



Educational Visits Policy 2025/26

TPAT Policy Management

Document history

Review date	Version	Reviewer / owner	Executive approval	Approving body	Meeting date of policy approval
12/2022	1	Director of Primary	12/2022	EPSC	30/01/2023
12/2023	2	Director of Primary	12/2023	EPSC	15/01/2024
19/12/2024	3	Director of Primary	12/2024	EPSC	20/01/2025
01/2026	4	Director of Primary	01/2026 <small>This policy was also checked and approved by external H&S support – Delegated Services</small>	EPSC	email approval 17/02/2026

Material changes since last publication

Section	Changes
p16	Additional information about information requested about providers for Evolve. Data Protection information Critical incident risk assessment Several updated OEAP links

Appendix 13 Updated links	
------------------------------	--

This policy is reviewed annually. The next review is due by January 2027.

Contents

Page

3 – 4	Introduction
5 – 6	Insurance and local visits Day visits that require transport
7 – 15	Proposed education visits – day trips and residential
16 – 27	Duke of Edinburgh’s Award
28 – 33	Coach / minibus risk assessments
34 – 41	Residential risk assessment
42 – 47	Visit categories Supervision ratios Preparing pupils
48-49	Managing critical incidents
50 – 70	Appendices Appendix 1 Staff volunteer driver’s declaration Appendix 2 Children’s activity risk assessment Appendix 3 Risk assessment master template Appendix 4 EVC useful websites and contacts Appendix 5 EVC authorisation Appendix 6 Parent / Carer Code of Conduct Appendix 7 Sepsis information sheet Appendix 8 Provider statement (complete prior to booking and add to Evolve) Appendix 9 First Aid / Medication record sheet (add to Evolve and all usual record upon return to school)

Appendix 10	Post trip feedback and reflection form
Appendix 11	OEAP National Guidance on First Aid
Appendix 12	Critical incident risk assessment
Appendix 13	Post trip feedback and reflection form (to be added to Evolve)

1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values.

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

- Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions
- Deliver the highest quality learning opportunities facilitated by excellent teachers
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

- Maximising the resources and expertise available to individual schools
- Providing a platform for the sharing of excellent practice
- Challenging and developing staff to turn their potential into performance
- Ensuring our school EVCs are appropriately trained (and reaccredited every 3 years)

1.1. Aims and Scope

Educational Visits Policy

TPAT schools have adopted the Outdoor Educational Advisors Panel (OEAP) guidance that is recognised as a National Standard. The web site gives guidance for roles and responsibilities for the Head of School, Visit Leaders, Educational Visit Coordinators and information for Parents. Please follow the link below for all trip advice and guidance. <http://oeapng.info/>

In this policy, school leader is the main person in charge day to day.

Philosophy

In our schools, we believe in enhancing our curriculum through the inclusion of educational visits. We strongly support the notion that all children can benefit from experiences and challenges offered through educational visits and endeavour to ensure that they are a part of every pupil's education during each year of their time in our schools. Each year the school arranges a number of educational activities and visits that take place off the school site/or out of school hours, which support the aims of the school. These include:

- Out of hours clubs
- Inter school team sports, such as football and netball
- Regular nearby visits (libraries, parks, shops, places of worship)
- Day visits for particular year groups (theatres, museums, art galleries, environmental activities)
- Residential visits and activities, which might be classed as adventurous.

Safety of pupils is paramount in the planning and carrying out of all educational visits.

Pupils can derive a good deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence. This policy booklet is designed to help ensure that pupils stay safe and healthy on school visits. No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen.

Roles and Responsibilities

There is a named Educational Visits Co-ordinator in each school who will ensure that all visits are risk assessed in a timely manner. They will ensure all documents are complete and challenge party leaders where sufficient information is lacking. The EVC will ensure that the final risk assessments and completed forms are signed off at the appropriate level (depending on the type of trip.)

There are office-based individuals who are responsible for obtaining transport quotes and for requesting and processing payments from parents. All letters and communications to parents will be sent via the office following confirmation from the Headteacher and party visits leader.

There will be nominated party leaders for each trip. The party leader will complete risk assessments and ensure that all adults attending the visit have read and understood the risk assessments and understand their roles and responsibilities. The EVC will be responsible for ensuring party leaders have read understood the full EV policy and that they understand the extent of their role. The visit leader must be confident and competent and experienced in going on trips.

1.2. Other linked Policies

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Supporting Pupils at School with Medical Conditions Policy
- Charging and Remissions Policy
- Mobile Telephone Policy
- Equality Plan
- Data Protection Policy

1.3 Insurance

The school's insurance cover is provided by the Department for Education's Risk Protection Arrangement (RPA). This is a fully comprehensive insurance that covers the school against various risks. The cover includes liability insurance, physical building and assets cover, cyber-attacks and also provides insurance cover to employees, volunteers and pupils, whilst at school and also on both school trips within the UK and on overseas trips.

In addition, the cover also includes insurance for accidental bodily injury to employees, governors, trustees, volunteers and pupils of the school whilst on the business of the school.

Local Visits

Parents will be asked to sign a local visits consent for which will be kept as a record on Arbor. This means that every time a local visit takes place, consent will not need to be sought. A local visit refers to a trip within walking distance of the school where no transport is required. The visit must not include any hazardous activities. Parents must be informed of the trip at least 3 days before the trip takes place.

Local visits that do not require transport, including local sporting fixtures should be added to Evolve using the 'Local Visits' option.

Day Visits that Require Transport

When booking a visit that involves transport of any kind the following documents must be submitted via Evolve to the Head of School **at least 6 weeks** before the visit. It is recognised that some sporting fixtures may have less notice and maybe outside of this 6 weeks.

- Outline approval – Day Trip

Once the trip has been approved, the Trip Organiser should ensure the following information is put in to EVOLVE at least one month before the visit:

- Day Trip – Outline Visit
- Planning Checklist for Off-site Activities
- Educational Visits and Journeys Risk Assessment
- Travel Risk Assessments (cars, coach, train)
- Location Risk Assessment (e.g. Farm, Zoo)
- Health Care Plan – list and details
- All other relevant information prompted by EVOLVE

Day visits and residential visits should be uploaded to Evolve using the 'Visit form'.

The pupil risk assessment must be completed in class just prior to the visit and be attached to the visit's documentation.

Please note:

No trips are to be booked until the Headteacher gives the go ahead and approves the trip outline

When the trip has been approved via Evolve the following must be booked:

- The venue and any necessary tickets. If there is a cost involved details must be given to the designated person within the school office so that an order can be raised. If payment is to be made on the day, that person will call and make payment on the phone by the Charge Card
- The minibus or coach (designated person within the school office)
- Free school lunch numbers, including free meals for staff/adults attending, must be given to the designated person in the school office at least two weeks before the trip
- Parents / carers must be given as much notice as possible with a set deadline for the return of permission slips in Nursery for all trips and for all other classes, if the trip takes part in any hours outside to the normal school day

The day before the trip please ensure the following has been done or is available:

- The children's risk assessment has been completed
- Confirmation of the coach / minibus
- Confirmation of free lunches
- Parent helpers, confirmed
- Bucket, spare clothes, sick bags, paper towels and a First Aid Kit. All necessary medicines, especially any epipens and asthma pumps
- Names, addresses and telephone numbers of all those attending
- School mobile phone (make sure this is fully charged)
- Consent has been given for all pupils. **NO child must go on a coach without parental / carer consent**
- Children must be allocated to a group and a list of names printed for the adult leader. A copy of all groups must be held by the teacher in charge
- A plan of the day must be printed for group leaders to follow

- **All parents helpers and staff must be fully briefed**

On the morning of the trip, please ensure:

- If payment is to be made, please give all the details to the designated person within the school office for her to pay over the phone
- Packed lunches are collected
- Children are counted onto the coach and regularly recounted throughout the day
- First Aid equipment, buckets and spare clothes are put on the coach
- TAKE ALL medication as identified on your risk assessment e.g. Epi pens, asthma pumps etc and copies of any Care Plans.

All applications for trip approval must include the **pages 9** plus all the relevant risk assessments.

All trips must include a children's risk assessment and helpers must be briefed.

Residential Visits

When arranging a residential visit, the Group Organiser must complete an outline proposal (via Evolve) and submit to the Headteacher **at least 12 weeks** prior to the visit. After approval, the trip can be booked and all information relating to the visit including risk assessments should be put in to EVOLVE for approval by the Headteacher and then Delegated Services **at least 8 weeks** and CEO **at least 6 weeks** before the trip. The trip may only go ahead with final sign off from the CEO. Please see the flowchart appendix 6, p49.

2.1 PLANNING CHECKLIST FOR OFF-SITE ACTIVITIES

Outline Approval – Day Trip

A form requesting the following information is to be completed on Evolve before a day trip is planned in full

- Year group
- Destination
- Purpose
- Cost
- Transport arrangements

Checklist for day trip

3. Party Leader

Is there a clearly identified party leader, sufficiently experienced and competent to assess the risks and manage the proposed visit or activity?

2. Purpose

Is there a clearly identified purpose for the whole programme and any of its constituent part, appropriate to the age and ability of the group?

3. Risk Assessment

Has the party leader assessed the risk involved in all aspects of the visit or activity and recorded the significant findings. Have risk assessment specific to venue been sent/ requested?

4. Location

Is the proposed location of the visit suitable for the activity to be undertaken and manageable for the group?

5. Advice

Have you sought advice from someone with expertise or technical competence where there is uncertainty about safe practice? This may be a member of staff who has a coordinating role for off-site activities within our establishment or the LEA H&S Team who can contact the LEA's Outdoor Education Adviser for expert advice.

6. Approval

Does the proposed activity fall within Category B or C? If so, it will also need to be subject to cross checking the planning stage with at least 20 school days notice. Where the activity has been cross checked, have you taken appropriate actions to address LEA feedback?

7. Venue

Does the visit involve adventurous activities booked through commercial, charitable or private providers? If so, have you forwarded a copy of the EV Form Section 1? Is there a contact name, address and telephone number known for the visit venue?

8. Staff

Are members of staff, instructors or adult volunteers leading adventurous activities suitably qualified and experienced, i.e. competent to do so?
Have members of staff or adult volunteers been vetted regarding child protection where necessary?
Does staffing include male and female supervision where necessary?

