AYSCOUGHFEE HALL SCHOOL

EDUCATIONAL VISITS POLICY

This policy was approved by the Governing Body on 23rd March 2026.

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
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Contents

	Page
1.0 Introduction	3
2.0 Aims and objectives	3
3.0 Responsibilities/legal framework	3
4.0 Roles and responsibilities	4
4.1 Role of the governing body	4
4.2 Role of the Headteacher	4
4.3 Role of the Educational Visits Coordinator	4
4.4 Role of the Visit Leader	4
5.0 Approval and Recording of Visits	5
5.1 Procedures	5
5.2 Local Learning Area	5
5.3 Preparation	5
5.4 Learning Outcomes	6
5.5 Inclusion	7
6.0 Planning and Risk Management	7
6.1 Risk Assessment	7
6.2 First Aid and Medical	8
6.3 Exploratory Visit	9
6.4 Insurance Arrangements	9
6.5 Financial Planning	9
7.0 Child Protection	10
7.1 Group Safety in Crowded Places	10
8.0 Staffing and Supervision	11
8.1 Direct, Indirect and Remote Supervision	12
8.2 Vetting and DBS Checks	12
9.0 Transport	13
9.1 Private Cars	13
9.2 Coaches	13
10.0 Emergency Procedures	13
10.1 If a child goes missing	13
10.2 Emergency Arrangements	14
11.0 Types of Visits for Which Special Arrangements Must be Considered	15
11.1 Farm Visits	15
11.2 Water Margin Visits	15
11.3 Residential Visits	16
11.3i Supervision	16
11.3ii Premises and Accommodation	17
11.3iii Contacts with parents during the trip	18
11.3iv Emergency Procedures	18
11.3v Providers	19
11.3vi Evaluation	19
12.0 Activities on Visits	19
12.1 Swimming	19
12.1i Swimming Pools (Lifeguarded)	20
12.1ii Hotel (and other) Swimming Pools	20
12.2 Adventurous Activities	21
12.3 Water-based Activities	22
12.4 Open-country Activities	22

Appendices

	Page
Appendix A - Role of the Headteacher	25
Appendix B - Role of the Visit Leader	26
Appendix C - AHS Visit information form	27
Appendix D - Generic Risk assessments	29
Appendix E - Private car form	52
Appendix F - Private car consent form	53
Appendix G - Health and Safety Guidance (RIDDOR)	54
Appendix H - Residential visits evaluation form	59
Appendix I - List of adventurous activities	60
Appendix J - Provider form	61

1.0 Introduction

Ayscoughfee Hall School considers educational visits to be an integral part of the curriculum which provide highly valuable learning opportunities for all pupils. Educational visits enhance all areas of the curriculum, supporting both academic and personal development. Visits may include local area walks and visits requiring an element of travel, including residential visits. This policy applies to all off-site visits and should be read and understood by all staff involved in planning, leading and accompanying off-site visits.

2.0 Aims and Objectives

Ayscoughfee Hall School will ensure that educational visits are:

- Co-ordinated and sanctioned within school by the Educational Visits Co-ordinator (Head teacher), and managed appropriately within the demands of the calendar and curriculum for each year-group
- Undertaken according to the DfE guidelines, within the framework of this Policy document, according to the Educational Visits Co-ordinator's and where necessary the Headteacher's advice and the Visit Leader assessment for the group.
- Undertaken with the health, welfare and well-being of students as paramount, in adventurous pursuits managing the level of risk appropriately
- Thoroughly and appropriately risk assessed and managed
- Staffed by appropriate numbers of appropriately qualified teachers and other staff as required and appropriate according to the DfE Guidelines as a minimum
- Appropriately supervised and monitored by staff on a trip, whilst recognising that the aims and objectives of any given trip may or may not be compatible with direct staff supervision at all times
- Organised in good time and through a procedure followed by all members of staff
- Promoted effectively to all pupils, who should be well-informed about the nature and purpose of the trip or activity and able to participate appropriately in the trip or activity
- Promoted with regard to Equal Opportunities, with every effort made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of Special Educational Needs, Medical Needs, ethnic origin, sex, religion, etc.
- Reviewed and evaluated periodically, to ensure maximum educational gain

3.0 Responsibilities/Legal Framework

The Health and Safety at Work Act 1974 places overall responsibility for health and safety on educational visits with the employer.

This policy complies with the Education (Independent Schools Standards, England) Regulations 2019 and The Health and Safety at Work Act 1974 and subsequent regulations guidance. This policy is further supplemented by National Guidance published by the Outdoor Education Advisors' Panel (OEAP) and Guidance for Off-Site Educational Visits and Related Activities by the local authority (Lincolnshire County Council) 2019.

This policy works in conjunction with school policies for:

- Allergy and Anaphylaxis
- Behaviour

- Safer Recruitment
- Safeguarding and Child Protection
- Health and Safety
- Online Safety
- Acceptable Use of IT
- Mobile Phone
- Staff Code of Conduct

4.0 Roles and Responsibilities

4.1 Role of the Governing Body

The Governors can delegate responsibility and decisions about visits to the Head teacher. The Governors are responsible for ensuring that:

- risks of activities are assessed
- measures are taken to control those risks
- reasonable care is taken of all staff and pupils on the activity at all times
- appropriate training needs are addressed by the Head teacher
- there is a written procedure for the approval of certain types of visit
- the visit or activity has specific and stated objectives
- The Head teacher, Educational Visits Co-ordinator or Visit Leader shows how their plans comply with regulations and guidelines, including the School's Health and Safety procedures

4.2 Role of the Headteacher

The Headteacher's agreement (may be delegated to the EVC if not the Headteacher) must be obtained before a visit takes place. A detailed list of the role of the Headteacher is shown in Appendix A and should also be referred to by the Educational Visits Coordinator (if different).

4.3 Role of the Educational Visits Coordinator

To help fulfil its health and safety obligations for visits, Ayscoughfee Hall School has an Educational Visits Coordinator (EVC) who has been trained by the Outdoor Education Advisers Panel. The EVC for Ayscoughfee Hall School is Mrs T Wright (Headteacher). The EVC will attend regular training updates (at least 3 yearly) in accordance with LA guidance.

The EVC will ensure that competent staff are assigned to lead and accompany visits and approve all decisions made regarding educational visits.

The EVC will ensure that a policy is in place for educational and off-site visits, and that this is updated as necessary.

The EVC will refer to National Guidance *Educational Visits Coordinator*

The EVC should also refer to the guidance for role of the Headteacher shown in Appendix A.

4.4 The Role of the Visit Leader

The Visit Leader will be a qualified teacher (other than for a short local area visit) employed by Ayscoughfee Hall School. They will have overall responsibility for the supervision and conduct of the visit and should have regard to the Health and Safety of the group. The Visit Leader should be

appointed or approved by the Headteacher or EVC. Full details of the roles and responsibilities of the Visit Leader are shown in Appendix B.

The Visit Leader should appoint an assistant leader for each visit. The assistant leader must be briefed by the Visit Leader, must be competent to perform the role and must be fully inducted into and follow policies and procedures for school visits.

5.0 Approval and Recording of Visits

Final approval for all visits rests with the Headteacher. Risk assessments for all visits must be submitted to the EVC (Headteacher) for approval at least one week before departure (four weeks for residential visits).

In approving visits, the EVC/Headteacher should ensure that the visit leader has been appropriately trained/inducted and is competent to lead the visit.

5.1 Procedures

When pupils are taken from school on organised visits, the same duty of care exists whether or not the visit is taken voluntarily and/or out of normal school hours. It covers the duration of the whole visit and should include arrangements for the collection of the children at the end of the visit.

Risk assessments must be completed for each visit, signed by the Visit Leader and then passed to the Educational Visits Coordinator (Headteacher) with any accompanying paperwork attached. A copy should be taken by the Visit Leader. Records of visits should be kept. Parents will always be informed by letter of any planned off site visit other than a short, local learning area walk and a permission slip must be signed in order to enable the child to take part in the visit. Provision in school will be made for any child whose parents refuse to allow him or her to take part in an offsite visit.

Out of school activities will always be conducted according to the school's Behaviour Policy. The need to ensure appropriate behaviour will be assisted by thorough preparation of all involved in the activity or visit.

Adequate child protection procedures must be in place. The needs of SEND pupils should be taken into account when planning an activity or visit.

5.2 Local Learning Area

The local learning area for Ayscoughfee Hall School is designated as the area and streets immediately surrounding the school, including the footpath along the riverbank and Spalding town centre. Common visit areas may include, but are not limited to: Ayscoughfee Hall and Gardens, Spalding town centre and marketplace (including the South Holland Centre), Spalding Grammar School (including the sports field), Spalding Library.

Activities in the local learning area do not require parental permission, as they are covered by an initial agreement signed when a child joins the school. For all visits in the designated Local Learning Area the standard Ayscoughfee Hall School Visit Information Form (Appendix C) together with the 'Outings of Foot' risk assessment (Appendix D) should be completed and left with the school office. Visit leaders should follow the procedures for all off-site visits as set out in this policy.

5.3 Preparation

Each visit should have a specific and stated objective. The Headteacher should ensure that visits comply with regulations and guidelines provided by the H&S policy. Staff should obtain the Headteacher's approval before any visit. The Headteacher acts as the Educational Visit Coordinator.

A preliminary visit should always be made to assess educational activities and potential hazards, unless the destination has been visited recently.

A comprehensive risk assessment by the Visit Leader should be completed prior to any visit. First Aid should form part of a risk assessment. See section 6.2.

All teachers should be aware of a pupil's medical needs by ensuring they have checked the school medical list and in the case of a residential that a supplementary form has been signed by a parent prior to the visit.

Risk assessments should then be carried out on hazards identified and appropriate control measures introduced. Any significant findings should be recorded. The Visit Leader should ask for the venue's own risk assessment and make sure they have thoroughly read and understood it before attaching a copy to the School Visit Risk Assessment and Information Form. Ongoing risk assessment is essential to take account of new dangers which may emerge.

Careful briefing of the children is essential so that they know the purpose of the visit, difficult conditions likely to be encountered and the action/behaviour required of them during the visit. The Visit Leader must explain to the children which adult is in charge of their group.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Curricular aims of the visit will be fulfilled in other ways wherever possible.

