

Safety & Supervision on Visits Policy



This policy is applicable to all pupils, including those in EYFS.

Rationale

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

Aims

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Guidelines

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

The following guidelines support the planning and implementation of educational visits organised at St Hugh's School. This policy is written with the guidance of the DfE documentation: "Keeping Children Safe in Education (KCSIE)" (Sept. 2018) It should also be read in conjunction with our School Travel policy. We aim to ensure that our procedures for school trips take account of the pupils' needs as stated in the SEND Code 2014, the Equality Act 2010 and KCSIE (Sept. 2018).

Headmaster/Educational Visits Coordinator

Together, the Headmaster and Educational Visits Coordinator (EVC), who is currently Kate Boswell, will endeavour to ensure that:

- they have appointed a suitable group leader;
- all necessary actions have been completed before the visit begins;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- the ratio of supervisors to pupils is appropriate and that all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- the governing body has approved the visit if necessary;
- parents have signed school visit consent forms at the start of each academic year
- arrangements have been made for all the medical needs and special educational needs of all the children;

- vehicles in which children are being transported, and the driver of those vehicles, are adequately insured;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- they have written confirmation that any Alternative Providers (AP) who will come into contact with our pupils have the DBS clearance in line with school policy.
- they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- that the group leader takes a school mobile phone or their own phone (ensuring the school office has the number).
- at least one member of SLT attends every residential visit.
- There is a designated First Aider on the trip. They are responsible for carrying first aid equipment and pupil specific medication.
- A qualified first aider attends every residential visit.

Group Leader

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit. The Group Leader should:

- appoint a deputy, if appropriate;
- be able to control and lead pupils of the relevant age range;
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- undertake and complete a comprehensive risk assessment;
- have regard to the health and safety of the group at all times;
- have obtained written confirmation from the provider that all AP staff have DBS clearance if pupils are being left in the sole care of the provider;
- know all the pupils proposed for the visit to assess their suitability (risk assess individuals if necessary);
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below);
- hold a pre-visit meeting with all staff (and parents – residential) so every party is aware of their roles and responsibilities;
- Ensure all staff (parent helpers) involved in the visit have signed and understood the Risk Assessment;
- Have taken photocopies of all passports/EHIC Cards prior to the trip (residential out of UK) and collated and easy access list;
- Have a clear plan, and shared with their staff, on every day activities. For example, how we will be crossing a road/ getting off transport/ frequency of registration/ group monitoring/ storage of passports;
- Create an itinerary/ packing list should it be required;
- Make all adults going on the trip aware of any medical or health conditions of a pupil/ staff member that may affect any aspect of the trip.

Other teachers and adults involved in a visit

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

Teacher and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group;
- care for each individual pupil as any reasonable parent would;
- follow the instructions of the leader and help with control and discipline. Non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal;
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

Responsibilities of pupils

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

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

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

Parents

The group leader should ensure that parents are given information about the purpose and details of the visit through the Notification of Visit email sent via the school office. Parents should be invited to any briefing sessions for longer visits, particularly for residential and overseas visits.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. School operates under a system of PRESUMED CONSENT for all educational visits with the exception of EYFS children and residential trips. In these cases signed parental consent must be obtained.

Parents must:

- provide the group leader with current and up to date emergency contact number(s);
- In the case of visits involving EYFS children to sign the consent form;
- give the group leader relevant information about their child's health which might be relevant to the visit.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Headmaster must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The organiser / group leader must agree all plans with the Headmaster.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using St Hugh's Risk Assessment Evaluation Form. The risk assessment will decide the adult:child ratio for each visit. (See Guidance under 'Supervision').

Risk Assessments should focus on real risks, not risks that are trivial and fanciful.

The risk assessment should include the following considerations:

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

Note; If the original plans have to change (i.e weather conditions) then a new risk assessment needs to be completed whilst on the visit. Any changes during the visit that lead to an escalation of the risk or result in a deviation to the published itinerary must be approved by the Headmaster or a Deputy Head. The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger. If changes are made during the visit, the Risk Assessment should be manually updated for future reference if the visit were to be run again.

When planning an activity involving caving, climbing, trekking, skiing or watersports, we are required to check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales).

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

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

Preliminary visit

Wherever possible the group leader should undertake a preliminary visit to:

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

If it is not feasible to carry out a preliminary visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For all activities, day visits, visits which involve overnight stays, or visits abroad it is essential to have a designated trained first-aider, with a Level Three Award in First Aid in the group. The group leader and all adults in the group should know how to contact emergency services. The minimum first-aid provision is: a suitably stocked first-aid bag; a person appointed to be in charge of first-aid arrangements. First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Headmaster should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

A member of staff qualified in paediatric first aid will always accompany EYFS outings.