Is there a first aid trained member of staff? Must be paediatric first aid trained for EYFS

9. Staff / Pupil Ratio

Will the group have an acceptable staff / pupil ratio necessary for the activities proposed? Do plans and staffing ratios reflect the needs of people with disabilities? [oeap guidance staff ratios - Search](#)

10. Preliminary Visit

Has the party leader made a preliminary visit to the site or centre to be visited, to check arrangements? (e.g. travel times, accesses and permission, facilities and equipment, leisure or recreational facilities for residential stays, support staff, guides or programmes of work, potential health and safety issues, security, shelter, toilets, cost, accommodation, contingency arrangements, references from previous users). If not, has action been taken to ensure the party leader is aware of potential hazards and opportunities? Cost cannot compromise safety. A preliminary visit must be undertaken before deposit is paid.

11. Parental Consent

Has parental consent been obtained for the visit as a whole and for any hazardous activities which are planned?

12. The Programme

Do young people and staff have the appropriate clothing and equipment necessary for the activities proposed and allowing for a range of weather conditions? If not, will another provider be offering additional appropriate equipment? Are the young people prepared for and physically capable of taking part in the proposed activity? Is the programme suitable for all the participants? Is there an alternative programme in the event of poor weather for example?

13. Organisation

Are sufficient staff aware of dietary and medical needs of young people and staff? Have suitable and sufficient first aid arrangements been made? Have medical & dietary needs been communicated to the hosting venue and have they confirmed needs can be met?

14. Transport

Is appropriate and legal transport available?
Are there suitable and sufficient qualified drivers for any planned minibus journeys?

Will departure and return times be made known to staff, young people and parents? Is there a contingency plan, in the event of a delay or early return?

15. Finance and Insurance

Have adequate arrangements been made to finance the visit and manage the finances? Are you aware of VAT regulations e.g. regarding criteria for VAT recovery? Is there adequate and relevant insurance cover?

16. Briefing for Young People

Will the young people be properly briefed on the activities they will undertake during the visit?

The briefing may need to include:

- Appropriate clothing and equipment
- Rendezvous procedures
- Safety risks of jewellery
- Grouping for study or supervisory purposes
- A system of recall and action in emergencies
- Agreed code of conduct and behaviour
- Significant hazards
- Relevance to prior and future learning.

17. Briefing for Staff and volunteers

Will the party leader also brief adults and voluntary helpers?

The briefing may need to include:

- Anticipation of hazards and the nature of the programme
- Defining roles and responsibilities of staff
- Careful supervision, to cover the whole time away
- Standards of behaviour expected from the young people
- Regular counting of participants
- How much help to give young people in their tasks
- A list of names of people in sub groups
- Emergency procedures
- Code of Conduct shared (**appendix 6**)

18. Emergency Contact

Have 2 named points of contact been identified at home or at "base" in the event of an emergency, who has a contact list of the group members, including staff, and a programme of the group's activities:

Are sufficient staff aware of procedures and relevant telephone numbers in the event of an emergency?

19. Preparation and Communication

Is there adequate time and opportunity to prepare for the visit or activity?

Have other staff and colleagues whose work may be affected been notified of planned arrangements? Have deadlines been highlighted to parents?

20. Follow Up

Have arrangements been considered for appropriate follow up work and evaluation after the visit?

Has a report been provided for the Head or other colleagues, where appropriate, to share positive aspects of the visit and learn from problems or incidents?

Have other records been completed relating to vehicles or equipment for example?

Have financial records been completed?

21. Medication and first aid

Any medication administered (even Calpol) or minor first aid, inhalers etc. must be logged and added to Evolve and usual medical/ accident records upon return. Use **appendix 10** to record. Does the school have clear information about allergies? Has provision been made for meal times to take into consideration all food allergies?

22. Contingency arrangements

Have contingency arrangements been made in the event that planned activities cannot happen? Is there a robust contingency plan?

23. Feedback

Has the feedback form been completed following the trip and saved on Evolve?

Outline Approval – Residential

This form is to be completed by the Activities Organiser on Evolve. (For guidance, please refer to the Outdoor Educational Advisors' Panel (OEAP) on "Educational Visits:

<http://oeapng.info/>)

The trip should only be planned in full once approval has been given.

3. Complete provider statement (**appendix 8**) prior to booking and add to Evolve.

Visit Leader Checklist

First aid kit (check stock) -spare inhaler -Find where the nearest hospital is located	<input type="checkbox"/>
Sick buckets	<input type="checkbox"/>
Contact list for pupils	<input type="checkbox"/>
Medication for necessary children -care plans and associated medication -'Just in case' medication with signed parental consent letter	<input type="checkbox"/>
Free Packed Lunches Collected	<input type="checkbox"/>
School mobile phone with adequate charge and list of contact details for parents and Key Trust staff contacts and Delegated Services emergency contact details.	<input type="checkbox"/>
All helpers (including parent helpers) briefed -Group leader and deputy group leader understand responsibilities	<input type="checkbox"/>
Children's risk assessment	<input type="checkbox"/>
Risk assessments are complete – the generic risk assessments <u>must</u> be amended to include specific details for individuals including SEND, medical, behaviour.	<input type="checkbox"/>
All consent forms	<input type="checkbox"/>
Children allocated to a group & group leader	<input type="checkbox"/>
Key information and code of conduct give to staff and volunteers	<input type="checkbox"/>

First aider on trip (paediatric first aid if EYFS)	<input type="checkbox"/>
Information on food allergies shared with provider. Visit leader to check that all food prepared at the centre are aware of and comply with Natasha's Law. https://saferfoodscores.co.uk/natashas-law-food-labelling-guidance/	<input type="checkbox"/>
Information sheet on sepsis (appendix 7) shared with all staff and volunteers.	<input type="checkbox"/>
Information known about who else will be on site during residential visit. Is it appropriate and acceptable?	<input type="checkbox"/>
Are school or Trust mobile phones available and charged/ topped up? Check all relevant parties have school mobile numbers.	
Does the trip leader know the What3Words location of the trip?	<input type="checkbox"/>
Ensure there is a lockdown procedure in place at the residential centre and a risk assessment for terrorism – see example appendix 13	

I confirm that the following checks have been made and the documentation is in place for the proposed visit in respect of: (please tick to confirm):

Written Risk Assessment completed (and amended to include specific school and individual pupil information)	<input type="checkbox"/>
Supervision Arrangements	<input type="checkbox"/>
Parental Notification	<input type="checkbox"/>
Parental Consent	<input type="checkbox"/>
Transport Arrangements	<input type="checkbox"/>
Insurance Arrangements	<input type="checkbox"/>
Any Commercial Centre Licensing Arrangements	<input type="checkbox"/>

Pre-Booking Contract Received	<input type="checkbox"/>
Any necessary Leader Qualifications	<input type="checkbox"/>
Any necessary Health Requirements	<input type="checkbox"/>
Emergency Procedures	<input type="checkbox"/>
Permissions for pupils for photos on websites / social media relating to the trip	<input type="checkbox"/>

Duke of Edinburgh's Award – Guidance for Group Leader

1. Ensure that the training has included the skills to manage these hazards.
2. Assess the expedition group ability to manage these hazards before the expedition.
3. Adjust the supervision and routes accordingly for the practice expedition/s.
4. Only complete the qualifying expedition when the group is assessed to be able to manage the risks.
5. Supervisors/ Leaders and staff should know their group in advance, they should share risk assessment with them to help all identify hazards and take ownership of the safety measures in place.
6. Work within the frame work of the relevant Education Department Policies and Procedures.
7. All expeditions must comply with the DofE Expedition Guide 2012 and the current D. of E. Code of Practice.
8. The specific route needs to be risk assessed before under taking the expedition.
9. If relying on mobile phone use ensure you check connectivity, signal, and battery life.

10. Dynamic Risk Assessment is necessary throughout the visit.

Using Evolve

Please note that NO CHANGES to the settings in EVOLVE should be made without consultation with the Executive team. Features and modules SHOULD NOT be changed or turned on/off

Evolve will prompt you to include information about accreditations:

- LOtC Quality Badge Recognition
- AALS licensing
- Provider Statement 8.1q
- Transport Provider statement 8.1s

Providers and/ or transport companies may need to be contacted for this information and will need to be attached in Evolve.

Data Protection/ GDPR

Documents containing information about specific children, parental contact details or other sensitive information including duplicate documents such as passports or medical information, must be stored safely when off site. Upon return, these documents should be disposed of securely. Refer to OEAP data protection resources.

[Data Protection |](#)

Risk Assessment -

The Task/ Activity/ Environment being assessed is: Duke of Edinburgh's Award

Section 1:

1.1.1 Date of Assessment:	1.1.2 MAT/Establishment/Section/Team:	Review date: (Complete once the action plan section below is addressed)	
1.1.3 Assessed by: Please print names of all those involved with this assessment.	1. Stephen Bates	Date	
	2. Delegated Services		
	3.		
	4.		
1.1.5 Staff signatures: 1.1.6 I/We have read and understood this RA and our role in its implementation.	1.	Date:	
	2.		
	3.		
	4.		

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? (Use a row for each one identified)	Who is affected or exposed to hazards?	What Severity of Harm can reasonably be expected? (See Table 1)	What Precautions (Existing Controls) are already in place to either Eliminate or Reduce the risk of an accident happening?	What Likelihood is there of an accident occurring? (See Table 1)	What is the Risk Rating ? (See Table 2 and 3)
--	---	---	---	---	--	---

TRANSPORT Road Traffic Accident /Breakdown	Serious injury, death, delays, cancellation of venture	Students Staff/ instructors	Fatal	All minibus drivers must hold a valid, appropriate driving licence and a relevant minibus driving permit as required by Abbey Park School. <ul style="list-style-type: none"> • All private vehicles used are suitable and fit for purpose. The drivers are competent, and both vehicles and drivers are appropriately insured. • Prospective drivers with 5-8 penalty points will only be allowed to drive at the discretion of the Head of Establishment. • The vehicle documentation (registration, insurance and MOT) is valid. Originals will be verified before the start of the visit. • The driver has previously driven the vehicle to be used before the participants travel. • An adequate route plan will be prepared and the driver(s) will acquaint themselves with it before the start of the journey. • Where minibuses are used, two drivers for each vehicle will be deployed wherever possible. For short journeys, a single driver is supported by a responsible adult as a minimum requirement. Where there is a single driver then there is a viable backup plan should the driver become incapacitated due to illness or injury. 	Low	Medium
--	--	-----------------------------------	-------	---	-----	---------------