Accompanying adults must also be briefed as above. They should be told which children will be in their group so that they can readily identify them if they are not with their child's class. It is not normally advisable to place a child in his/her parent's group.

Whenever possible, parents from our list of DBS checked parent volunteers should be used as accompanying adults. Unsupervised access to children by parents or volunteers who do not have an enhanced DBS check is not permitted.

School visits must be carefully costed to include the cost of any preliminary visits, transport, entrance tickets, additional staff, emergency expenditure.

Full details should be given to the school secretary who will book the venue and coach and advise the cost per pupil.

5.4 Learning Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved.

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

- Relationships
- Emotional and Spiritual

- Cross Curricular
- Individual
- Teamwork
- Environmental

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

5.5 Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. The school will endeavor to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Refer to National Guidance document 3.2e *Inclusion*

6.0 Planning and Risk Management

6.1 Risk Assessment

The extent of visit planning required is related to the complexity of the visit, see National Guidance document 4.3c *Risk Management – an overview.*

A risk assessment must be completed by the visit leader well before the visit and should be approved by the EVC. Templates for school risk assessments are shown in Appendix D and are available electronically on the school staff drive. Hard copies may be obtained from the school office.

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

Visit planning includes consideration of the question: *'What are the really important things that we need to do to keep us safe?'* It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues should be recorded on risk assessment forms.

Allergy-related risks should be considered as part of all educational visit risk assessments where relevant, including food provision, animals, environmental allergens, catering arrangements, residential accommodation, transport and emergency response.

A risk assessment for a visit need not be complex, but it should be comprehensive. Specialised information for some visits may be necessary and the EVC should ensure that the person assessing the risks is competent to do so. The EVC is always available to help with the completion of the risk assessment forms – those running a visit for the first time will be given guidance when completing the risk assessment.

The risk assessment should be based on the following considerations:

- What are the hazards?

- Who might be affected by them?
- What are the existing safety measures in place?
- What further safety measures need to be in place to reduce risks to an acceptable level?
- Can the visit leader put the safety measures in place?

Where there is a generic risk assessment already in place for a specific visit or activity (Appendix D), the visit leader may (where appropriate) carry out a dynamic risk assessment by reviewing the generic risk assessment form and taking into account all the relevant factors, including the specific characteristics and needs of the pupils attending the visit before embarking on it. The generic risk assessment should be annotated/extended if required for each visit.

Regardless of the type of visit, the visit leader must be prepared to re-evaluate and/or reassess the risks whilst the visit is taking place, taking into account any relevant changes in circumstances or factors such as changes in the weather. If the risks become unacceptable the visit will be terminated and/or a Plan B activity carried out.

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

- The type of visit or activity and the level at which it is being undertaken
- The location, routes and modes of transport
- The competence, experience, status and qualifications of the supervisory staff
- The ratio of teachers and supervisors to children
- The group members' age, competence, fitness and temperament and the suitability of the activity
- The special educational, dietary and medical needs of the children
- The quality and suitability of the equipment
- Season conditions, weather and timing
- Emergency procedures
- How to cope when a child becomes unable to unwilling to continue

6.2 First Aid and Medical

First aid should form part of the risk assessment. Before undertaking any off-site activities, the visit leader should assess what level of first aid might be needed. On any kind of visit the visit leader should have a good working knowledge of first aid, or ensure that another member of staff has, and ensure that adequate resources are taken. General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is suitable for routine urban visits. Based on the nature of the visit, the EVC/visit leader should make a professional judgement based on the level of first aid required.

For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.

A first aid kit can be obtained from the school office. The visit leader is responsible for checking the contents of this and for replacing any used items on return. For adventurous activities or residential visits, at least one of the staff members attending should be a fully trained first aider. All adults in the group should know how to contact the emergency services.

The visit leader is responsible for ensuring that any required medication, for example inhalers are taken on all school visits off-site. For any pupil with a diagnosed allergy, the visit leader must ensure that the pupil's Individual Health Care Plan, Allergy Action Plan and emergency medication

accompany the visit and remain accessible at all times. It is vital that no child who is prescribed medication to counter anaphylactic shock is not taken off-site without the appropriate, in-date, Auto Adrenaline Injector Pens. Please see the school Allergy Safety and Anaphylaxis Policy and ensure all procedures are in place.

For residential visits, parents are requested to complete medical forms, which include permission for emergency medical treatment if the parents cannot be contacted.

Care should be taken to ensure that any medical protocol extends to the differing circumstances of the activity or visit. Risk assessments should be carried out. Refer to National Guidance document 4.4b *First Aid*.

6.3 Exploratory Visit

An exploratory visit should be made by the visit leader when planning a new trip or leading an existing trip for the first time. If a new trip is being planned, it is usually advisable for the EVC to take part in the exploratory visit and this is particularly recommended in the case of a residential visit. Likewise, exploratory visits should be undertaken when it is planned to instruct or lead a group in an outdoor activity such as trekking in a location that is unfamiliar.

When undertaking an exploratory visit, the visit leader should:

- Ensure at first hand that the venue is suitable
- Check the venue meets the aims and objectives of the school visit
- Obtain advice from the manager if possible
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of staff and children in the group
- Become familiar with the area before taking a group of young people there

If an exploratory visit is not feasible, then the visit leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue and from the local tourist information board.

If visiting the same locations for many years, it is prudent to reassess the risks each time, even when the visit leader stays the same, as some factors may change. Refer to visit evaluation forms for the previous year when reassessing a previously visited venue.

6.4 Insurance Arrangements

Whenever children are taken off the school premises, it is essential that the school's insurance of members of staff covering any possible situation which might be held to be negligent is operative.

All pupils and members of staff are covered by the school's Personal Accident Cover. Accompanying adults are also included in this cover.

Members of staff and authorised adults are covered for the transport of children in their own cars, provided that all appropriate regulations are obeyed, i.e., that children may only be carried if a seat belt is available and worn and booster seats are used as required.

When organising residential trips, it is necessary to check the insurance arrangements for any providers used and ensure that these are adequate to cover all eventualities, including but not limited to medical, cancellation and baggage insurance. If you are in any doubt about the insurance cover for a visit, please contact the school Bursar for advice.

6.5 Financial Planning

The visit leader should ensure that parents have early written information about the costs of the visit. Parents should be given enough time to prepare financially for the visit.

Those wishing to run an inspection visit prior to the school visit for the purpose of risk assessment should obtain permission from the Head Teacher.

The trip leader should liaise with the EVC, Bursar and school Secretary over how finances will be run. For residential visits, we will endeavour to offer a payment instalment scheme where possible.

The trip leader should set out how much spending money, if any, children are advised to take and where, if necessary, this will be looked after.

7.0 Child Protection

The school's Safeguarding and Child Protection Policy and Procedures are available on the school website and will apply at all times during off-site visits. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on a visit must be dealt with immediately, in accordance with the policy and procedures by contacting the Designated Safeguarding Lead or Deputy.

7.1 Staff Use of Mobile Phones and Other Personal Devices

When on an educational visit, particularly a residential visit, it is likely to be appropriate that staff be able to use their personal devices.

In these circumstances, staff will:

- Use their mobile phones in an appropriate and professional manner, in line with our staff code of conduct;
- Not use their phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil;

For the purpose of this policy, 'mobile phones and smart devices' refers to any personal electronic, digital, wearable or internet-enabled device capable of one or more of the following functions:

- Making or receiving calls or messages;
- Accessing the internet or online services;
- Capturing, storing, transmitting or livestreaming images, video or audio;
- Recording conversations or other activities;
- Tracking location or personal data;
- Using artificial intelligence features to collect, process or transmit information;
- Connecting wirelessly to another device or network.

This includes but is not limited to, mobile phones, smartphones, tablets, smartwatches, smart glasses, wearable technology, earbuds with recording or communication functions, AI-enabled devices and any future technologies with similar capabilities.

Staff should ensure that they comply with the Staff Code of Conduct, Mobile Phone, Online Safety Policy and Acceptable Use of IT Policy at all times – including when on school visits.

7.2 Group Safety in Crowded Places

There can be many benefits from organising educational visits to events or places where crowds may gather, such as sporting fixtures, concerts, cultural festivals, theatres or large markets. Groups may also encounter crowds while travelling, such as in underground railway stations or city streets.

When organising an educational visit where you may encounter crowds, you should prepare your group for this and be alert to potential issues such as getting separated from the group or pickpocketing.

Crowds, especially in confined spaces, can also lead to people being trapped and crushed. Children and young people are particularly vulnerable in a crowd, and managing a group in such a situation is likely to be very challenging. The risk of such incidents is low in well-designed venues that are well-managed but can be higher in some less-developed countries overseas.

- If you are planning a visit to an event or location where there could be a crowd, consider the following precautions:
- Check that the event or venue is properly organised and managed, and that crowd safety is taken seriously;
- Avoid crowded venues with narrow or limited numbers of entry/exit points, or those with obstructions or pinch points in the entry/exit routes;
- On arrival, or where possible during a pre-visit, note the position of exit points (including emergency exits), how to access them and where they lead (some venues have a separate entrance for organised groups);
- Check whether there are any bottlenecks, pinch points or obstructions to the flow of people, and work out an exit strategy – the best way out may not be the same as the way in;
- Identify a meeting point outside or away from the venue, where the group should gather if separated;
- If your group includes anyone with a special educational need or disability, check in advance about how they will be affected by a crowd (for example, someone in a wheelchair in a standing crowd will not be able to see and may not be seen), and whether the escape routes are accessible;
- Ensure all leaders and participants know what to do if there is an incident;
- If possible, position the group with easy access to the escape routes;
- Arrive early and leave early or late to avoid possible crowd surges and crush points;
- If at a managed event, identify the security staff, seek their advice if necessary, and be prepared to follow their instructions;
- If you come across angry or violent crowds, move your group away from them as quickly as possible.
- Be vigilant, so you can be aware of unforeseen crowd situations developing – if you begin to feel uncomfortable about crowd size or pressure it may be best to leave immediately.

8.0 Staffing and Supervision

On all visits there must be an effective level of supervision that has been approved by the EVS (and Headteacher if different).

Visit Leaders can only be employed members of staff and are responsible for leading the outing. An assistant leader will also be nominated when appropriate. Other than for short walks in the local area, the visit leader should be a fully qualified teacher, experienced in leading school visits.