Supervision

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

- sex, age and ability of group;
- special needs pupils;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

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

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

EYFS visits off-site may be as low as:	1:2
Key Stage 1, visits off-site on foot:	1:10
Key Stage 1, visits off site involving public transport:	1:6
Key Stage 2/3, visits off-site on foot:	1:20
Key Stage 2/3, visits off-site involving public transport:	1:15

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

These ratios do not include residential visits.

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

Where a high adult:pupil ratio is required, it may not always be feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

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

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

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

Preparing Pupils

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

Participation

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

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

Information to pupils

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

- the aims and objectives of the visit / activity;
- background information about the place to be visited;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- who is responsible for the group;
- what to do if approached by a stranger;
 - what to do if separated from the group
 - emergency procedures

- rendezvous procedures.

Transport and pupils – Please see also the School Travel Policy

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

- arrive on time and wait for the transport away from the road, track, etc.
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated while travelling on transport;
- make sure your bags do not block aisles on the transport
- never attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- never kneel or stand on seats or otherwise impede the driver's vision
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport always use the Green Cross Code
- if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

Transporting children in personal vehicles:

In order to protect staff and the children with valid insurance from the school, staff must demonstrate that they have the following valid personal documents at the time of the journey:

- Driving licence
- MOT for vehicle in use
- Insurance for vehicle in use

Children must all be secured with 3 point seatbelts and must be over 135cm tall to sit in the front seat. It is up to the Group Leader to check that the driver personal documentation is in order. Although this might seem like a minor inconvenience, failure to identify administrative lapses will mean that neither staff or pupils are covered by the school insurance, with risk to pupil welfare, staff liability, school liability and reputation.

The Assistant Bursar will update the school's records at the beginning of each academic year.

Pupils with special educational and medical needs

The Headmaster will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures needs to be addressed at the planning stage.

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupils' health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit;

- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;
- visit's objectives;
- details of the activities planned and of how the assessed risks will be managed;
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to.

Parental consent

St Hugh's School will seek parental consent for the following at the start of each academic year:

- educational visits in support of the taught curriculum that occur within normal school hours (8.00am-4.40pm)

A consent form will be distributed to parents in September of each school year and a signed hard copy must be returned to school. This will be kept on file.

Separate signed consent will be required for:

- residential visits
- any visits that require an overnight stay
- visits abroad
- visits that contain activities of a higher level of risk (for example, waterborne activities)
- visits that return after normal school hours (after 8.30pm)
- any visit that involves children of Nursery age.

Parents will be invited to give their consent for any emergency medical treatment that may be deemed necessary by the group leader in the event that parents cannot be contacted. If parents withhold consent absolutely the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headmaster will need to consider whether the child may be taken on the visit or not

Residential visits

Hostels and Hotels

Such visits pose additional risks. Hence, the leader must bear in mind the following additional factors:

- the group leader should ideally have adjoining rooms with staff quarters next to the young people's – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance;
- the immediate accommodation area should be exclusively for the use of the group;
- access by staff to student rooms must be available at all times;
- separate male and female sleeping areas for pupils and adults;
- ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel;
- security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- ensure that locks / shutters etc. work on all the rooms used by the group;
- storage of clothes, luggage, equipment etc., particularly safekeeping of valuables;

- adequate lighting – it is advisable to bring a torch;
- provision for sick, disabled pupils or those with special needs;
- safety in rooms (electrical connections, secure balconies);
- recreational accommodation / facilities for the group.
- if parents are accompanying a residential trip as supervisors then they require a DBS check.

Coastal visits

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

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

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

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming/Surfing in the sea on a coastal visit, will **only** be allowed for St Hugh's pupils if they are wearing life vests and other flotation aids such as when they are coasteering during the Year 8 trip to Wales. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance. Where swimming/paddling is to be allowed on a visit, a ratio of 1 adult:4 children is a minimum.

Farm visits

St Hugh's recognises that farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli 0157 food poisoning and other infections. The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out. The basic rules for a farm visit will be:

We will never let pupils:

- place their faces against the animals or their hands in their mouths after feeding them;
- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- ride on tractors or other machines;
- play in the farm area.

Emergency Procedures

In case of emergency, the group leader should immediately contact the school office: 01367 870700 who will make contact with the Headmaster. If outside school hours, the Headmaster is available at home (01367 870719) or via his mobile (07799 411406); alternatively the Bursar can be contacted out of hours on 07825 442915 (mobile) Where necessary, the group leader will contact the emergency services.

Relevant proformas are attached to the policy: Risk Assessment, Headmaster's Authorisation Form etc.