				<ul style="list-style-type: none"> • The driver will make a pre-vehicle inspection check before start of journey. • All passengers use forward facing seats with seat belts. • The luggage will be securely stowed, allowing good all-round visibility and clear access to doors. • The driver will be responsible for safe stowage of all flammable items, including supplies of all types of fuel. • All passengers will mount/dismount the vehicle only when the vehicle is parked in a safe location and instructed to do so by the driver. • Each driver will take a reasonable break after driving for 2 hours. • The vehicle is regularly maintained by competent contractor. • Arrangements for roadside assistance will be in place before departure. • In the event of a breakdown, occupants will exit vehicle to a safe location. • Emergency contact in place to support dissemination of information. 		
EQUIPMENT Unsuitable equipment/ Loss of equipment	General Injury, lack of protection / emergency shelter, Injury from fall, pulled muscles, twisted ankles,		Serious	<ul style="list-style-type: none"> • The staff will ensure that kit is appropriately checked and fit for purpose prior to the venture. Particular attention will be applied to the consequences of seasonal weather variation. The inclusion of emergency rations and training participants to put up tents as emergency shelters. 	Low	<div style="background-color: yellow; height: 50px; width: 100%;"></div> <div style="background-color: green; height: 20px; width: 100%; text-align: center; color: black; font-weight: bold;">Low</div>

	withdrawal from training / expedition			<ul style="list-style-type: none"> • Where appropriate, spare equipment may be stored in a support vehicle. Participants advised of correct kit and importance of looking after it. • Repair kits and essential spares will be readily available. • The participants are trained in the concepts of manual handling, correct load distribution, lifting and carrying loads and adjusting rucksacks fittings to suit person. • Staff will make visual checks of rucksacks and advise participants of appropriate loads and adjustments. • The leaders are aware of the limited carrying capacity of smaller participants and those with particular attributes and needs. Arrangements will be made for smaller participants to carry essential items with some items pre-positioned where necessary. • Rucksacks will be weighed and assessed for correct load distribution before departure. • Participants to be reminded to adjust rucksacks promptly, if needed. 		
Stoves and Fuel	Fire, burns, scalds, explosion, fume inhalation		Fatal	<ul style="list-style-type: none"> • The staff and participants will inspect stoves before use/departure. Only stoves in correct working condition will be used. • Participants will be trained and competent in use before departure. All to have an understanding of the potential risks of fire and explosion. 	Low	Medium

			<ul style="list-style-type: none"> • Any participants providing their own stoves to demonstrate safe use of the stove before use/departure. • Staff will ensure that a 'plunge water' facility or other appropriate provision for the immediate treatment of burns is available when stoves are used. • Staff to hold appropriate first aid qualifications and participants trained in basic outdoor First Aid • Stoves to be used away from tents and vehicles (Ideally 5 metres). • All cartridges/cylinders will be self-sealing. Stoves with a spike within the burner head to pierce the cylinder will not be used. • Methylated spirits will be stored in purpose designed safety containers. • Meths and other fuels will be stored in a designated 'fuel dump' situated down wind, and 5 metres away from tents and lighted stoves and lamps. All pouring of fuel will be undertaken in the designated area. • The placement of all stoves will be sufficiently far apart to prevent inadvertent ignition of vapour. • The participants will be trained to refill fuel into a cold burner pot. • All participants will be trained to place the lid on the burner pot when transporting fuel back to the stove. 		
--	--	--	---	--	--

				<ul style="list-style-type: none"> • All participants will be trained to burn off any surplus fuel in the burner at the end of the cooking session. • All participants will be trained to light gas Trangia's before placing the windshield into position should there be no wind and the danger of a build-up of gas resulting from a delay in lighting it. 		
JOURNEYING and CAMPING Poor water quality/supply	Sickness, dehydration, water borne disease		Serious	<ul style="list-style-type: none"> • Participants will be trained in procedures to access clean water and conserve water quality at campsites and in remote areas. • Adequate clean & fresh water to be provided by leaders to participants when / where appropriate, especially in hot conditions where dehydration is likely to occur. • Good hygiene standards taught in relation to spread of viruses/disease (in particular those associated with water based activities) 	Medium	Medium
Barriers, fences and gates	Personal injury, damage to property		Minor	<ul style="list-style-type: none"> • Participants will have knowledge and understanding of the Countryside Code and know how to correctly use gates and stiles. 	Low	Low
Livestock, dogs and other animals	Injury, stampede, livestock escape Personal injury (physical / psychological), damage to property		Serious	<ul style="list-style-type: none"> • Participants will be trained in appropriate behaviour when passing through and beside fields containing livestock. • Participants to be warned not to approach / touch unknown dogs or other animals. • All gates to be left as intended. 	Low	Low

Crossing / walking on roads	Injury or death		Fatal	<ul style="list-style-type: none"> Avoid major roads where possible and reduce to a minimum. Consideration should be given to the use of torches in reduced visibility. Direct supervision by responsible adults to be considered where necessary. Participants will be trained to walk single file on grass verges, or well-spaced on the road facing the oncoming traffic. Participants are trained to cross roads at sites that give good visibility to traffic. 	Low	Medium
Water hazards (rivers, lakes etc) Adverse weather conditions /Reduced visibility	Drowning Getting lost or disorientated, injury from unsafe terrain, hypothermia, heat exhaustion		Fatal	<ul style="list-style-type: none"> Supervisors to perform dynamic risk assessments for potentially hazardous water crossings and to take appropriate actions. Direct supervision by responsible adults to be considered where necessary. Participants will be trained in reduced visibility navigation and the development and implementation of alternative plans. Participants will be trained in relocation techniques and 'lost' procedures before setting out unaccompanied. Emergency telephone numbers are provided to contact supervisors. Consider the positioning of a responsible adult in an appropriate place to safeguard from known high risk locations. 	Low	Medium

				<ul style="list-style-type: none"> • Dynamic ongoing risk assessment by supervisor in relation to safety party and planned route • Emergency escape routes planned and documented. • Leaders and participants to be aware of potential risks and the need to plan and use escape routes as necessary 		
<p>Inadequate remote supervision by staff</p> <p>Negligence of campsite owner / accommodation providers</p>	<p>Lack of support in the event of an emergency</p> <p>Personal Injury and inadequate Public Liability cover to cover claim</p>		Serious	<ul style="list-style-type: none"> • Training/expeditions supervised by a qualified adult/s and supporting staff. • Staff to undergo appropriate expedition supervision training. • Participants to receive adequate training to enable self-sufficiency prior to setting out unaccompanied. • Accommodation used for groups must hold Public Liability cover, except those in remote locations that have no facilities. • Accommodation to be risk assessed prior to visit. • A dynamic (ongoing) risk assessment is to be carried out by the supervisor and any appropriate action taken. • Participants to use a personal torch when moving about the site at night. • Safety and safeguarding issues to be discussed as part of participants training 	Low	<p>Low</p>

HEALTH AND WELLBEING Pre-existing Medical conditions	Impairment to health		Serious	<ul style="list-style-type: none"> • All leaders, volunteers and participants will complete a Medical form during the planning/preparation phase. <ul style="list-style-type: none"> • Staff, participants and parents will be made aware of the 'need to know' protocol in order to ensure the health, safety and wellbeing of all. • The management of any known medical condition will be agreed with individual participant(s) and parent(s) before departure. • A named Leader will hold the Medical forms. • Each participant has a copy of their Medical form in their rucksack. 	Low	Low
Risk of Hypothermia	Disorientation, withdrawal from expedition,		Serious	<ul style="list-style-type: none"> • Participant groups and all staff will carry First Aid Kits and will be trained and competent in their use. <ul style="list-style-type: none"> • Training given in the effects and causes of hypothermia and treatment. • All participants and staff understand the importance of keeping warm and eating well to maintain sugar levels. • All carry emergency rations 	Low	Low
Exposure to sun	Heat stroke, sun burn, dehydration, withdrawal from expedition		Serious	<ul style="list-style-type: none"> • All participants and staff understand the hazards of exposure to the sun. Sunglasses, hats, appropriate covering clothing and sunblock will be used in sunny /hot conditions. <ul style="list-style-type: none"> • All participants and staff understand the importance of liquid intake and implement this. All will carry filled water bottle(s). • Additional clean & fresh water to be provided by the leaders when appropriate. 		Low

Blisters, sores	Infection, withdrawal from expedition		Serious	<ul style="list-style-type: none"> • All participants and staff will be trained in foot care. Individuals will carry plasters etc. for preventative and remedial action. 	Medium	Medium
Slips & Falls	Broken bones, tissue injury, withdrawal from expedition			<ul style="list-style-type: none"> • Participants to be reminded to stop and sort any problems as soon as they are identified. 		
	Infection			<ul style="list-style-type: none"> • Participants to be trained to walk appropriately. • Participants to be properly equipped – i.e. to wear boots with ankle support. 		
Ticks	Infection, illness			<ul style="list-style-type: none"> • All participants to be made aware of the risks of Lymes disease and the need to consult a doctor if this is suspected. 		
Poor personal hygiene				<ul style="list-style-type: none"> • All participants and staff will be trained in making personal body checks for ticks, and the importance of covering limbs in bracken areas. Specialised tick removers/tweezers will be carried in First Aid Kits. 		
Inappropriate handling of situations	Further harm, negative press			<ul style="list-style-type: none"> • All participants to understand the importance and implementation of safe standards of personal hygiene. • Participants who will be wild camping to be trained in appropriate toilet techniques. (Silver) • Consideration will be given to toilet, hand washing and drinking water facilities, in relation to the number and mix of persons present, including the public 		

				<ul style="list-style-type: none">• All field staff, home-based contacts and participants will be trained in emergency procedures.• Leaders to be aware of emergency contact numbers in the event of a serious injury. DofE – 01753 727 400.		
--	--	--	--	---	--	--

Risk Assessment – Travel Minibus/Coach



**The Task/ Activity/ Environment being assessed is:
Travel – Minibus/Coach**

(Further detail is captured in the Background and Context description below)

Section 1:

Date of Assessment:	MAT/Establishment/Section/Team:	Review date: (Complete once the action plan section below is addressed)	
Assessed by: Please print names of all those involved with this assessment.	1.	Date:	xxxxx
	2.		
	3.		
	4.		
Staff signatures: I/We have read and understood this RA and our role in its implementation.	1.	Date:	
	2.		
	3.		
	4.		