The level of supervision on visits must realistically reflect the purpose and nature of the visit and the age and maturity of the pupils, with sufficient adult help to allow for emergencies and the possibility that an adult may need to be detached from the main party. In the case of a small group, no more than 5 older children accompanied by an experienced adult to a local venue, e.g., Year 6 community outing, it may be feasible for one adult to lead.

As a minimum requirement, recommended ratio for school visits should be adhered to. These are:

Years 1 – 3 ratio of 1:6

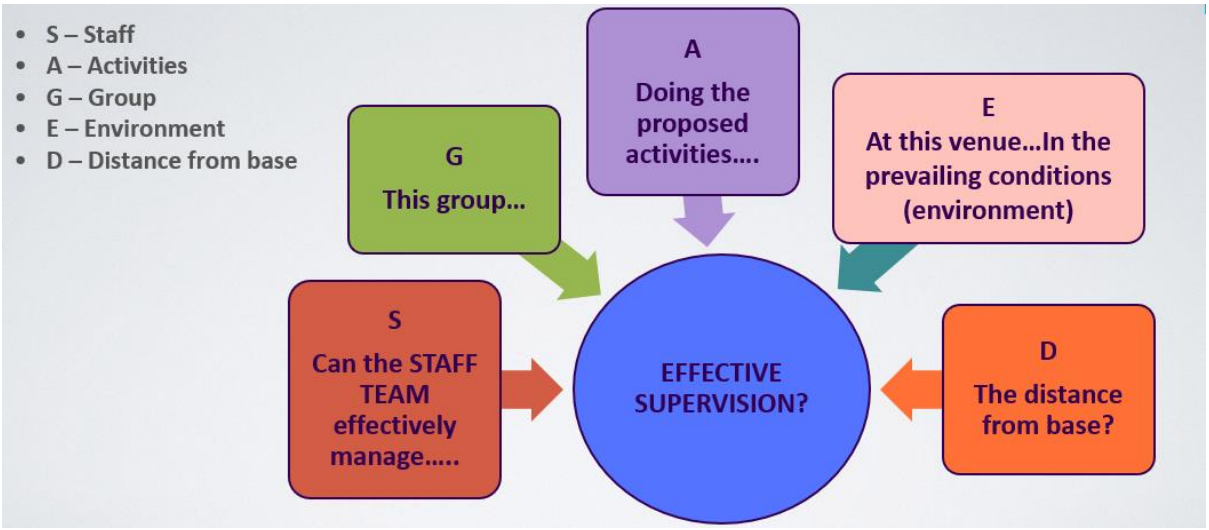
Years 4-6 ratio of 1:10

The Statutory Framework for Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios.

For all visits the EVC/Headteacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors.

- Staff – the experience and competence of staff and other adults
- Group – the nature/requirements of individuals within the group, including those with additional needs
- Doing – the type, level and duration of activities
- Environment – The venue, time of year and prevailing/predicted conditions if applicable
- Distance – the distance the group is likely to travel from any base.

Contingency, or 'Plan B' options should be considered in the event that any activity has to be cancelled at short notice.



A visit must not go ahead where either the visit leader or EVC/Headteacher is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in overall staffing ratios. Their responsibility should not include the wider group.

Further information on supervision can be found in National Guidance document 4.2a *Group management and supervision*

8. 1 Direct, Indirect and Remote Supervision

Young people must be supervised throughout all visits, even though they may be unaccompanied at times.

Direct supervision is where a member of staff is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Remote supervision is where young people are unaccompanied by a member of staff, and the supervising member of staff is not necessarily in the immediate vicinity, for example as might occur during D of E expeditions, or a 6th Form unaccompanied visit to university open day. This will not be considered for children below Year 6.

Both Indirect and Remotely supervised activities can bring valuable educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including learning to manage risk, self-sufficiency, interaction with the public, social skills, communication, decision making, etc.

The decision to allow indirect or remote supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

Remotely supervised activities **must not** take place without prior consent from the EVC/Headteacher. They must be fully risk assessed and should never take place on an ad hoc basis.

8.2 Vetting and Disclosure and Barring (DBS) Checks

Staff and volunteers who work *frequently* or *intensively* with or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check with barred list check as partof their recruitment process. For the purpose of this guidance:

- *'frequently'* is defined as 'once a week or more'.
- *'infrequently' is defined as 'four or more days in a month, or overnight'.*

Refer to National Guidance document 3.2g *Vetting and DBS Checks*

9.0 Transport

9.1 Private Cars

Where a private (parent) car is to be used to transport young people then this must be approved by the Headteacher and a Private Car form (Appendix E) must be completed and retained by the school on an annual basis.

Parents will be informed when it is intended to use private transport to convey their children.

Consent will be obtained for the transporting of pupils in the private vehicle of a non-teaching adult (Appendix F)

9.2 Coaches

Only reputable coach companies will be used, they must be covered with a current MOT and tax disc.

Seat belts must be provided on all seats.

All children must wear seat belts. Staff should check that these are correctly fastened at the start of each journey and make checks at any point after the children have left their seats and then returned to them – e.g., if stopping for the toilet etc.

On coaches, adults should space themselves throughout the vehicle and note emergency exists. Note that emergency exits lead onto the carriageway.

10. **Emergency Procedures**

10.1 If a Child Goes Missing

If a child goes missing Visit Leaders should ensure the following is carried:-

- Children stand with their designated person and a register/head count is taken.
- One member of staff searches the immediate vicinity and notifies the venue's security team so that a full search of the venue can be carried out.
- The Visit Leader phones the School and the Police. The School will contact the child's parents.
- The Headteacher or Senior Member of Staff will go to the venue if possible and be the point of contact for the Police and the venue.
- Staff take the rest of the children back to school.
- The Headteacher will inform the Chair of Governors.
- The incident is reported under RIDDOR arrangements and is recorded on an Incident Reporting Form.
- Our insurance company is informed.
- A full investigation will be carried out and an incident report written, detailing:
  - the date and time of the incident
  - the staff and children on the trip
  - when the child was last seen
  - what has taken place since then
  - the time it is estimated that the child went missing

10.2 Emergency Arrangements

The Visit Leader must ensure that all accompanying adults are aware of emergency procedures.

The Visit Leader is responsible for taking the First Aid Kit from the office and checking that the contents are complete. A list of contents will be found inside the box, and if any of the equipment is used, the teacher is responsible for its replacement on return to school. Visit Leaders should also be sure that inhalers are taken for any asthmatic members of the party, and any other medication required, especially medication for those children at risk of anaphylactic reaction. Parents are requested when completing medical forms to give permission for emergency medical treatment if the parents cannot be contacted.

Care should be taken to ensure that any medical protocol extends to the differing circumstances of the activity or visit. Risk assessment should be carried out.

In the event of an accident, the School must be informed as soon as possible, so that any necessary arrangements can be made and parents informed.

The School should have the address and phone number of the venue and have a contact name.

Visit Leaders and the School Secretary should have a copy of agreed emergency procedures, the names of all the adults and pupils travelling in the group and for residential visits, the contact details of parents and the teachers' and other supervisors' next of kin.

Contingency plan for delays are as follows:

- Breakdown
  - phone office with details
  - office will telephone parents
  - buy hot drinks/food for children and adults if appropriate.
- Crash
  - phone office with details
  - Headteacher or a Senior Member of Staff to go to accident site/hospital if feasible.
  - office to phone parents to make arrangements for collection of children
- Delay
  - phone office with details
  - office to phone parents
- Injury/Accident
  - phone office with details
  - Headteacher or a Senior Member of Staff to phone parents with details
  - call ambulance, if necessary, member of staff to escort child to hospital
- Incident
  - phone office with details
  - office team to phone parents with details
  - school to contact appropriate counselling services if needed

Note: Staff ringing OUT from school to a mobile should prefix their number with 883 so that the School number shows on mobile screens. In the event of an incident attracting the attention of the media, any release of information will be undertaken by the Headteacher. The Headteacher will advise on protecting staff and participants from the overzealous attention of the media. Under no circumstances are statements purporting to represent the official view of the School to be entered into with the media, the police or any other enforcing authority. Staff, if questioned, should be polite but firm and state "Sorry, no comment" and refer any enquiries to the Headteacher.

In the event of an emergency children will be gathered together. If appropriate, the Assistant Leader will be sent to collect other groups so that the whole party is assembled together and a roll call taken. Immediate medical attention for casualties—if necessary, the Visit Leader will take a child to hospital, either by ambulance or taxi depending on circumstances, and will ensure that a message is passed to the parents to meet them at the hospital. This message will probably be passed by one of the other supervisors via school, but circumstances will dictate the best course of action. If the Visit Leader has to detach him/herself from the group, the Assistant Leader will take over responsibility,

and will arrange for return to school. If the coach has not stayed with the party, the Visit Leader will arrange for a message to school to ask for one to be despatched as soon as possible.

Police will be notified if necessary and the Chair of Governors. Written record of incident should be made and an accident form filled out. Do not discuss liability with other parties.

11.0 Types of Visits for which Special Arrangements must be Considered.

11.1 Farm Visits

Staff should ensure that the intended outcome of the activity are balanced with all reasonably practicable safety precautions.

Refer to National Guidance document 7g *Farm Visits*

11.2 Water-margin Visits

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water*. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

* 'gentle' means hardly moving at all.
'shallow' typically means up to the knees of the participants.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

At the outset the leader must decide whether the activity:

a) Falls **within** the definition in bold above - in which case the below guidance applies,

or

b) **Exceeds** the definition in bold above - in which case this is a water-based adventurous activity and section 20 applies.

Staff involved in water-margin activities should be conversant with, and adhere to the guidance contained within National Guidance document 7i *Group Safety at Water Margins* This document must be made available to all supervising adults in advance of the visit.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary.

For water-margin activities, the leader must have previous relevant experience and must have been approved as competent to lead the activity by the EVC/Headteacher.

Refer to National Guidance document 7i *Group Safety at Water Margins*

11.3 Residential Visits

The objectives of a residential trip are to teach pupils to take part in outdoor activity challenges in familiar, unfamiliar and changing environments, to use a range of problem-solving skills and to work with others to meet challenges. Such trips provide opportunities for children to develop increased self-confidence and self-esteem and independence.

Written details of the proposed trip should be supplied to parents.