Reviewed by: Kate Boswell (EVC)

Reviewed: September 2018

Review Date: September 2019

Running an Educational Visit Checklist

ITEM	DATE	SIGNED/ INITIALED
Headmaster's Authority (<i>including any change to pupil list</i>)		
Travel Letter to office@st-hughs.co.uk (<i>2 weeks before visit where possible</i>)		
Preliminary Visit (<i>if applicable</i>)		
Travel (<i>Request for Coach Travel/ Minibus Booked</i>)		
Food (<i>kitchen Booking Form - at least 72 hours prior to leaving</i>)		
Pre-Meeting		
Medical Information (<i>also signed by Medical Team</i>)		
List of Parents Information/ contacts		
Risk Assessment		
Hard Copy of all items given to EVC (<i>minimum of 48 hours prior to visit</i>)		

All items to be printed out and taken on the Educational Visit.

Group Leader _____

Date _____

HEADMASTER'S AUTHORITY FOR CALENDAR ENTRY - EVENT / SCHOOL VISIT

Please complete this form and send to Calendar Coordinator who will pass onto Headmaster

Request for Calendar Term: Autumn / Spring / Summer **Year:** 20_____

Event Information

Date:	
Start (Departure) Time:	
End (Return) Time:	
Detail :	
Number of children taking part: <i>(Please complete pupil details on p.2)</i>	
Event Leader: Other staff involved (Initials)	
Annual Event? <small>*Annual events will be added to the same day of the same week and be subject to confirmation and updated information</small>	Yes / No

Additional information required for an offsite school visit

Cost to be charged to which department? (or parents?)	
Estimate of Costs	
Transport : coach / train / minibus / staff cars	£
Entrance fees :- _____ Pupils @ £ each	£
Entrance fees :- _____ Adults @ £ each	£
Any other Expenses:	£ £
TOTAL COSTS	£

Signature..... (Event Leader)

Date.....

I have read the above application and am satisfied that all aspects of leadership, planning, organisation and staffing have been considered. Please ensure that I am given all relevant information, including any changes prior to publication of the calendar.

Signature..... Headmaster

Date.....

For all events, except Wednesday sports fixtures, please identify the group or list the names of children taking part in the event.

Whole Year Group(s) _____ Form Group(s) _____

SchoolBase Tag Group Name _____

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	36.
17.	37.
18.	38.
19.	39.
20.	40.

USING THIS DOCUMENT External Visits

Page 1-2 gives guidance on the considerations on producing and using a risk assessment. These pages are to remain with the risk assessment, Page 3, so that it can be understood as a complete document.

RISK ASSESSMENT

As part of managing the health and safety in school, you must control the risks in your workplace. To do this you need to think about what might cause harm to people and decide whether you are taking reasonable steps to prevent that harm. This is known as risk assessment and it is something you are required by law to carry out. Please see HSE for more information here; <http://www.hse.gov.uk/pubns/indg163.pdf>

DEFINITIONS

Hazard is any object, area or activity that can cause harm.

Risk is the chance, high or low, that somebody could be harmed by hazards, together with an indication of how serious the harm could be.

Control measures are positive actions taken to reduce the risk, associated to a hazard, to an acceptable level.

Risk Assessment is a formal record of the above for each activity

PROCEDURE

Step 1: Identify hazards, i.e. anything that may cause harm

For each activity or task the hazards associated with the task or activity are established and listed.

Step 2: Decide who may be harmed, and how.

Different people will behave in different ways and will have different risks eg children/staff

Step 3: Assess the risks and take action.

Calculate Risk Rating and apply control measures (see below Risk Rating matrix)

Step 4: Make a record of the findings.

This is the completed Risk Assessment and is a living document that must be reviewed and updated.