Background, Context & References:

Section 2:

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? (Use a row for each one identified)	Who is affected or exposed to hazards?	What Severity of Harm can reasonably be expected? (See Table 1)	What Precautions (Existing Controls) are already in place to either Eliminate or Reduce the risk of an accident happening?	What Likelihood is there of an accident occurring? (See Table 1)	What is the Risk Rating? (See Table 2 and 3)
Travel by minibus or coach	Individual separated and left behind	Pupils Staff/volunteers Driver	Low	<ul style="list-style-type: none"> -Regular head counts -information about the travel arrangements, location and activities are known by the school office. -Parents have given signed consent -All group leaders to have a list of pupils they are in charge of and contact details -Double checking head counts once in seats -If the vehicle stops at services for a toilet break, all children are accompanied in small groups to the facilities. Before leaving the services, a double head count is checked again. -Ensure there are enough adults for the number of pupils taking into consideration the age of the pupils, the length of the journey and the activity. -Group leaders to take a school mobile for communication 	Low	Low
	Access and egress from the vehicles		Low	-Indicate where the emergency exits are before the journey commences.	Low	Low

				-Travellers are head counted on and off the vehicle.		
	Travel sickness		Low	-Pupils should be aware that they need to raise their hand if they need first aid or a sick bucket -Parents to provide a travel sickness tablet prior to journeys where necessary - Children will not be permitted to eat on the coach or minibus unless specifically given permission	Medium	Low
	Vehicle breakdown or traffic delays		Medium	-For a school or hired minibus, the driver should undertake vehicle checks -Use a reputable coach company with qualified driver and responsibility for roadworthiness. -School minibus drivers should refer to the minibus driver manual and guidance in the event of an accident, breakdown etc. Contact details for insurers, breakdown organisation and the school are included. -Drivers must hold an international PCV licence if driving abroad. -Vehicle has been maintained and serviced regularly (and that records are available if requested for inspection) -Group leader to inform the office of any delays caused by breakdown or traffic delays	Medium	Low
	Lack of first aid arrangements or medical		Medium	-Group leaders to carry care plans for any child who has one as well as the care plan	Low	Low

	issues			<p>medication</p> <ul style="list-style-type: none"> -First aid kit and sick bucket is taken on the minibus/ coach -Parent contact lists to be carried by group leader. -Bags to be kept under seats to avoid trip hazards in the aisle. -Inhalers to be carried by the group leader or on person. The group leader must ensure they have these before the journey begins. 		
	Distracting the driver		Medium	<ul style="list-style-type: none"> -On a coach, pupils will not sit on the seat immediately behind the driver. -On long journeys the group leader should operate within the passenger carrying vehicles driver's hours regulations. In summary these state the maximum period of continuous driving should be 4.5 hours after which a break of 45 mins should be taken or up to 3 breaks of up to 15 mins taken during this time. The max period of driving to be undertaken in one day after which a period of rest of at least 11 hours should be taken. For longer journeys there should be more than one driver to avoid accidents caused by fatigue. -Pupils asked to keep a low/moderate level of noise so as not to distract the driver. 	Low	Low
	Lack of restraint whilst the vehicle is moving		Medium	<ul style="list-style-type: none"> -Pupils will be reminded to wear seat belts at all times and the group leaders will carry 	Low	Low
				out regular checks.		

	Collision by vehicle at drop off/pick up point or car park		Low	-The vehicle should park in the designated bays or layby -If possible, arrangements for pick up and drop off times should be planned not to coincide with school drop off and collection times	Low	Low
--	--	--	-----	---	-----	------------

Action plan:

What is the Hazard you need to Control? (medium to high from the risk rating above)	What additional precautions do you need to either eliminate or reduce the risk to an acceptable level?	Who is responsible for implementing these controls?	Date to be implemented	Date completed

Please note that copies of all risk assessment templates can be found on the TPAT drive. It is vital that these are adapted by the trip leader to suit the needs of the group.

Table 1: Definitions

Potential Severity of Harm	Meaning of the harm description	Likelihood/Probability of Harm	Meaning of likelihood/probability
Fatal/Major Injury	Death, major injuries or ill health causing long term disability/absence from work.	High (Likely/probable)	Occurs repeatedly/ to be expected.
Serious Injury	Injuries or ill health causing short-term disability/absences from work (over three days absence)	Medium (possible)	Moderate chance/could occur sometimes.
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work.	Low (unlikely)	Not Likely to occur

Table 2: Risk rating matrix: Potential severity of harm + Likelihood/ probability of Harm = Risk rating

	High (Likely/Probable)	Medium (Possible)	Low (Unlikely)
Fatal/Major Injury	VERY HIGH	HIGH	MEDIUM
Serious Injury	HIGH	MEDIUM	LOW
Minor Injury	MEDIUM	LOW	LOW

Table 3: Action required: Key to ranking and what action to take

VERY HIGH Risk	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
HIGH Risk	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
MEDIUM Risk	Implement all additional precautions that are not unreasonably costly or troublesome within an agreed timeframe. Reduce risk to a tolerable level.
LOW Risk	Monitor and review your rolling programme.

Risk Assessment – Residential Visits

**The Task/ Activity/ Environment being assessed is:
Residential Visits/Adventure Activities**



(Further detail is captured in the Background and Context description below)

Section 1:

Date of Assessment:	MAT/Establishment/Section/Team:	Review date: (Complete once the action plan section below is addressed)	
Assessed by: Please print names of all those involved with this assessment.	1.	Date:	
	2.		
	3.		
	4.		
Staff signatures: I/We have read and understood this RA and our role in its implementation.	1.	Date:	
	2.		
	3.		
	4.		

Background, Context & References:

Section 2:

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? (Use a row for each one identified)	Who is affected or exposed to hazards?	What Severity of Harm can reasonably be expected? (See Table 1)	What Precautions (Existing Controls) are already in place to either Eliminate or Reduce the risk of an accident happening?	What Likelihood is there of an accident occurring? (See Table 1)	What is the Risk Rating? (See Table 2 and 3)
Residential visit	Inappropriate site for visit/activity	Staff/pupils/group leaders	Minor	<ul style="list-style-type: none"> -Pre site visit -The school will only choose an approved centre -Separate centre activities will be obtained prior to the visit. This will be the job of the person planning the visit. -Accommodation risk assessment has been undertaken by the centre and shared with school staff. -Insurance checks – check that school/Trust insurance policy covers residential visits and adventure activities. Check that the centre has adequate insurance. - All pupils will have signed permission from a parent to attend the trip. 	Low (unlikely)	Low
	Inadequate instruction or supervision		Fatal/ Severe	<ul style="list-style-type: none"> -The centre will provide the school with all their necessary risk assessments -The groups and activities will be led by trained and qualified instructors -All school staff must meet prior to the visit to ensure all are familiar with routines 	Low (unlikely)	Low

				expectations and risk assessment -Adult ratios will be appropriate for the age group and activity		
	Inappropriate clothing and equipment		Fatal/ Severe	-Kit lists will be sent to parents prior to the visit -Specialist equipment will be provided to all pupils and staff by the centre -Prior to the start of each activity, school staff and or instructors will remind pupils of what to wear.	Medium (possible)	Low
	Horseplay or inappropriate behaviour of pupils		Serious	-Pupils will be regularly reminded by teachers of appropriate behaviour -If behaviour is deemed unsafe for the pupil or for others around them, the pupil may be prevented from taking part in an activity -In extreme cases, parents will be contacted and will be asked to collect their child if necessary -School staff will have a visible presence in the evenings at bed time until all pupils are settled. -Advice to be taken from SENDCO or other relevant professionals where necessary - Pupils will not be permitted to take mobile phones or any other electronica devices on trips or visits.	Medium (possible)	Low
	Equipment failure		Severe/Fatal	-All specialist equipment will be provided by the centre -There will be a safety briefing prior to the commencement of all activities and pupils	Low (unlikely)	Low

				will be expected to pay close attention - Separate risk assessments obtained from the relevant centre to cover equipment		
	Lack of transport		Minor	-Instructors will have contact with the centre staff -School staff will have a school mobile phone on them at all times	Low (unlikely)	Low
	Injury from equipment/activity/location		Fatal/severe	-There will be a safety briefing prior to the commencement of all activities and pupils will be expected to pay close attention - Instructors and school staff will have mobile phones to call for help if necessary -First aid kits carried at all times	Low (unlikely)	Low
	People separated from the group		Minor	-Regular head counts -Adults to lead the group at the front and back -Meeting points agreed in case of separation -Seats at large events or performances will be block booked where possible to make supervision easier.	Low (unlikely)	Low
	Environmental hazards e.g. weather, darkness.		Minor	-Appropriate clothing advised -Weather forecast checked and instructors to make decision about activities in the weather that is forecast -Sunscreen and hats in hot weather -Gloves, scarves and additional layers to be worn in cold weather	Low (unlikely)	Low
	Injury, infection, illness or medical emergency		Serious	-Parents given the option to send 'just in case' medication with signed consent	Medium (possible)	Low

				<ul style="list-style-type: none"> -In the case of a medical emergency, school staff will seek emergency support and make contact with parents after doing so -School staff will always carry care plans and emergency medication for those who need it -Pupils will carry inhalers where needed and school staff will check pupils have these prior to starting each activity - School staff and instructors to carry mobile phones -First aid kit will be carried for each group -Specific medical requirements for pupils and staff have been considered prior to the visit -Specific dietary requirements have been sought from each person on the trip. The group organiser has ensured that dietary needs can be catered for. 		
	Lost or unknown location		Minor	<ul style="list-style-type: none"> -School staff and centre staff will carry a mobile phone -Only known locations/ routes will be visited -Break down cover on minibus -Meeting points to be agreed 	Low (unlikely)	Low
	Fatigue		Minor	<ul style="list-style-type: none"> -School staff will encourage pupils to eat and drink sufficient amounts -School staff and instructors will carry additional water and snacks -School staff will remain present until 	Medium (possible)	Low

				children are settled at night -Lights out will be insisted upon at an acceptable time so that pupils can sleep		
	Poor hygiene		Minor	-School staff will carry hand gel -School staff will remind pupils to wash hands at regular intervals -School staff will remind children to shower and brush teeth	Medium (possible)	Low
	Sun burn		Minor	-Staff to remind pupils on a regular basis to apply cream if it is hot weather -Staff to ensure pupils have access to shade on a regular basis Pupils must apply their own cream or can assist each other -Group leader to ensure sun cream is on the packing checklist	Medium (possible)	Low
	Low energy of individuals or group		Minor	-Activities will be reconsidered in discussion with school staff and centre staff if it is felt that pupils will not cope with an activity due to energy level	Medium (possible)	Low
	Sudden change of planned arrangements or activities		Minor	-Any change of activity will have been fully risk assessed and discussed with school staff	Low (unlikely)	Low

Action plan

What is the Hazard you need to Control? (medium to high from the risk rating above)	What additional precautions do you need to either eliminate or reduce the risk to an acceptable level?	Who is responsible for implementing these controls?	Date to be implemented	Date completed

Table 1: Definitions

Potential Severity of Harm	Meaning of the harm description	Likelihood/Probability of Harm	Meaning of likelihood/probability
Fatal/Major Injury	Death, major injuries or ill health causing long term disability/absence from work.	High (Likely/probable)	Occurs repeatedly/ to be expected.
Serious Injury	Injuries or ill health causing short-term disability/absences from work (over three days absence)	Medium (possible)	Moderate chance/could occur sometimes.
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work.	Low (unlikely)	Not Likely to occur

Table 2: Risk rating matrix: Potential severity of harm + Likelihood/ probability of Harm = Risk rating

	High (Likely/Probable)	Medium (Possible)	Low (Unlikely)
Fatal/Major Injury	VERY HIGH	HIGH	MEDIUM
Serious Injury	HIGH	MEDIUM	LOW
Minor Injury	MEDIUM	LOW	LOW

Table 3: Action required: Key to ranking and what action to take

VERY HIGH Risk	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
HIGH Risk	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
MEDIUM Risk	Implement all additional precautions that are not unreasonably costly or troublesome within an agreed timeframe. Reduce risk to a tolerable level.
LOW Risk	Monitor and review your rolling programme.