Details provided to parents should include:

- Dates of the visit and its objectives and costs
- Proposed schedule for provision of additional information
- Times of departure and return (parents must agree to meet their child on return)

Where visits involve multiple activities with differing requirements, each activity should be assessed. The Visit Leader must ensure, well in advance of the trip, that adequate insurance arrangements are in place, including potential additional cover for participants with medical conditions and that appropriate insurance is held by the transport company.

Residential trips will include a First Aider.

The visit leader, in liaison with the Bursar, should also ascertain the details of the insurance held by the tour operator.

The visit leader, in liaison with the Bursar, should check that the insurance policy covers staff and pupils with pre-existing medical needs.

Where a pupil has a diagnosed allergy, the visit leader must review the pupil's Individual HealthCare Plan and Allergy Action Plan before departure and ensure that staff understand the emergency response arrangements.

If a pupil's safety cannot be guaranteed, it may be appropriate to ask their parent to accompany the child. The School reserves the right to refuse to take a pupil on a residential activity.

Parents may be encouraged to attend a briefing meeting before a residential trip.

11.3i Supervision

The visit leader should check and agree the centre's arrangements for supervision and recreation during the evenings and between adventure activities. These 'unstructured' times should be separately risk assessed by the visit leader.

The visit leader and accompanying school staff retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by staff from the centre. The provider (e.g. Hilltop) is responsible for the safe running of an activity. Everyone, including pupils, must have an understanding of the roles and responsibilities of the school staff and the provider's staff.

The Visit Leader and accompanying school staff should have sufficient information on what an activity involves before it takes place. They should approach the instructor at an appropriate safe interval if they are concerned that the pupils may be at unnecessary risk.

Assurances should be sought that:

- Suitability of the provider's staff to work with young children has been checked according to current
  regulations relating to child protection
- Security arrangements are appropriate
- The provider has appropriate public liability insurance

11.3ii Premises and Accommodation

The group should ideally have adjoining rooms with teachers' rooms next to the pupils' (visit leader should obtain details/floor plan in advance).
The immediate accommodation area should be exclusively for the group's use.

There must be separate bathroom and sleeping facilities for boys, girls and adults.

Heating and ventilation should be safe and appropriate.

All pupils should be made aware of fire precautions and exits and layout of the centre.

Locks on doors should work but appropriate access should be available to teachers at all times.

Security arrangements should be in force to stop unauthorised visitors.

Assurances should be sought that all staff at the centre have been checked as suitable to work with young people.

There should be drying facilities.

There should be adequate space for storing clothes, luggage and equipment and for the safe keeping of valuables.

There should be adequate lighting.

There should be adequate provision for pupils with SEND and those who fall ill.

Windows and balconies should be secure and electrical connections safe.

Where possible, accommodation should not be on the ground floor.

The fire alarm must be audible throughout the building.

There should be recreational facilities for the group.

The centre should be able to meet any particular cultural or religious needs of the group.

There should be an appropriate number of group supervisors on standby duty during the night.

A copy of the venue's risk assessment should be kept with the visit leader and a copy kept on file in the school's office.

11.3iii Contact with Parents during the Trip

The school office should hold details of the centre.
In an emergency, the visit leader may contact parents by mobile phone or arrange for the School to do so.

Parents will be informed by the school office if there is a delay in arrival or return time

Parents will be informed if there is an incident at the centre

11.3iv Emergency Procedures

Teachers have a common law duty to act as a reasonably prudent parent would.
Priorities if an accident happens are to:

- Assess the situation
- Safeguard the uninjured members of the group
- Attend to the casualty
- Inform the emergency services and everyone who needs to know of the incident

The Visit Leader should take charge and ensure that emergency procedures are in place and also liaise with the provider.

The Visit Leader should immediately inform the school office, who will then inform parents and provide assistance as necessary. If the incident occurs outside school hours, the Headteacher should be contacted at home. If she is unavailable, the Deputy Head and School Bursar should be contacted at home in that order. The Visit Leader should have all emergency contact numbers for these three people in the documentation file. Details provided to the office/Headteacher/Bursar/Deputy Head should include:

- Nature, location, date and time of the incident
- Names of the casualties and details of their injuries
- Action taken so far
- Action yet to be taken

All those involved in the trip should be informed of who will take charge in an emergency and who will act as back up cover.

A teacher should always accompany a casualty to the hospital.

The remainder of the group should always be adequately supervised and kept together.

The police should be notified if necessary.

The provider and the insurers should be notified.

No one should discuss legal liability with other parties.

A written account should be completed as soon as possible after the incident, including all relevant facts, witness details, events, times, contacts and any evidence should be kept.

An accident report form should be completed and HSE contacted if appropriate. See Appendix G for further information.

No one in the group should speak to the media and names of those involved should not be released. Media enquiries should be referred to the Headteacher.

Support in the form of counselling should be offered to any members of the school trip who have been affected by the incident.

11.3v Providers

The Visit Leader should check whether the provider is legally required to hold a licence for the activities it offers and, if so, that the provider actually does hold a licence.

If the provider is not required to hold a licence, the Visit Leader should obtain assurances in writing from the provider.

- A copy of the providers own risk assessment documenting that risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity
- That equipment is appropriate and that its safe condition is checked before each use
- Operating procedures conform to the guidelines of the National Governing Body for the activity
- Clear management of safety systems is in place
- There is appropriate provision for first aid
- There are emergency procedures, that the provider's staff are competent in the procedures and that the group will have a fire drill as soon as possible on arrival at the provider's base

11.3vi Evaluation

Following a residential visit, the visit leader should complete an evaluation of the visit (Appendix H). This should detail any issues that occurred and be used as a point of reference when completing a risk assessment for the same or similar visits in the future.

12.0 Activities on Visits

12.1 Swimming

The school acknowledges the immense educational benefits that swimming activities can potentially bring to the children and supports swimming activities that are correctly planned, managed and conducted.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

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

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

12.1i Swimming pools (lifeguarded)

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

- Unless suitably qualified, the school staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times through direct supervision.
- For swimming lessons, the school should ensure the swimming teacher in charge, or other pool employees/responsible adults supervising the children are qualified according to current guidelines.

Refer to National Guidance document 7.x *Swimming pools*

12.1ii Hotel (and other) swimming pools

The visit leader should check the lifeguarding position in advance. The visit leader should ensure that anyone designated as an official lifeguard has one of the below qualifications as appropriate:

For free swimming activity

- A valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the countryvisited - see www.lifesavers.org.uk

For structured or programmed activity

- A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) orequivalent - see www.lifesavers.org.uk ***or***
- A valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

If lifeguarding arrangements are not provided at the pool, then the children should not be allowed to swim at this facility.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note the lifeguard should remain on the poolside at all times except in the case of an emergency).
- If necessary, brief pool users in advance regarding rules (e.g., no diving, running etc.).
- To communicate effectively with pool users.
- To anticipate problems and prevent accidents.
- To intervene to prevent behaviour which is unsafe.
- To carry out a rescue from the water.
- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

Pupils should not take part in any open water swimming whilst on a school visit.

12.2 Adventurous Activities

Some activities are regarded as adventurous and require further consideration when planning and risk assessing. Please see Appendix I for a list of activities regarded as adventurous.

This section applies to all adventurous activities with the exception of water-based activities (see section 12.3) and Open country activities (see section 12.4). Other activities which have separate guidance do not apply in this school setting (Snowsports and Overseas expeditions).

The school acknowledges the immense educational benefits that adventurous activities can potentially bring to the children, and fully supports and encourages adventurous activities that are correctly, planned, managed and conducted.

The visit leader should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

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

a) An external provider. The provider must hold an LOtC Quality Badge. If a provider does not hold an LOtC Quality Badge, it is the responsibility of the EVC to fully investigate their suitability and approve the activity. A Provider Form must be completed (Appendix J) and the provider must have public liability insurance for a minimum value of £5 million pounds.

or

b) A member of school staff. The person must be specifically approved by the Headteacher.

The following activities are not regarded as adventurous; however, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC/Headteacher is competent to supervise the activity.

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities as defined in Section 11.2

12.3 Water-based Activities

For clarification between water-margin and water-based activities see section 11.2.

The school acknowledges the immense educational benefits that water-based activities can potentially bring to the children, and fully supports and encourages water-based activities that are correctly planned, managed and conducted.

The visit leader should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

The following are not regarded as adventurous activities for the purpose of this guidance:

- Swimming in publicly lifeguarded pools – see 12.1i
- Water-margin activities as defined in 11.2
- Commercial craft, tourist boat trips and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities.

The responsibility for the safety of participants in an adventurous activity will rest with an external provider or a member of school staff. See adventurous activities above (Section 12.2) for requirements for these.

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

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

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

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

12.4 Open-country activities

The school acknowledges the immense educational benefits that open-country activities can potentially bring to the children, and fully supports and encourages water-based activities that are correctly planned, managed and conducted.

'Open-country' is normally defined as land above 300m or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. If this may apply, the details should be discussed with the EVC/Headteacher for approval.

The responsibility for the safety of participants in an adventurous activity will rest with an external provider or a member of school staff. See adventurous activities above (Section 12.2) for requirements for these.

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

a) For leaders of walking groups outside the UK or Ireland,
   - International Mountain Leader Award (IML) www.uimla.org

b) For leaders of walking groups in mountainous terrain within the UK and Ireland

- Mountain Leader Award (ML) Summer or Winter as appropriate www.uimla.org ***or***
- A written statement of competence by an appropriate technical adviser - see Contents |

c) For leaders of walking groups in summer conditions in non-mountainous hilly terrain (Known variously as upland, moor, bog, hill, fell or down), with well defined obviousboundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved.

- Hill & Moorland Leader Award (HMLA) www.mountain-training.org ***or***
- A written statement of competence by an appropriate technical adviser - see Contents |

d) For leaders of walking groups in terrain 'easier' than that defined in c)

The leader must demonstrate an appropriate level of competence. This may include one ormore of the following:

- Countryside Leader Award (CLA) www.countrysideleaderaward.org
- Lowland Leader Award (LLA) www.uimla.org
- Sports Leaders UK Level 3 Award in Basic Expedition Leadership (BEL)
- Completion of a suitable 'Leader Training' Course.
- A written statement of competence by an appropriate technical adviser see Contents |
- Evidence of recent, relevant experience, appropriately corroborated.
- A written statement of competence by an appropriate technical adviser see Contents |
- Evidence of recent, relevant experience, appropriately corroborated.
- An assessment of competence (written or implied) by the Head of Establishment.

