an emergency the 24 hour emergency telephone number is 0345 984 8383

Windscreen Repair or Replacement Service:

If your windscreen or any window is damaged, you can arrange for immediate repair or replacement by calling 0800 783 4695

You will need to show your Certificate of Motor Insurance, to the supplier and only pay the windscreen excess shown in the Policy (and VAT if you are registered) at the time the glass is replaced. RSA will then pay the remaining balance

Royal & Sun Alliance Insurance plc (No. 93792), Registered in England and Wales at St Mark's Court, Chart Way, Horsham, West Sussex, RH12 1XL

Authorised by the Prudential Regulation Authority and regulated by the Financial Conduct Authority and the Prudential Regulation Authority

For your protection, telephone calls may be recorded or monitored

Jul 2015

Goldington Academy

MiDAS School Drivers Record

Name of Driver	Date of Driving Assessment	Renewal due Date
L Hall	September 2015	October 2019
L Chapman	October 2018	January 2023
K Lodder	October 2018	January 2023
T Wyatt	November 2018	January 2023
A McKenna	January 2019	October 2023
N Sacre	Jun 2019	October 2023
N Taggart	September 2019	