Please note that copies of all risk assessment templates can be found on the TPAT drive. It is vital that these are adapted by the trip leader to suit the needs of the group.

Adventure and Adventurous Activities Categories

Outdoor education advisers and EVCs may find it useful to consider categories of activities, when determining an appropriate course of action in respect of activities presenting different levels of potential risk. The following categorisation may prove useful. However, accidents can happen in any activity regardless of whether it is classified as high or low risk. It is important to be aware that low risk does not mean no risk.

Category A

These comprise activities that present no significant risks. They should be supervised by a teacher who has been assessed as competent by the LA or EVC, as appropriate, to lead this category of educational visit. There is no need for NGB or other accreditation, but the activities should be conducted following the LA's or school's standard visits procedures. Some LAs classify these as activities needing Level 1 supervisory skills. Examples might include:

- Walking in parks or on non-remote country paths
- Field studies in environments presenting no technical hazards

Supervision for Category A Activities

ECTs cannot take a trip out without the support of a more experienced teacher. Ratios are a risk a management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/pupil ratios for a particular age or activity. The OEAP Guidance 4.3b ratio and effective supervision does not recommend any particular ratios but encourages visit organisers to consider the make-up of the group, behaviour and other needs through the risk management process. The Park Academies Trust recommends the following as a starting point but group leaders are encouraged to consult with headteachers over ratios.

- 1:15-20 Years 7+
- 1:10 Years 4-6
- 1:6 Years 1-3
- Under 5s higher ratio as determined by risk assessment

Adults who support 1:1 children cannot be included in ratios and must be in addition. Higher ratios needed for overseas visit as well as at least 2 teachers.

Category B

These comprise some higher risk or higher profile activities. Safe supervision requires that the leader should, as a minimum, have undergone an additional

familiarisation process or induction specific to the activity and/or the location. He or she will be approved as appropriately competent by the Headteacher.

Examples of activities might include:

<ul style="list-style-type: none"> • Walking in non-country 	<ul style="list-style-type: none"> • Camping
<ul style="list-style-type: none"> • Cycling on roads or non-remote off road terrain 	<ul style="list-style-type: none"> • Low level initiative challenges

Guidance on the activities to be included in category B may be available from the LA. Where an EVC validates colleagues for leadership of category B activities, he or she should be experienced in leading the activity or should seek the advice of a suitably qualified technical adviser. He or she should also be aware of the responsibilities that are integral to such leadership. The EVC should agree which of these higher risk visits should be approved by the EVC, and which by the LA. Some LA's classify these as requiring level 2 supervisory skills. Note: Several of the school visit incidents in recent years have happened on visits that might be deemed category B or even category A.

Category C

This is the most demanding category. It includes all those activities that, if not school led, would be in the scope of the Adventure Activities Licensing Regulations 1996. It also includes activities that fall outside the scope of licensing, or are less commonly pursued by pupil groups, such as motor sports, whose safe supervision requires that the leader should normally complete some prior test of his or her specific competence. Such testing might include a recognised course of training, the recorded accumulation of relevant experience, or an assessment of competence by an appropriate body.

Environmental Considerations

In assessing the appropriate category in which to place an activity, the EVC and outdoor education adviser should take account of the environment in which the activity will take place. An activity might be rated in a higher category if it takes place:

* In or near water	* In winter conditions
--------------------	------------------------

* On or near cliffs or steep terrain	* In an area subject to extremes of weather or environmental change
--------------------------------------	---

For example, field study activities next to open water, such as pond dipping, might rate as category B. Winter camping might rate as category C, as might off road cycling over steep terrain.

Category C includes any activity in water. See *Get Safe for Summer* issued by the Amateur Swimming Association July 2002 (more details in **Further Guidance**)

Category B

UK only		Abroad
One teacher	Maximum 10 participants	For all visits (same gender as staff) must be at least 2 qualified teachers. Additional staff will be considered depending on the size and dynamic of the group. Further advice is available from Delegated Services if required.
Two teachers	Maximum 20 participants	
Two teachers and other adult	Maximum 30 participants	
Each additional teacher/other adult	Maximum 10 additional participants	

Mixed parties must be accompanied by at least one staff member or other adult of each gender.

Children in our Complex Learning and Additional Needs (CLAN) provision will need to have the necessary arrangements to cater for the needs of individual pupils in the usual way. This may mean 1:1 supervision.

Category C

Some "Outdoor Pursuits" visits will require higher ratios of staff to participants. Please refer to Section 8 (Guidelines for Outdoor and Adventure Activities).

One member of staff and	Maximum 10 participants	One other adult:
Two members of staff:	Maximum 20 participants	
Two members of staff and	Maximum 30 participants	One other adult:

NB: Each additional staff member or appropriately experienced* adult may supervise up to 10 additional pupils

PREPARING PUPILS

Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly understand what is expected of them and what the visit will entail. They must know what standard of behaviour is expected and why rules must be followed. Lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

Pupils should also be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This should include considering any health and safety issues (**appendix 2**).

Participation: The group leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but not be coerced into activities of which they have genuine fear.

Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour and how a pupil will be returned home safely.

Information to Pupils

The group leader should decide how information is provided, but must ensure that the pupils will understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils.

Pupils should understand:

- the aims and objectives of the visit / activity;
- the background information about the place to be visited;
- basic foreign words where appropriate;
- relevant foreign culture and customs;
- 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;
- appropriate and inappropriate personal and social conduct including sexual activity;
- who is responsible for the group
- what not to bring back either within the UK or from abroad such as drugs, knives etc;
- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

For residential visits, all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and the host family.

Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

If at any time there is a change in the planned schedule, new activities should be assessed and pupils provided with the appropriate information.

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum pupils should have the following:

- telephone numbers and emergency contacts if lost;
- money;
- maps and plans and any other information for them to act effectively;
- awareness of location of local telephones and the appropriate coins;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- identity cards and a rendezvous point

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities, and understand and

accept the ground rules. Group leaders should be satisfied that young people have acquired the necessary skills, experience, confidence and physical ability and judgement to be left without direct supervision.

Particular guidance should be followed for DofE.

Residential Trips and Visits Abroad

For residential trips all trip organisers must follow the OEAP National Guidance, Educational Visits and Journeys Guidance for Organisers and OEAP National Guidance on stays and use of Youth Hostels.

Access to Policies and Risk Assessments

All Health and Safety documentation can be found on the Staff Shared area in the folder called Health and Safety.

Storage of Risk Assessments

Class files of Risk Assessments must be kept in the file provided and stored as is set out at the front of the folder. These files will be monitored throughout the year.

Residential stays and Use of Youth hostels

Any accommodation (including campsites) used by young people should have an element of exclusiveness – that is that the young people have exclusive use of their bedrooms, toilets and showers and these should not be shared by members of the public.

All accompanying staff must have DBS clearance and must have received basic child protection training. As far as possible staff bedrooms should be adjacent to that of the young people (not shared with) and their toilets and showers should also be separate.

There may be circumstances with older, more experienced children (over 16, with residential experience) and/or on adventurous activities / foreign trips where discretion would have to be applied to enable the event to go ahead.

As far as Youth Hostels go – TPAT advice is that if YHs are used then, the students and staff should have exclusive use of either the whole hostel or a self-contained section of the YH.

Other considerations may need to be taken into account if any of the young persons have special needs of any kind.

GUIDANCE FOR SENIOR STAFF ON LEARNING OF A CRITICAL INCIDENT DURING OUT-OF-SCHOOL ACTIVITIES

Follow the actions below, as appropriate to the incident:

1. Obtain facts and information.
2. Ensure emergency assistance has been called.
3. Ensure CEO, Gemma Piper is contacted on
4. Confirm who is in charge at the scene – are back-up staff available / required?
5. Initiate the planned school response.
6. Record events and actions on an incident log sheet.
7. Inform and liaise with:
 - Delegated Services
 - Chair of LAB who informs LAB members, Chair of Trustees and CEO TPAT
 - Families
 - Other staff, who cascade information.
 - Emergency Planning Unit, who coordinate other agencies where needed.
8. Liaise with the CEO regarding media statements. Decide who is to speak and beware of rumour. Pupils should NOT speak to the media.
9. Call a meeting to allocate tasks.
10. Brief school administration staff on the known facts. Instruct them on what information can be released or advise them to refer calls to the CEO.

GUIDANCE FOR GROUP LEADERS IF A CRITICAL INCIDENT OCCURS DURING OUT-OF-SCHOOL ACTIVITIES

Follow the actions below, as appropriate to the incident:

1. Administer first aid where appropriate.
2. Call emergency services as appropriate.
3. Contact Gemma Piper (CEO) and Craig Pashler (CFO).
4. Obtain facts and information, but do not move anything at the scene except to assist casualties.
5. Record events and actions on an incident log sheet.

6. Keep a record of witnesses.
7. Establish a contact point.
8. Identify a member of staff to liaise with the Emergency Services.
9. Arrange for someone to travel with casualties to hospital where possible. If a deaf child / adult is involved, this must include a member of staff who is fluent in sign (unless the member of staff is also a casualty). Where possible, have medical information to hand for children with health care plans or cochlear implants, to assist medical staff at the hospital.
10. Account for all members of the group.
11. Inform a senior member of school staff, who instigates the planned school response and liaises with the local authority to initiate critical incident procedures. Liaise regularly and request assistance on site as necessary.
12. Make arrangements for non-casualties to return to base. Try to keep the non casualties together.
13. Liaise with the CEO and Police regarding media statements. Decide who is to speak and beware of rumour. Pupils should NOT talk to the media.