Appendix A

The Role of the Headteacher

- Visits and activities comply with regulations and guidelines and the school's Health and Safety procedures
- The Visit Leader is competent to monitor the risks throughout the visit or activity
- Adequate child protections procedures are in place
- All necessary actions have been completed before the visit begins
- Risk assessments have been completed and appropriate safety measures are in place
- Training needs have been assessed by a competent person and the needs of the staff and pupils have been considered
- The Visit Leader or another teacher is competent to instruct the activity and is familiar with the location/centre where the activity will take place
- The Visit Leader has experience in supervising the age groups going on the visit and will organise the group effectively
- Visit Leaders are allowed sufficient time to organise the visit properly
- Non-teacher supervisors on the visit are appropriate people to supervise children
- The ratio of supervisors to children is appropriate
- Parents have signed consent forms where this is deemed necessary
- Arrangements have been made that are appropriate for the medical needs and special educational needs of all pupils
- Adequate first aid provision will be available
- Travel arrangements are appropriate, pick up and drop off points and times are known
- There is a adequate and relevant insurance cover
- A school contact has been nominated and the Visit Leader has details
- The Visit Leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures and the names of all adults and pupils travelling with the group, contact details of parents and the teachers' and other supervisors' next of kin
- There is a contingency plan for any delays including a late return home

Appendix B

Role of the Visit Leader

The Visit Leader should:

- Obtain the Headmaster's or Educational Visits Co-ordinator's permission before any off-site visit is booked
- Follow the School regulations, guidelines and policies
- Appoint a deputy
- Clearly define each group supervisor's role and ensure that all tasks have been assigned
- Be able to control and lead pupils of the relevant age
- Be suitably competent to instruct pupils in an activity and be familiar with the location / centre where the activity will take place
- Be aware of child protection issues
- Ensure that adequate First Aid provision will be available
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents
- Undertake and complete a comprehensive risk assessment
- Review regularly undertaken visits / activities and advise the Headteacher where adjustments may be necessary
- Ensure that teachers and other supervisors are fully aware of what the proposed visit involves
- Have enough information on the pupils proposed for the Visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- Ensure that the ratio of supervisors to pupils is appropriate to the needs and age of the group
- Consider stopping the visit if the risk to the health or safety of the pupils is unacceptable, and have in place procedures for such an eventuality
- Ensure that the group supervisors have details of the School contact, have a copy of the agreed emergency procedures, and the names of all adults and pupils travelling with the group, contact details of parents and the teachers' and other supervisors' next of kin
- Ensure that during the visit regular and frequent head counts of pupils take place, rendezvous points are established, and pupils are briefed on what to do if they become separated from the group
- Where a licensed provider is used to provide an adventurous activity, the Visit Leader must check that the provider holds a licence (for example for activities such as caving, climbing, trekking, and watersports), or with an unlicensed provider, should obtain in writing that risks have been assessed, the provider's staff are competent and qualified, equipment is appropriate and in safe condition, operating procedures conform to guidelines of the National Governing Body for the activity, there is clear management of safety systems in place, there is appropriate provision for First Aid, and that there are emergency procedures and the provider's staff are competent in these procedures.

Appendix C

AYSCOUGHFEE HALL SCHOOL

SCHOOL VISIT RISK ASSESSMENT AND INFORMATION

As part of school visit preparation, the staff member in charge must complete the relevant risk assessment and be familiar with the school educational visits policy. Please ensure this form is completed and left with the School Office for every visit.

School telephone numbers:

During school hours, main office: 01775 724733 School mobile number: 07488 248051

Visit Leader: _____

Date of visit: _____ Departure time: _____ Return time:_____

Main destination of visit: _____

Names of staff / helpers on visit:

1) _____ Mobile No: _____

2) _____ Mobile No: _____

3) _____ Mobile No: _____

4) _____ Mobile No: _____

5) _____ Mobile No: _____

6) _____ Mobile No: _____

7) _____ Mobile No: _____

Name and address of venue:

_____

_____

_____

Telephone number of venue: _____

Pupils on outing: (if entire class is going, the name of the year group is sufficient. Ensure the office is informed of any child absent on day of visit) or attach list of group going.

Total number of pupils in outing: _____

Year groups involved: _____

ADDITIONAL INFORMATION FOR SCHOOL VISIT

Please ensure that all appropriate risk assessments are in place and signed by the Visit Leader and Educational Visits Coordinator (Theresa Wright) before departing school. The school has generic risk assessments for most visits, however these should be annotated and adjusted as required for each visit. The 'All Visits Risk Assessment' should be completed for every visit and supplemented by other risk assessments as required. For any visit which is not covered under the generic risk assessments a specific risk assessment must be completed; please see the Educational Visits Coordinator to discuss this.

All visits risk assessment (must be completed for EVERY visit or trip from school) ☐

Transportation by coach, private car or public transport risk assessment ☐

Farm visits risk assessment ☐

Outings on foot risk assessment ☐

Residential visits risk assessment ☐

Use of a tour operator risk assessment ☐

Field study by/in water (river, stream or pond dipping studies) risk assessment ☐

Swimming during educational visits risk assessment ☐

Visits to coastal locations risk assessment ☐

Do any children involved in the trip have particular medical or educational needs? Yes/No

If yes, give details below (e.g. Asthma, allergy, prescribed adrenaline auto-injector, Individual Health Care Plan, Allergy Action Plan, dietary requirements or other medical needs.)

Child's name: _____ Provision needed: _____

Child's name: _____ Provision needed: _____

Child's name: _____ Provision needed: _____

Child's name: _____ Provision needed: _____

Always remember to take a charged mobile telephone, first aid kit and any individual child's medication as noted above. For coach travel ensure a well-equipped 'sick bucket' is taken.

Signed: _____ (Visit Leader) Date: _____

Signed: _____ (EVC) Date: _____

Appendix D – Generic Risk Assessments

The following pages contain generic risk assessments which will cover most school visits. These risk assessments should always be thoroughly reviewed by the Visit Leader and added to as necessary. If in any doubt, consult the EVC before completing.

Visits which involve special circumstances not covered by the generic risk assessments should be individually risk assessed using the pro forma risk assessment form. The EVC will provide any help needed with these. Circumstances which may require individual risk assessments include but are not limited to: children with individual needs, visits to locations not covered on the generic risk assessment.

All Visits Risk Assessment

Ayscoughfee Hall School		
Title: All Educational Visits Risk Assessment		**RA No: 2**
Assessment conducted by: T Wright	Job Title: Headteacher/EVC	Covered by this assessment: All visits/outings from school
Date of assessment: Spring 2024	Review interval: Yearly	Date of next review: Spring 2025
Related documents: Educational Visits Policy and associated risk assessment, Safeguarding and Child Protection Policy		

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**. **Risk:** Likelihood harm from a hazard will occur.

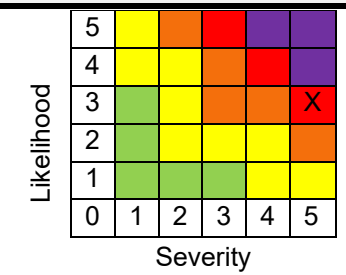
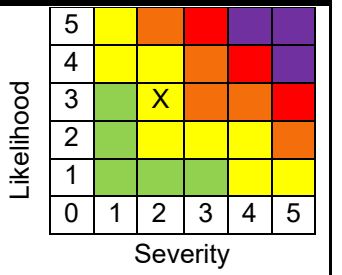
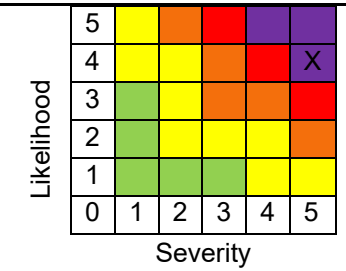
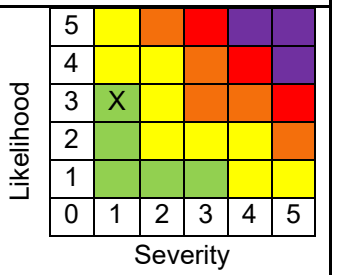
To Assess Risk: Using the table below, consider **Likelihood** (L) and **Severity** (S) **without** Control Measures. **Multiply** (L x S)

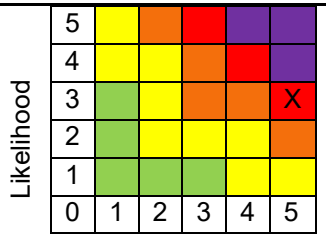
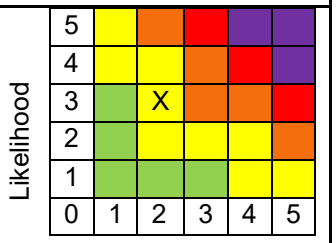
Likelihood: How likely is it that this risk will materialise? **Severity**: If it does materialise how severe will the consequence be?