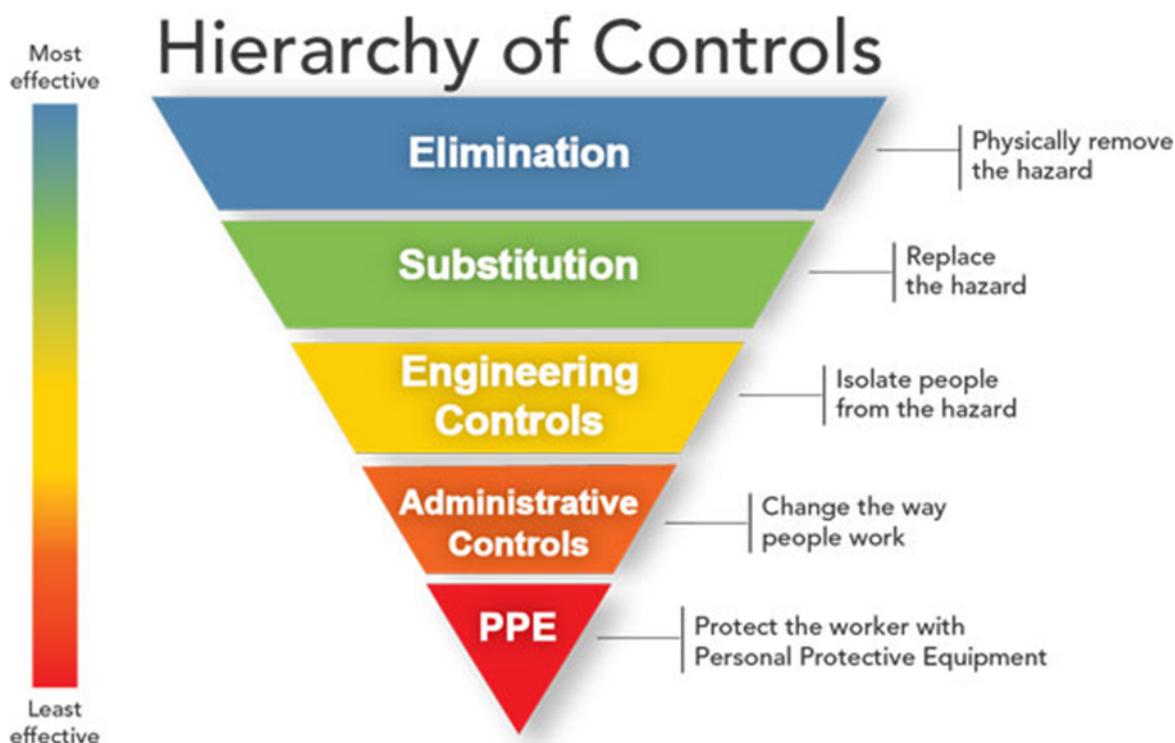
Risk Rating Matrix			Likelihood				
			Highly unlikely	Unlikely	Possible	Likely	Almost certain
Risk = Likelihood X Impact			1	2	3	4	5
Impact	Bumps and bruises	1	1	2	3	4	5
	Requires first aid	2	2	4	6	8	10
	Moderate injury with medium term effects	3	3	6	9	12	15
	Serious injury with long term effects	4	4	8	12	16	20
	Catastrophic injury or death	5	5	10	15	20	25
	Monitor	Acceptable risk					
	Action	Take positive action to reduce risk					
	Urgent action	Comprehensive control measures required					
	Stop	This activity is not allowed to proceed					

RISK RATING

Once you have identified the hazards and population at risk, the previous matrix can be used to determine the Risk Rating. The Risk Rating is calculated by multiplying the likelihood score by the impact score. All hazards identified must be scored before and after control measures have been applied in order to assess if the activity or task is permitted.

CONTROL MEASURES

Must be applied to all hazards that are identified and examples are explained below. You may need multiple control measures for a hazard in order to minimise the risk to an acceptable level.



Elimination Physically removing hazard is the most effective control. eg employees must work high above the ground, the hazard can be eliminated by moving the piece they are working on to ground level to eliminate the need to work at heights.

Substitution The second most effective hazard control, involves replacing something that produces a hazard (similar to elimination) with something that does not produce a hazard—for example, replacing a solvent based glue with an alternative that is not harmful to children.

Engineering controls Do not eliminate hazards, but rather isolate people from hazards. Enclosure and isolation creates a physical barrier between personnel and hazards, eg fume cupboards and hand guards

Administrative controls are changes to the way people work. Examples of administrative controls include procedure changes, employee training, and installation of signs and warning labels. This also include rules for children.

Personal protective equipment (PPE) includes gloves, aprons, respirators, hard hats, safety glasses, high-visibility clothing, and safety footwear. PPE is the least effective means of controlling hazards because of the high potential for damage and misuse.

Risk Assessment

Educational Visit:

Potential Hazard	Risk Rating (Mitigated)	Control measures	Responsible
Transport		(eg. London Underground – each child counted on and off each aspect of the journey) 1.	
Welfare		(eg. Sunburn – Lead member of staff to carry extra sun cream and encourage children to apply pre-trip) 1.	
Slip/Trip/ Fall/ water hazard		(eg. Specified instructions based upon pre-visit or company’s own RA) 1.	
Equipment		(eg. Ensure all pupils are pre-warned of any potential hazards and told to listen to instructions from adults) 1.	
Lost Child/ Property		(eg. Outlined procedures for minimizing pupils opportunity to stray from the group/ designated safe place or meeting place/ minimal number of children in an unsupervised group) 1.	

Contact of Person on site/ place of visit - 0

School Phone Number – 01367 870700

Group Leader Mobile – 07

Designated First Aider on trip – 07

School Medical Centre – Direct Line (school hours) - 07388543749

Further Details
Number of Adults –
Number of Pupils –
Ratio – Adults:Children – :

(Please distribute copies of this to staff on your Educational Visit)

Each member of staff on the trip to have read and signed copy returned to KB

Title	Name	Signature	Phone
Group Leader			
Designated First Aid			
Staff Member			

Date _____

Signed by EVC _____

Kate Boswell

 Once completed put in the allocated plastic wallet in KB's pigeon hole or email to boswellk@st-hughs.co.uk.