Do not discuss legal liability. **Some suggestions for a trip overseas:**

14. If overseas, make arrangements to return non-casualties home and clear arrangements with the insurance company.
15. Help with home travel arrangements for parents of casualties to visit their children and meet with group leaders.
16. Ensure next-of-kin details and readily available.
17. Ensure all competent foreign language speakers are identified – those travelling with the party and those at home.

In the event of an incident either abroad or at home, the media will bombard you with requests for a copy of the class / group photograph for publicity – **DO NOT** give in to these requests no matter how strongly they are put.

It is however, useful to have a class / group photograph to hand for use by the police for initial identification purposes.

DO NOT issue any material until authorised to do so by either the Senior Council Officer in charge of the incident, the Head of School or the Civil Protection Team.

Appendices

Appendix 1	Staff Volunteer Driver's Declaration
Appendix 2	Children's Activity Risk Assessment
Appendix 3	Risk Assessment Master Template
Appendix 4	EVC Useful Websites & Contacts
Appendix 5	EVC Authorisation process
Appendix 6	Parent / volunteer Code of Conduct
Appendix 7	Sepsis information OEAP National Guidance https://oeapng.info/9387-sepsis/
Appendix 8	Provider statement (complete prior to booking and add form to Evolve) https://oeapng.info/downloads/download-info/8q-provider-statement-word-version/
Appendix 9	Link to NHS guidance on ticks in humans https://www.nhsinform.scot/illnesses-and-conditions/injuries/skin-injuries/tick-bites
Appendix 10	First aid/ medication record sheet (add to Evolve and all usual records upon return to school)
Appendix 11	OEAP National Guidance on First Aid https://www.nhsinform.scot/illnesses-and-conditions/injuries/skin-injuries/tick-bites
Appendix 12	Post trip feedback and reflection form (to be added to Evolve)

Appendix 1

Staff Volunteer Driver's Declaration

To: The Headteacher _____

School:

I confirm that I am willing to use my own vehicle for transporting pupils to and from inter-school fixtures and other sporting events. I accept responsibility for maintaining appropriate insurance cover and have checked with my insurance company that pupils carried voluntarily are insured.

- I have a current clean, valid driving licence. (3 penalty points for speeding permitted).
- I shall ensure that the vehicle is roadworthy in all respects.
- I shall ensure that all passengers wear correctly fastened seatbelts.
- I shall at no time transport a single pupil, other than my own child, as part of any journey.
- I agree to the terms and conditions outlined in this declaration and will operate within them.
- I have never been interviewed, cautioned or convicted of any offence that would render me unsuitable to work with young people.
- I shall at no time transport a pupil or pupils while I am under the influence of alcohol or drugs.

Signed: _____ Date: _____

Name and Address:

The Park Academies Trust reserves the right at any time to request copies of any relevant documentation, including vehicle registration or ownership document, MOT certificate, insurance certificate, road tax or driving licence.

Persons regularly transporting children will be asked to provide any disclosure certification required by the school or employer's policy. This is in order to ascertain that they have not been declared unsuitable to work with children and young people.

Drivers should retain a copy of this declaration reminding them of the school's expectations.

Appendix 2

School Name:
Children's Activity Risk Assessment
My name:
Description of Activity:
In the boxes below list anything in the activity that you feel might be harmful to your or others health or safety.

List of things that might be harmful	Risk Level	Things that make it safer	New Risk Level
1.		•	
2.		•	
3.		•	
4.		•	
5.		•	
6.		•	
7.		•	
8.		•	
9.		•	
10.		•	

(Numbers 1-10 do not have to be all filled in if necessary)

Risk Assessment -

The Task/ Activity/ Environment being assessed is:



Section 1:

Date of Assessment:	MAT/Establishment/Section/Team:	Review date: (Complete once the action plan section below is addressed)	
Assessed by: Please print names of all those involved with this assessment.	1.	Date:	
	2.		
	3.		
	4.		
Staff signatures: I/We have read and understood this RA and our role in its implementation.	1.	Date:	
	2.		
	3.		
	4.		

Background, Context & References:

Section 2:

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? (Use a row for each one identified)	Who is affected or exposed to hazards?	What Severity of Harm can reasonably be expected? (See Table 1)	What Precautions (Existing Controls) are already in place to either Eliminate or Reduce the risk of an accident happening?	What Likelihood is there of an accident occurring? (See Table 1)	What is the Risk Rating ? (See Table 2 and 3)

Action plan:

What is the Hazard you need to Control? (medium to high from the risk rating above)	What additional precautions do you need to either eliminate or reduce the risk to an acceptable level?	Who is responsible for implementing these controls?	Date to be implemented	Date completed

Table 1: Definitions

Potential Severity of Harm	Meaning of the harm description	Likelihood/Probability of Harm	Meaning of likelihood/probability
Fatal/Major Injury	Death, major injuries or ill health causing long term disability/absence from work.	High (Likely/probable)	Occurs repeatedly/ to be expected.
Serious Injury	Injuries or ill health causing short-term disability/absences from work (over three days absence)	Medium (possible)	Moderate chance/could occur sometimes.
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work.	Low (unlikely)	Not Likely to occur

Table 2: Risk rating matrix: Potential severity of harm + Likelihood/ probability of Harm = Risk rating

	High (Likely/Probable)	Medium (Possible)	Low (Unlikely)
Fatal/Major Injury	VERY HIGH	HIGH	MEDIUM
Serious Injury	HIGH	MEDIUM	LOW
Minor Injury	MEDIUM	LOW	LOW

Table 3: Action required: Key to ranking and what action to take

VERY HIGH Risk	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
HIGH Risk	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
MEDIUM Risk	Implement all additional precautions that are not unreasonably costly or troublesome within an agreed timeframe. Reduce risk to a tolerable level.
LOW Risk	Monitor and review your rolling programme.

Please note that copies of all risk assessment templates can be found on the TPAT drive. It is vital that these are

EVC Training Day Useful Websites and Contacts

<http://oeapng.info/>

National Guidance which Swindon Council has adopted for educational visits.

Outdoor Education Advisors website designed for public use for news and advice.

Includes information on a variety of visit related training courses including Educational Visits Coordinator, Visit Leader, Outdoor Learning Cards and Environment Learning Cards Training.

<http://www.lotc.org.uk/>

Launched by government and promotes learning outside the classroom by overseeing 'Badging' and an Outdoor Manifesto.

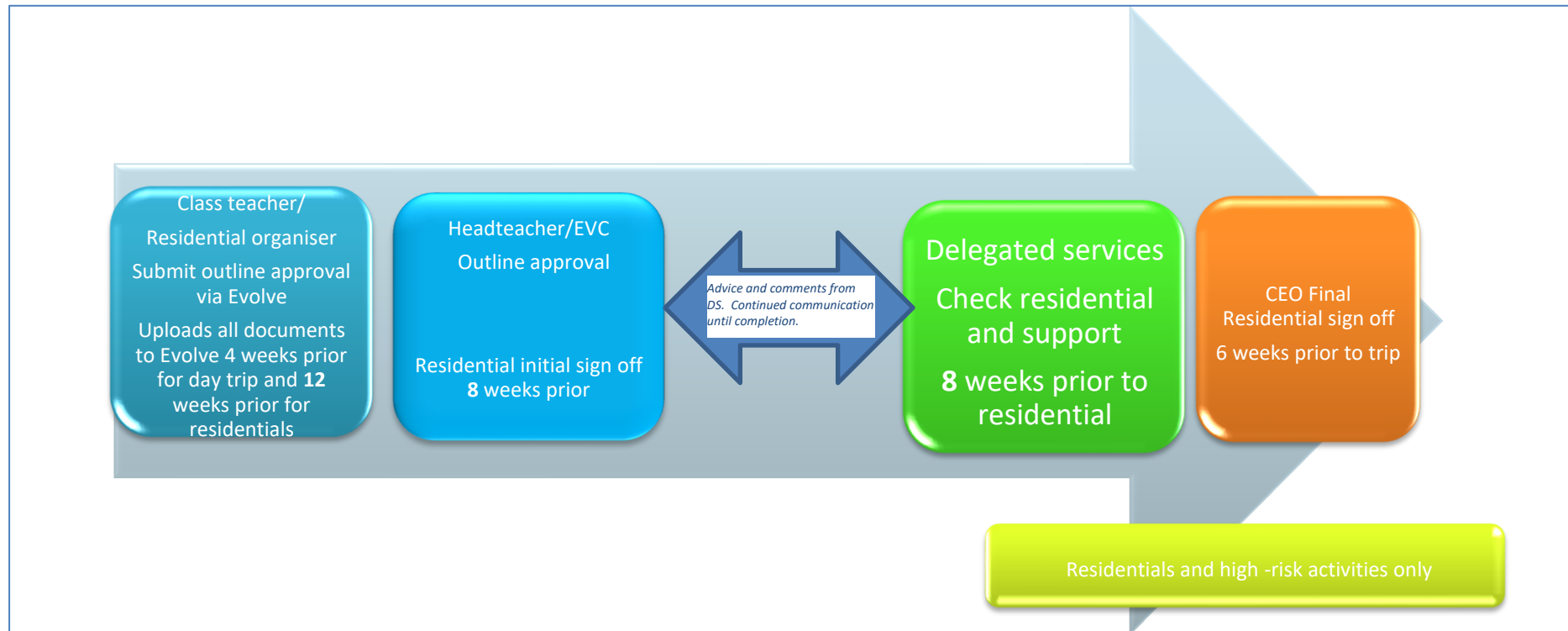
<http://www.outdoor-learning.org/>

Academic support for learning outside the classroom.