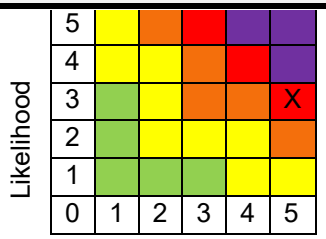
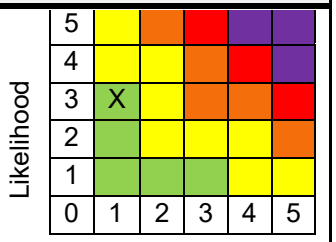
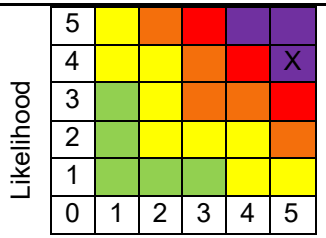
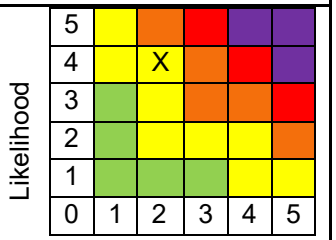
Describe Control Measures: Control measures (s) reduce the likelihood, **and/or** severity of **harm**, reducing **risk.**

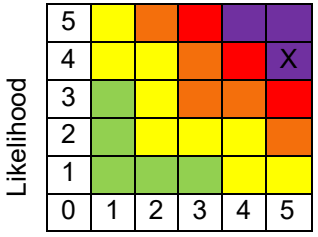
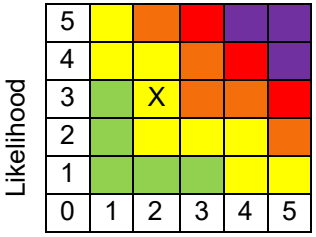
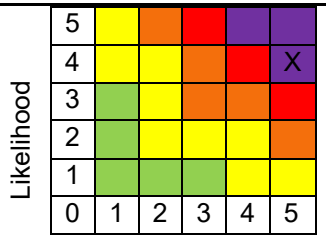
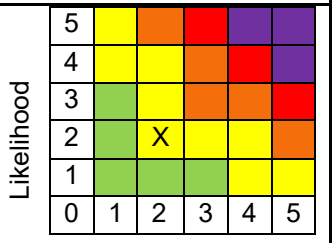
Re-assess Risk, considering **Likelihood** (L) and **Severity** (S) **with** Control Measures in place. **Multiply** (L x S) **= Risk Rating** (with controls)

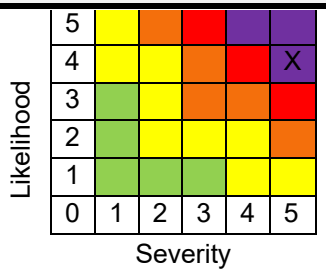
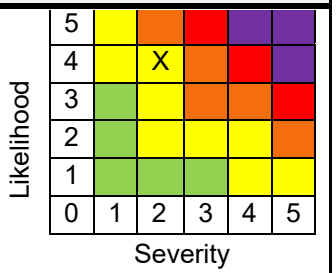
Severity (S)	X	Likelihood (L)	=	Risk Rating (R)	
Fatality / very high risk to a young person = 5		Likely = 5		20 +	Very High Risk
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Minor Injury / very low risk to young person = 1		Very Unlikely = 1		1 - 3	Very Low Risk

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Exposure to weather – cold injury, heat injury, over-exposure to sun.	 **Risk Rating: High**	• Consider possible weather conditions and plan appropriate programme, clothing and equipment, e.g., waterproofs, coats, hats, gloves, sun cream etc. • Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. • Daily weather forecast obtained and plans adjusted accordingly.	Yes Yes Yes	• Ensure parents have clear information about required clothing for the visit. • Ensure pupils have clear information about required clothing for the visit.	Visit Leader Visit Leader	At least 2 weeks before the visit At least 2 weeks before the visit	 **Risk Rating: Low**
Pupil lost or separated from group, inadequate supervision – injury or death,	 **Risk Rating: Very High**	• Ensure supervising staff are competent and understand their roles. • Ensure supervision is adequate and, at a minimum, conforms to ratios set out in the school policy. Consider SAGED to ensure adequate supervision relating to type of visit, group etc. • Plan and use suitable group control measures (e.g., buddy systems, large groups split into small groups each with named leaders, identification systems). • Discuss itinerary and arrangements with pupils.	Yes Yes Yes Yes Yes Yes	Plan supervision before visit and brief staff and pupils.	Visit Leader	At least 2 weeks before the visit	 **Risk Rating: Very Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
		• Briefing to all on what to do if separated from the group. • Head counts by leaders particularly at arrival/departure points and when separating and reforming groups.					
Illness or injury – staff or child on visit	 **Risk Rating: High**	• 1st aid cover is accessible and appropriate • Leaders know how to call the emergency services. • Pupils and parents are reminded to bring individual medication and tis is securely kept. • First aid equipment carried. Travel sickness tablets carried if supplied by parents. • Mobile phones carried by staff members • Emergency contacts arranged – school office if a one-day visit.	Yes Yes Yes Yes Yes Yes	• First aid certificates (if held) to be current • At least one qualified paediatric first aider with EYFS groups. • Medication to be brought in by parents	Visit leader to ensure	Check supervision at least 2 weeks before visit. On day of visit.	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Special needs of specific pupils – medical, behavioural, emotional.	 **Risk Rating: High**	• Check school medical list to ensure those with medical conditions are identified and medication is taken on visit. • Consult with parents to establish any particular needs. • Consult with venue to establish what provisions are available (if needed) • Take advice from SENDCO/class teacher/Head teacher where appropriate. • Ensure adequate supervision – if using 1:1 supervision this person must not be counted in ratios. • Produce individual risk assessment as needed.	Yes Yes Yes Yes Yes Yes	• Refer to parent consent form to identify needs.	Visit Leader	At least 2 weeks before visit	 **Risk Rating: Low**
Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic sites etc.).	 **Risk Rating: Very High**	• Check location as suitable for this mode of supervision. • Ensure pupils sufficiently briefed and competent (any individual for whom indirect supervision is not suitable must be directly supervised). • Clear guidelines and emergency procedures understood. • Pupils remain in pairs or groups.	Yes Yes Yes Yes Yes Yes	• Only permissible for pupils in Year 6 in very specific circumstances. • Permission required from headteacher before visit and separate risk assessment to be in place.	Visit Leader and Head Teacher	Pre-visit may be required – will need to be carried out at least 4 weeks prior to visit.	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Inappropriate attention from strangers – safeguarding issues	 **Risk Rating: Very High**	• Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. • Ensure sufficient supervision • Ensure groups supervised by an adult at all times • Brief children on appropriate interactions with adults • Ensure children know what to do if approached by a stranger		• Refer to safeguarding policy • Pre-visit preparation	Visit leader	At least 4 weeks in advance of visit.	 **Risk Rating: Low**
Security alerts or threats – injury or death	 **Risk Rating: Very High**	• In the very rare occurrence of a security alert or threat, monitor local news and media reports and follow advice and instructions issued by local authorities. • Contact Head teacher/Deputy Head teacher for advice.	Yes Yes	• School will not organise visits to any area deemed to be at risk of security threats.			 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Use of toilets that are open to members of the public	 **Risk Rating: Very High**	• Ensure that children do not visit toilets alone. Group visits should be organised wherever possible rather than one child being taken. • Where possible, ensure toilets are empty of members of the public before children enter. • Where this is not possible, children to either be accompanied into the main toilet area by a member of staff, or to go in at least pairs and wait for one another before coming out. • A member of staff must always be outside the toilet door to wait for the children. The group should not leave the area until all are accounted for.	Yes	• Establish before visit if toilets are not for sole use of the school.	Visit Leader	At least two weeks before visit.	 **Risk Rating: Low**

Signed: …… (Visit Leader) Date: ……..

Signed: …… (EVC) Date: ……..

Farm Visits Risk Assessment

Ayscoughfee Hall School		
Title: Farm Visits		**RA No: 2**
Assessment conducted by: T Wright	Job Title: Headteacher/EVC	Covered by this assessment: All visits to farms
Date of assessment: Spring 2025	Review interval: Yearly	Date of next review: Spring 2026
Related documents: Educational Visits Policy, Safeguarding and Child Protection Policy, other relevant risk assessments		

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**. **Risk:** Likelihood harm from a hazard will occur.

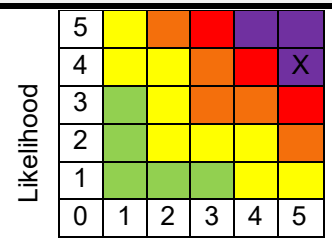
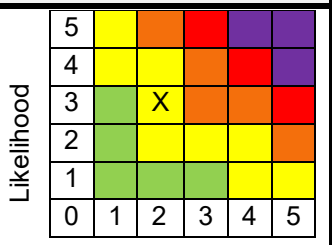
To Assess Risk: Using the table below, consider **Likelihood** (L) and **Severity** (S) **without** Control Measures. **Multiply** (L x S)

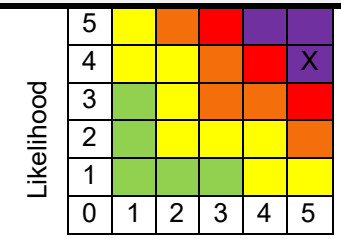
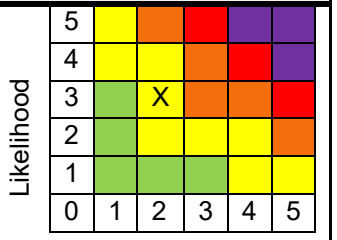
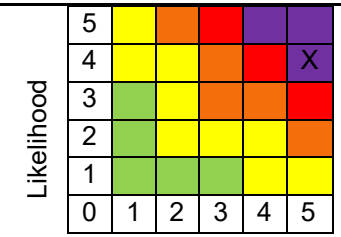
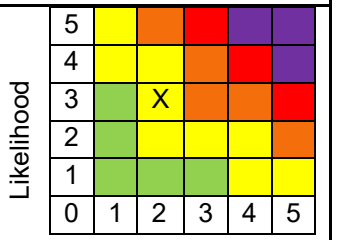
Likelihood: How likely is it that this risk will materialise? **Severity**: If it does materialise how severe will the consequence be?

Describe Control Measures: Control measures (s) reduce the likelihood, **and/or** severity of **harm**, reducing **risk.**

Re-assess Risk, considering **Likelihood** (L) and **Severity** (S) **with** Control Measures in place. **Multiply** (L x S) **= Risk Rating** (with controls)

Severity (S)	X	Likelihood (L)	=	Risk Rating (R)	
Fatality / very high risk to a young person = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) / high risk to young person = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and / or 3 to 7 days absence) / medium risk to young person = 3		Possible = 3		9 - 14	Medium Risk
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Minor Injury / very low risk to young person = 1		Very Unlikely = 1		1 - 3	Very Low Risk

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fencing – injury or death.	 **Risk Rating: Very High**	Plan visit and supervision to minimise risks, • Avoid moving machinery • Do not climb on bales, walls or fences • Keep away from slurry tanks • Do not touch barbed wire or electrical fencing • Do not touch or feed animals unless farm personnel are supervising and give permission, Note: arrangements at farms can change daily, check on arrival with farm supervisor and risk assess accordingly. Ongoing visual risk assessment whilst on site.	Yes	• Wherever possible a pre-visit should take place. If this is not possible, a risk assessment should be obtained from the venue. • Thorough planning of visit to including briefing of staff and pupils. Ongoing assessment by Visit Leader at start and during activity.	Visit Leader/EVC	At least 6 weeks prior to the visit.	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Infection and illness including E-coli 0157 – illness or death.	 **Risk Rating: Very High**	• Follow basic hygiene rules at all times • Avoid transmission of infection from hand to mouth • Check hand washing facilities pre visit • Wash hands thoroughly before eating • Change or clean footwear before leaving site, wash hands Pregnant women avoid contact with lambing ewes	Yes	• Briefing of staff and pupils	Visit Leader	At least one day prior to visit (staff) On day of visit (pupils)	 **Risk Rating: Low**
Group control and supervision	 **Risk Rating: Very High**	• Close supervision at all times. Children split into small groups with designated adult lead for each. • Visit leader to be known to all adults in the group. • Adult in charge of each group	Yes	• Pre-planning of activities and supervision. • Consider ratios carefully – use SAGED.	Visit leader/EVC	At least 2 weeks before the visit.	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
		understands hazards and control measures • Visit leader remains in touch with all groups.					