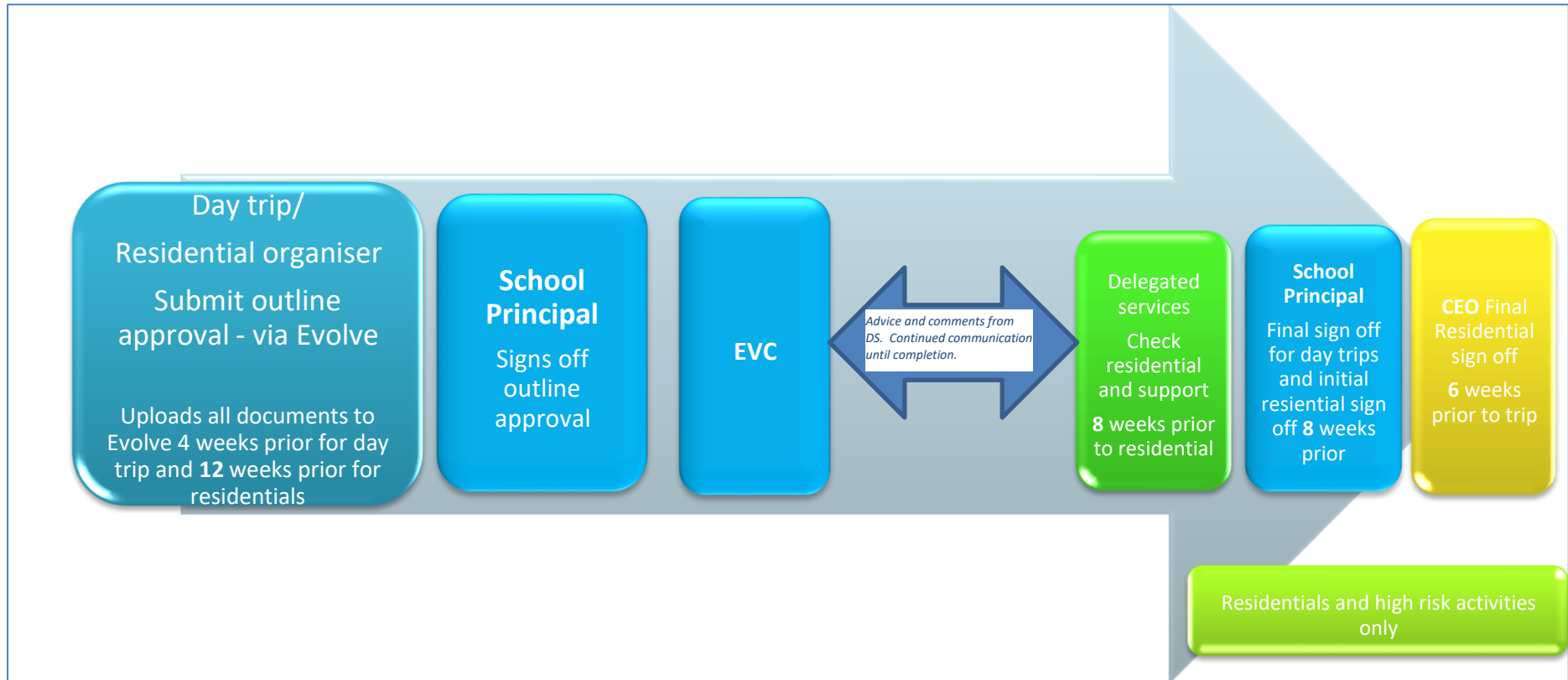
<https://www.hse.gov.uk/education/visits.htm> HSE guidance on educational visits

<http://www.hse.gov.uk/aala/index.htm>

Link to Adventure Activities Licensing Services Information.



Primary



Secondary

Parent/ Volunteer Code of Conduct for school trips and residential visits

Overview

Volunteers who are accompanying pupils on educational trips, visits or outings must be approved by the school and be subject to the normal checks and arrangements as outlined in the school's Educational Visits policy.

Volunteers who are working with children on a school trip overnight between the hours of 2am and 6am, who may have face-to-face contact with a child, must have a valid DBS check.

Volunteers should take particular care when supervising children and young people on trips and outings, where the setting may be less formal than the school environment. Adults remain in a position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries

General Supervision

- Work together with teachers for the benefit of the children
- Approach school staff to help resolve conflict
- All consequences for behaviour should be decided by a school member of staff
- All accidents and injuries should be reported to a member of school staff
- Any medication or first aid treatment should be administered by school staff
- Be a positive role model to pupils at all times
- Follow the guidance and instructions given by members of staff about your role in the activity that you are helping with
- Photographs should not be taken on personal mobile devices

Presentation and personal conduct

- Should not use loud, abusive or offensive language
- Alcohol or drugs should not be consumed at any time whilst on a trip/ residential visit • Talk politely and calmly to all pupils. Avoid sarcasm, demeaning or insensitive comments.
- Smoking is permitted by adults only when off duty and away from children
- Dress appropriately for the school setting and the tasks and role you will undertake
- Read all information given by school staff and ask questions for clarification where necessary

Professional relationships

- At all times you should maintain a 'professional' relationship with all pupils and staff. This will minimise the risk of any allegations of inappropriate behaviour
- Permission should be sought from a pupil before physical contact is made. Even if you know some of the pupils very well you should limit physical contact with pupils, ensuring physical contact is only ever in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender and ethnicity
- Do not share inappropriate personal information about your views, beliefs, sexual relationships or lifestyle.
- Never discuss subjects that are inappropriate for the age of the pupils to participate in, or listen to, including references of a sexual nature or 'gossip'/ sharing of information about staff, parents or pupils.

Safeguarding

- Report any safeguarding concerns to school staff immediately. Remember that you must not try to investigate the matter any further yourself, for example by asking the pupil questions, and that you should never promise to keep any disclosure by a pupil a secret. Additionally, you should record fully what your concerns are using the child's own words on one of the school's recording forms and body maps if necessary in line with the school's safeguarding policy.
- Never give or exchange contact details with pupils, including email or home addresses, phone numbers or social networking identities. Avoid any communication with a child or young person that could be interpreted as sexually suggestive or provocative. Volunteers are in a position of trust with children and young people under 18 at the school and are reminded that it is an offence to engage in sexual activity with or in the presence of a child or young person
- Occasionally, a child or young person may develop an infatuation with an adult who works with them. An adult who becomes aware that a pupil is developing an infatuation should discuss this at the earliest opportunity the group leader.

Confidentiality

- All information you may hear or see about a pupil is of a confidential nature. You should not discuss any pupil outside of school that you have been working with directly or indirectly. This includes speaking to other parents

about their child or other pupils, speaking to family and friends and posting messages online about your experiences in our school, e.g. on Facebook or via email. If other parents approach you for information, always explain that you are not allowed to discuss school matters with them and ask them to speak with the class teacher or Academy Headteacher if they require further information.

Breaches of this code

If the CEO [or other designated person] believes that any of the above guidance and expectations has been breached, then it is at their discretion to decide either to give a warning to the volunteer concerned or to instruct the individual to cease attending the school as a volunteer, either for fixed period or more long term. 12.2. We want all people who work within our schools to maintain the high standards of personal conduct outlined in these guidelines whilst they are on our school site. If the Academy Headteacher is concerned that events in your private life may affect the reputation of the school and/or impact on the effectiveness and safety of those who work and attend our school, they will instruct you to cease your support as a volunteer.

Name: _____

I have read and understood the contents of the 'Volunteers' Code of Conduct'. I agree to abide by the procedures and expectations for volunteers that are set out in this code.

Signed: _____ Date: _____

Appendix 7

OEAP National Guidance Information on Sepsis https://oeapng.info/9387-sepsis/

Appendix 8

Provider statement (complete prior to booking and add form to Evolve)

[Provider Statement |](#)

Appendix 9

Link to NHS guidance on ticks in humans <https://www.nhsinform.scot/illnesses-and-conditions/injuries/skin-injuries/tick-bites>

Medication / First Aid and Near Misses record

Appendix 10

Please complete the following form as a record whilst away from school and add all to Evolve upon return to school in addition to adding to all usual records.

Child's name	Date / time	Medication / first aid administered	Parental permission obtained	Additional information	Adult signature and print name

OEAP National Guidance on First Aid <https://www.nhsinform.scot/illnesses-and-conditions/injuries/skin-injuries/tick-bites>

Risk Assessment -



**The Task/ Activity/ Environment being assessed is:
Critical Incident**

Date of Assessment:	MAT/Establishment/Section/Team:	Review date: (Complete once the action plan section below is addressed)	
Assessed by: Please print names of all those involved with this assessment.	1.	Date:	
	2.		
	3.		
	4.		
Staff signatures: I/We have read and understood this RA and our role in its implementation.	1.	Date:	
	2.		
	3.		
	4.		

Section 1:

Background, Context & References:

In this document, the generic term 'emergency' is used to include both an emergency and a critical incident. Most incidents that could happen during off-site visits can be dealt with by the visit leadership team. However, some incidents can be serious and beyond the ability of the leadership team to cope, and thus require support from external establishments. This risk assessment has been supported by the TPAT external Health and Safety Advisory company, Delegated Services.

This risk assessment was written using the OEAP National Guidance – Emergencies and Critical Incident Guidance for Leaders.

This risk assessment is to be read in conjunction with other risk assessments and supporting documentation for the trip.

Section 2:

What is the Task/Activity or Environment you are assessing?	What Hazards are present or may be generated? (Use a row for each one identified)	Who is affected or exposed to hazards?	What Severity of Harm can reasonably be expected? (See Table 1)	What Precautions (Existing Controls) are already in place to either Eliminate or Reduce the risk of an accident happening?	What Likelihood is there of an accident occurring? (See Table 1)	What is the Risk Rating? (See Table 2 and 3)
PGL Centre	<ul style="list-style-type: none"> Fire 	Pupils Staff Visitors	Serious	<ul style="list-style-type: none"> Emergency exits clearly marked All pupils and staff will be made aware of the emergency assembly points upon arrival at the centre and what to do/ not to do upon hearing the fire alarm No aerosols to be used in the bedrooms as this may trigger alarms 	Low	Low
	<ul style="list-style-type: none"> Intruder at the centre 	Pupils Staff Visitors	Serious	<ul style="list-style-type: none"> PGL Centre lockdown procedures will apply 	Low	Low

- Emergency lockdown procedures will be explained to all visitors upon arrival at the centre.
- All adults must wear ID badges and will be challenged if this is not the case.
- The doors to the centre will be locked overnight with emergency push bar exits from the inside only
- Pupils are reminded to be vigilant and report any behaviours they believe to be suspicious

PGL Crisis Management Information

PGL takes the safety and security of its customers as its number one priority, closing monitoring and following the advice of the Foreign, Commonwealth & Development Office (FCDO). As such, we do not currently anticipate any changes to the operation of our courses or holidays in the UK or overseas. We will of course amend any itinerary in line with their advice.

How can you help?

Onsite

Please ensure that all adults accompanying your group comply with our onsite ID policy. Each adult will need to appropriately signed in and issued with ID. Guests without visible ID will be challenged by PGL staff.

On Excursions

Ensure all adults in your group have the contact numbers for the coach driver, tour leader and centre.

Re-visit your risk assessments, consider levels of adult supervision on excursions and procedures should a venue/area be evacuated.