Signed: …… (Visit Leader) Date: ……..

Signed: …… (EVC) Date: ……..

Use of a Tour Provider for Residential Visits

Ayscoughfee Hall School		
Title: Use of a Tour Provider for Residential Visits		**RA No: 2**
Assessment conducted by: T Wright	Job Title: Headteacher/EVC	Covered by this assessment: Visits using tour providers
Date of assessment: Spring 2025	Review interval: Yearly	Date of next review: Spring 2026
Related documents: Educational Visits Policy, Safeguarding and Child		

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**. **Risk:** Likelihood harm from a hazard will occur.

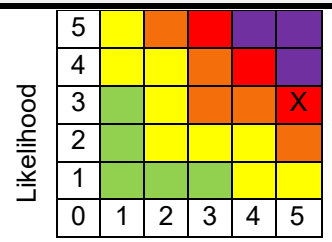
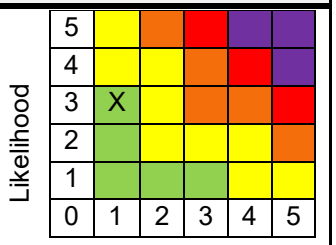
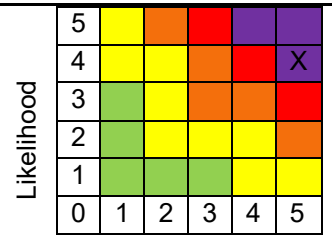
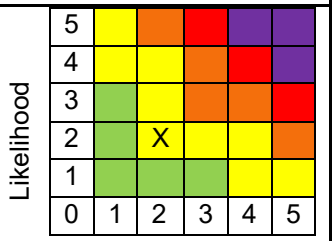
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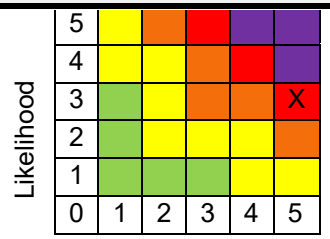
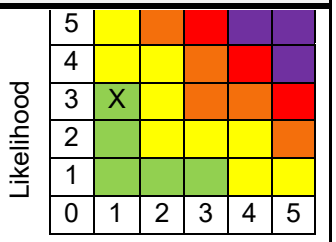
Likelihood: How likely is it that this risk will materialise? **Severity**: If it does materialise how severe will the consequence be?

Describe Control Measures: Control measures (s) reduce the likelihood, **and/or** severity of **harm**, reducing **risk.**

Re-assess Risk, considering **Likelihood** (L) and **Severity** (S) **with** Control Measures in place. **Multiply** (L x S) **= Risk Rating** (with controls)

Severity (S)	X	Likelihood (L)	=	Risk Rating (R)	
Fatality / very high risk to a young person = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) / high risk to young person = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and / or 3 to 7 days absence) / medium risk to young person = 3		Possible = 3		9 - 14	Medium Risk
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Minor Injury / very low risk to young person = 1		Very Unlikely = 1		1 - 3	Very Low Risk

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Provision does not meet authority standards/best practice -injury or death	 **Risk Rating: High**	• Check literature provided/website • Ensure operator holds the LOtC Quality Badge. Carry out a pre visit	Yes	• Visit Leader and EVC to carry out pre visit. If no LOtc Quality Badge, check for other qualifications, e.g., AALS.	Visit leader and EVC	At least six weeks prior to visit	 **Risk Rating: Low**
Programme does not meet needs of the group	 **Risk Rating: Very High**	• The school (visit leader) must give necessary information to the provider regarding age, ability and any special needs within the group. • The full programme is agreed with the provider before the visit.	Yes	No additional activities which have not been pre agreed with the provider to take place on the visit.	Visit Leader		 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Lack of clarity about split of responsibilities between the school and the provider	 **Risk Rating: High**	• Ensure a clear programme is agreed and separate responsibilities for school and provider are clear. All aspects of visit, travel, accommodation and activities are properly planned and risk assessed by either the school or the provider. Where the school is undertaking responsibility for activities (for example evening activities, town visits) these are properly planned and risk assessed.	Yes	School staff have ultimate responsibility for the safety and wellbeing of the children at all times.	All staff on visit		 **Risk Rating: Low**

Signed: …… (Visit Leader) Date: ……..

Signed: …… (EVC) Date: ……

Outings on Foot Risk Assessment

Ayscoughfee Hall School		
Title: Outings of Foot		**RA No: 2**
Assessment conducted by: T Wright	Job Title: Headteacher/EVC	Covered by this assessment: Any outing on foot
Date of assessment: Spring 2025	Review interval: Yearly	Date of next review: Spring 2026
Related documents: Educational visits policy, Safeguarding and child protection policy, other relevant risk assessments		

Risk Assessment Guidance

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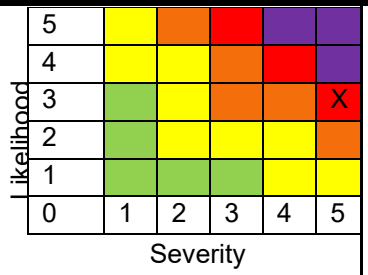
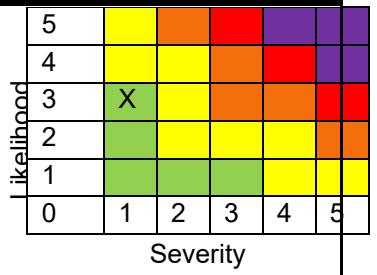
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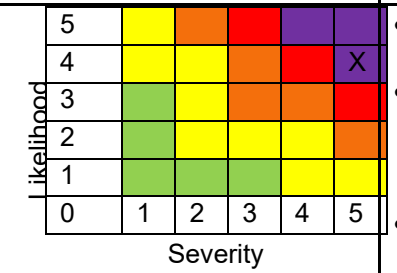
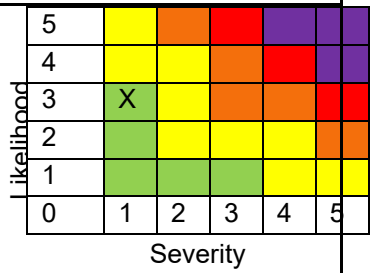
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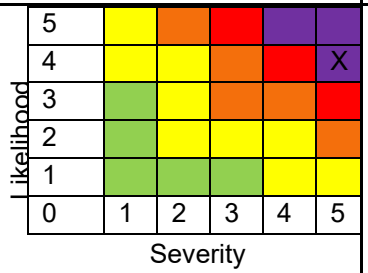
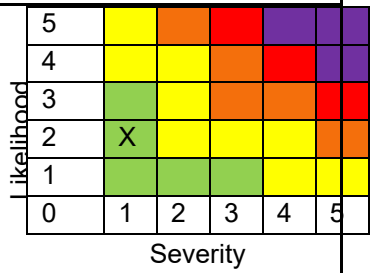
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Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Trips, falls, walking into obstacles.	 **Risk Rating: High**	• Ensure adequate supervision for the group as per school policy. Ratios must be, at a minimum, as stated in the school policy. Children should be aware of who their group leader is and that they must stay with this adult at all times. • Plan the walking route carefully to minimise any hazards, e.g., road crossings. • Children to walk two abreast where possible and single file if not. • Children to be briefed on behavioural expectations and road safety before leaving school. Walk sensibly, concentrate on route etc. • Ensure children have shoelaces fastened before leaving school. If a lace comes undone during the walk, everyone to stop and wait for it to be fastened securely. • Children should walk no more than two abreast when the pavement size permits. Adults should place themselves along the line of	Yes	• Use SAGED to establish adequate supervision • See school behaviour policy for expectations	Visit Leader and EVC	2 weeks prior to visit.	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
		children to ensure adequate supervision throughout the line.					

Road traffic accident – being hit by a moving vehicle. Injury or death.	 **Risk Rating: Very High**	• Plan journeys carefully to minimise road crossings.
		• Children to walk two abreast if the pavement is deep enough. Stay well away from the kerb at all times.
		• Adults to be positioned along the line of children to ensure adequate supervision.
		• Ratios of adults to children should be, as a minimum, in line with school policy.
		• If crossing a road, follow the following procedures:
		  ○ Road crossings should be supervised by the visit leader
		  ○ Children should remain on the pavement and well clear of the road
			Yes	• Use SAGED to establish adequate supervision
				• If first time on this route, conduct a pre-walk assessment
					Visit Leader	Two week before visit	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
		until instructed to cross ○ Allow sufficient time for vehicles to stop safely and allow extra stopping time for heavily laden vehicles or when weather is poor. ○ When safe to cross, position yourself in the middle of the road and use your raised arm to halt the oncoming traffic. It is ideal for two members of staff to form a corridor for the children to pass between ○ Wait until all vehicles have stopped completely before instructing the children to WALK across. ○ Remain in the centre of the road until all the children have crossed safely. ○ Do not attempt to control the traffic by					

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
		signalling vehicles to move on – drivers should make this decision for themselves.					
Separation from the group	 **Risk Rating: Very High**	• Adults to be positioned along the line of children to ensure adequate supervision. Ensure there is an adult at the end of the line. • Ratios of adults to children should be, as a minimum, in line with school policy. • Children to visit toilet etc. before leaving school to minimise need for them to be separated from the group. • Children to be briefed about which adult they should be with and to stay with this adult at all times.	Yes	• Use SAGED to establish adequate supervision	Visit Leader	At least two weeks prior to visit	 **Risk Rating: Low**

Signed: …… (Visit Leader) Date: ……..