PGL Critical Incident Response Information

We wish to reassure you, your students, parents and other parties that in the event of a serious incident, we have always had a structured approach to crisis management. This includes our PGL centre staff, Regional Operations Managers and our UK Support Centre staff, as well as senior management and directors. There is also a large support team including transport, IT, operations and communications to put arrangements in place.

We have over 65 years' experience in managing trips for schools and groups and in our experience each incident needs to be assessed on an individual basis and appropriate action be taken. Our Incident plan is therefore written to reflect this. As a result, we have clear escalation procedures and well-defined roles, including 24 hour emergency support, a Duty Incident Officer and teams ready to support and manage all aspects of any critical response. More detail on this is provided below.

In the event of a major incident, our Critical Incident Response Team, led by the Duty Incident Officer, will take responsibility for managing and coordinating our response. In this instance we have the necessary plans and designated resource responsible for the following areas and any other requirements of the school or group involved:

- Communicating with schools, teachers and students' parents and next of kin
- Providing support at the location of the incident
- Managing travel arrangements, accommodation, evacuation, repatriation, hospitals
- Providing communication to other customers who may be affected, media & staff
- Liaising with insurers, medical assistance & legal advisers
- Providing telecommunications and IT support
- Liaising with third parties such as:

Emergency Services

Local authorities

Foreign Office

British Embassy

Insurance providers

Transport operators

3rd party hotels

Medical repatriation specialists

More information

Information about PGL, our health and safety and our Teacher Guide is available on our website www.pgl.co.uk and we hope that this may answer any further questions.

Excursions in Paris/ Disney	<ul style="list-style-type: none">Getting lost	Pupils Staff Visitors	Minor	<ul style="list-style-type: none">All pupils will wear a distinguishable yellow capAll pupils will wear a wrist band with emergency contact numbers for group leader and the PGL CentreAll pupils and staff will be aware of the meeting pointAll groups will have a minimum ratio 1:8 plus any additional adults where 1:1 support is requiredExcursions will be accompanied by a PGL tour guideGroup leaders will carry a list of all other group leader phone numbers and a 'Whatsapp' group will be used for additional communication. They will also have a list of other useful emergency numbers.Regular headcounts.	Medium	Low
	<ul style="list-style-type: none">Medical emergency	Pupils Staff Visitors	Serious	<ul style="list-style-type: none">Adults will be aware of the signs of Sepsis – please see attached guidanceChildren/ staff with asthma must carry an inhaler (this will be checked prior to leaving the centre)Group leaders will be aware of anyone in their group with a medical care plan and related medication. A copy of the care plan and medication will be carried by the group leader on all excursions.An emergency first aid kit will be carried by all group leaders for minor injuries.	Low	Low

				<ul style="list-style-type: none"> Administration of any medication or first aid treatment will be recorded. 		
	<ul style="list-style-type: none"> Terrorist attack 	Pupils Staff Visitors	Fatal	<ul style="list-style-type: none"> Emergency procedures will be shared with pupils prior to excursions. All group leaders will have a copy of the emergency procedures risk assessment. Emergency contact details for all pupils will be carried by group leaders Phone numbers for all group leaders will be shared. There will be at least 1 mobile phone per group that can be used for emergency communications. The group will not gather as one large group for extended periods of time especially near entrances/ exits to tourist attraction. Instead, the group will split into smaller groups but there will be at least 2 adults per group. The group leaders will have the phone numbers for the coach drivers and will be aware of where coaches are parked during the visit. Coach drivers will ensure they park in a place where it is safe to embark/ disembark without fear that another vehicle being used as a weapon as there are substantial barriers to stop this happening. Coach drivers should be ready to drive away promptly if necessary. A second pick up point will be identified if the first is in the zone of the incident. Pupils will be taught that if there was an emergency such as hearing gun shot, they must quickly scatter and hide and await the emergency services to take control of the situation (RUN, HIDE, TELL). When safe to do so, meet at the agreed meeting point. If necessary, approach staff working at the venues and use the emergency contact details 	Low	Medium

on the wrist band.

- Delegated Services Emergency or Critical Incident tel: 07979425989
- Delegated Services General Enquiries: 01275 795827

Action Plan

During a critical Incident:

Immediate Action

The visit leader should take charge of an incident and follow the agreed emergency procedures unless and until relieved by the emergency services or by an appropriate member of employer/ establishment staff. If the visit leader is incapacitated, all members of the visit leadership team should be able to take charge and at least initiate the emergency procedures.

The visit leader should:

- 1) Assess the situation, establishing the nature and extent of the problem but ensuring that they do not put themselves or others at further risk.
- 2) Make sure all members of the party are:
 - a. Accounted for
 - b. Safe
 - c. Adequately supervised
 - d. Briefed to ensure that they understand what to do to remain safe
- 3) Allocate roles to other leaders and/ or suitable participants. An effective emergency response requires several things to happen at once and the visit leader cannot attend to casualties, ensure that others in the group are moved to a safe place and kept safe, call for help from the emergency services, instigate the emergency procedures and keep notes of the incident all at the same time.
- 4) If a participant or member of staff is missing, the response will depend upon the circumstances and the age and other characteristics of the missing person. The following is a guide:
 - a. Stop the activity immediately, or as soon as possible.
 - b. Gather the group, ensure their safety, and keep them together
 - c. Confirm who is missing.
 - d. Urgently check any hazards nearby, particularly water
 - e. Check the activity area, and the last place the missing person is known to have been.
 - f. Depending on the circumstances, try to contact the missing person, for example
 - i) By mobile phone if they have one
 - ii) By shouting or blowing a whistle and then listening
 - g. Alert the emergency services and the emergency contact.
 - h. Check any key points e.g. previous or agreed meeting points, accommodation, your immediate destination to which the missing person may have gone

- i. Consider what the missing person might have done or what may have happened to them from the last time and place they were known to have been and use this to plan further searching.
 - j. Continue the search process until emergency services take over or the person is found.
 - k. In consultation with the group leader/ manager, decide whether to continue with the visit/ activity whilst the search continues under the control of the emergency services or another member of staff.
- 5) If there are injuries, take action to establish their extent and administer appropriate first aid. Aim to:
- a. Preserve life
 - b. Prevent the condition worsening
 - c. Promote recovery, treat for shock, reassure and keep warm
- 6) Contact the appropriate emergency services (s) – in the UK dial 999 or 112 for the police, fire and rescue, ambulance or coast guard and in France call 112. The emergency services will guide you through the information they need but this will include:
- a. Your name and name of the group/ establishment
 - b. Location
 - c. Nature of the emergency and number of injured persons
 - d. Action taken so far
- 7) Alert your emergency contact. You may be in shock and need support. News travels fast and your establishment/ employer will need accurate information.
- 8) Control any communications by the rest of the group. Rumours spread very quickly and can cause serious and unnecessary upset.
- 9) Avoid splitting the group – unless it is the only way to get help and leave nobody on their own.

Secondary Actions

Uninjured group members should be moved to shelter or away from the immediate vicinity of the casualties. Ensure that they

- Are adequately supervised throughout
- Are returned as early as possible to base
- Receive appropriate support and reassurance

Ensure that an appropriate adult accompanies and casualties to hospital, taking with them parental consent forms and medical information for the injured persons.

Consider other people who may need contacting and whether this is better done by visit staff or establishment/ employer staff e.g.

- Other groups who are part of the visit
- Embassy/ consulate/ High Commission if abroad
- Local accommodation/ contact
- Tour operator/ provider
- Insurer

Direct contact with a parent of a group member from the scene of the incident should be avoided. This task should be carried out by the establishment home base by

senior staff.

DO NOT speak to the media and **DO NOT** admit any liability or sign anything.

Refer all media or legal enquiries to the appropriate person at your establishment or employer (contact Gemma Piper CEO – TPAT)

It is useful to keep an accurate record of events and actions as close to real time as possible. Any leader with spare capacity should therefore keep notes (see section below on recording the incident).

Maintain contact with the emergency services and the establishment/ employer contact until the emergency is over.

Continually monitor, reassess and review – ensure nothing has been forgotten and all leaders and participants are coping, cared for and secure.

Recording the Incident

Make an accurate record of all details as soon as possible- do not leave this until later when your memory of details could be confused. If it is appropriate to do so, take photos. Record the following:

- Time and date of the incident
- What happened
- Accurate location
- Name of casualties and details of injuries
- Names of others involved but not injured
- Relevant environmental information (weather, ground/water conditions)
- Actions taken, including all communications
- Details of any moves from the incident site (times, who moved, where to and how)
- Names and contact details of witnesses
- Registration numbers of any motor vehicles involved
- Proposed actions

After the Incident

Consider the emotional needs of any staff, participants and others who may have been adversely affected.

If necessary, provide an accurate detailed statement to your establishment or employer. Follow TPAT reporting requirements, including any accident/ incident forms and comply with RIDDOR regulations.'

Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training. Share the experience and learning with colleagues.

Emergency Numbers:

999 or 112 UK Police

112 France Police

Delegated Services Emergency or Critical Incident tel: 07979425989

Delegated Services General Enquiries: 01275 795827

Group leader mobile number

PGL Centre [+44 333 321 2100](tel:+443333212100) (English Speaking)

Table 1: Definitions

Potential Severity of Harm	Meaning of the harm description	Likelihood/Probability of Harm	Meaning of likelihood/probability
Fatal/Major Injury	Death, major injuries or ill health causing long term disability/absence from work.	High (Likely/probable)	Occurs repeatedly/ to be expected.
Serious Injury	Injuries or ill health causing short-term disability/absences from work (over three days absence)	Medium (possible)	Moderate chance/could occur sometimes.
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work.	Low (unlikely)	Not Likely to occur

Table 2: Risk rating matrix: Potential severity of harm + Likelihood/ probability of Harm = Risk rating

	High (Likely/Probable)	Medium (Possible)	Low (Unlikely)
Fatal/Major Injury	VERY HIGH	HIGH	MEDIUM
Serious Injury	HIGH	MEDIUM	LOW
Minor Injury	MEDIUM	LOW	LOW

Table 3: Action required: Key to ranking and what action to take

VERY HIGH Risk	STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding.
HIGH Risk	Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
MEDIUM Risk	Implement all additional precautions that are not unreasonably costly or troublesome within an agreed timeframe. Reduce risk to a tolerable level.
LOW Risk	Monitor and review your rolling programme.

--

Post Visit Feedback and Reflections

Date of visit	
Member of staff	
Venue	
Year group	
Positives:	
Negatives:	
Would you do anything differently next time? If so, what?	
Other comments:	