Signed: …… (EVC) Date: ……..

Transportation on Educational Visits Risk Assessment

Ayscoughfee Hall School		
Title: Transportation on Educational Visits		**RA No: 2**
Assessment conducted by: T Wright	Job Title: Headteacher/EVC	Covered by this assessment: Any visit where transport is required
Date of assessment: Spring 2025	Review int Travel by coach erval: Yearly	Date of next review: Spring
Related documents: Educational Visits Policy, Safeguarding and Child Protection Policy, any relevant risk assessments		

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**. **Risk:** Likelihood harm from a hazard will occur.

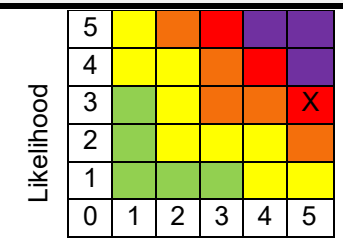
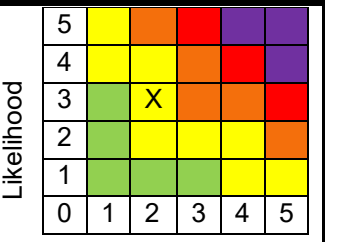
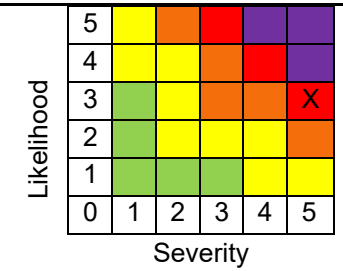
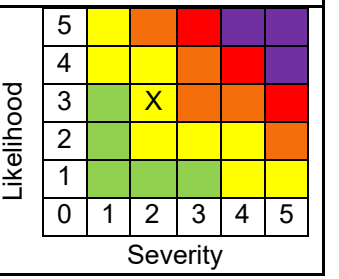
To Assess Risk: Using the table below, consider **Likelihood** (L) and **Severity** (S) **without** Control Measures. **Multiply** (L x S)

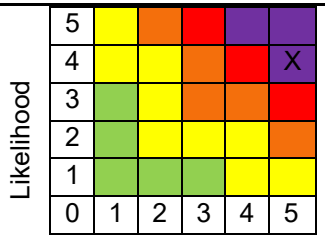
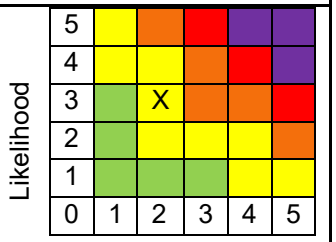
Likelihood: How likely is it that this risk will materialise? **Severity**: If it does materialise how severe will the consequence be?

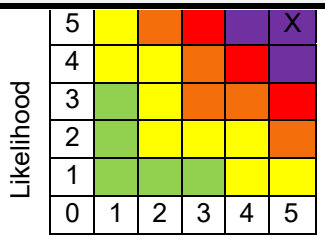
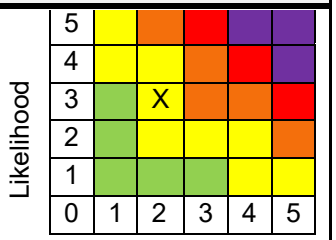
Describe Control Measures: Control measures (s) reduce the likelihood, **and/or** severity of **harm**, reducing **risk.**

Re-assess Risk, considering **Likelihood** (L) and **Severity** (S) **with** Control Measures in place. **Multiply** (L x S) **= Risk Rating** (with controls)

Severity (S)	X	Likelihood (L)	=	Risk Rating (R)	
Fatality / very high risk to a young person = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) / high risk to young person = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and / or 3 to 7 days absence) / medium risk to young person = 3		Possible = 3		9 - 14	Medium Risk
Injury (requiring treatment and /or absence less than 3 days) / low risk to young person = 2		Unlikely = 2		4 - 8	Low Risk
Minor Injury / very low risk to young person = 1		Very Unlikely = 1		1 - 3	Very Low Risk

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Travel by coach - travel sickness, road traffic accident, unexpected breaking/accelerating	 **Risk Rating: High**	• Only use coach from a reputable supplier. • Coaches must have seatbelts. Staff ensure seat belts are used. • Sufficient supervision – staff to seat themselves strategically along the coach to ensure supervision of all pupils. • Ensure suitable embarkation points are used (e.g., onto footpath, coach park etc.). • Head counts when embarking/disembarking and for any breaks in the journey. • Plan for potential travel sickness. • Minimise movement on the coach during the journey.	Yes	• Ensure those needing travel sickness medication have completed required forms etc. and staff have tablets as per policy. • Ensure children visit toilet before setting off to minimise need for breaks, use of coach toilet.	Visit Leader	Before departure	 **Risk Rating: Low**
Use of private vehicles - Road traffic accident, travel sickness, unexpected breaking/accelerating, injury, death.		• Seatbelts must be worn at all times • Specific permission must be obtained from parents. • Travel sickness medication etc. to be taken (see above).	Yes	• Refer to policy for 'Private Car' form.	Visit Leader	Before departure	

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
	Risk Rating: High	• Drivers must have correct insurance in place (school policy covers staff) • Drivers other than school staff must have completed 'Private Car' form (annually).					**Risk Rating: Low**
Use of public transport: trains, trams, underground, bus.	 **Risk Rating:**	• Journey is planned and assessed – key risk points identified • Careful supervision, particularly in crowded areas and entry/exit and change points with regular head counts. • Large groups divided into small groups each with leader(s). • Pupils know their group and leader(s) • Emergency plan in place – pupils briefed where going and what to do if separated from group. • Consider the use of identification key – e.g., coloured cap. • School uniform to be worn unless inappropriate for the activity.	Yes	Planning of the visit is key	Visit Leader and EVC	At least 4 weeks prior to visit.	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
Journey breaks at service stations - Separation from group, traffic hazards (injury, death), inappropriate attention from strangers.	 **Risk Rating: Very High**	• Brief pupils and staff on purpose and timings of any stop. • Ensure stops are made a suitable locations – e.g. a recognised service station with proper parking facilities. If possible, identify the service station to be used before commencing the journey. • Pupils must not leave the coach unless accompanied by an adult. • Be aware of parking – ensure disembarkation and embarkation points are safe and away from moving traffic. • Ensure adequate supervision. Children should be split into smaller groups, in line with ratios for visit, and only leave the coach with a group leader. • No children should be left unattended on the coach.	Yes	For visits with a journey length that may require a stop en route, it is preferrable to have both male and female staff members accompanying if possible.	Visit leader and EVC	Four weeks prior to visit	 **Risk Rating: Low**

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
		• Journey breaks are for toilet visits only, children will not visit shops etc. at service stations. • A male and female member of staff will accompany if possible. One member of staff in toilets to ensure no children are alone in the toilet area. If this is not possible, children will be told to wait in pairs in the toilet area until both can leave together. • Staff will wait for children outside the toilet area and conduct a head count before returning to the coach. • Head counts to be carried out on the coach prior to commencing the journey.					

Signed: ……. (Visit Leader) Date: ……..

Signed: ……. (EVC) Date: ……..

AYSCOUGHFEE HALL SCHOOL

Use of a private car to transport young people

1	To: The Head of Ayscoughfee Hall School

I confirm that I am willing to use my own vehicle for transporting young people on a voluntary basis to sporting fixtures. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed: _____ Print name: _____

3	Address: _____

4	Date: _____

The School reserves the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	*'Use by the Policyholder in connection with the business of the Policyholder'*
For parents and other volunteers	*'Use for social, domestic and pleasure purposes'*

AYSCOUGHFEE
Hall School

Date

TRANSPORT LIST

Fixture
Fixture Date

TIMINGS FOR THE EVENT	
LEAVING SCHOOL:	
START TIME:	
FINISH TIME:	
RETURN:	

Transport List

***Parents kind enough to help with transport must be aware of the legislation regarding booster seats. All children under 1.35m must travel in a booster seat. If you are unable to help transport your son/daughter to the fixture please ensure a booster seat is sent into school and left in the office with Mrs. Staples on the day of the fixture. Please label your seat to save any mix ups.**

ADULT	ADULT
PUPILS IN VEHICLE	PUPILS IN VEHICLE

Please can all parents transporting children take extra care when driving and ensure the safety of children travelling with them. e.g. ensure wearing seatbelts and only use hands free mobile phones whilst driving.

Incident reporting in schools (accidents, diseases, and dangerous occurrences)

Guidance for employers

HSE information sheet

Introduction

This information sheet gives guidance on how the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) apply to schools. Most incidents that happen in schools or on school trips do not need to be reported. Only in limited circumstances will an incident need notifying to the Health and Safety Executive (HSE) under RIDDOR. The information sheet gives practical guidance to schools about what they need to report and how to do it.

What needs to be reported?

RIDDOR requires employers and others in control of premises to report certain accidents, diseases and dangerous occurrences **arising out of or in connection with work**.

The information sheet includes examples of the incidents that sometimes result from schools' activities and are reportable under RIDDOR. The sheet contains three sections, which cover:

- injuries and ill health involving employees (Section 1);
- injuries involving pupils and other people not at work (Section 2);
- dangerous occurrences (Section 3).

Who should report?

The duty to notify and report rests with the 'responsible person'. For incidents involving pupils and school staff, this is normally the main employer at the school. The education pages on HSE's website at www.hse.gov.uk/services/education provide information about who the employer is in different types of schools.

Some school employers may have centrally co-ordinated reporting procedures. In others, reporting may be delegated to the school management team. The health and safety policy should set out the responsibilities and arrangements for reporting in each school.

Incidents involving contractors working on school premises are normally reportable by their employers. Contractors could be, eg builders, maintenance staff, cleaners or catering staff.

If a self-employed contractor is working in school premises and they suffer a specified injury or an over-seven-day injury, the person in control of the premises will be the responsible person. (See HSE's RIDDOR web pages at www.hse.gov.uk/riddor for more detail on the reporting arrangements for self employed people.)

Who do I report to?

For general advice about how to report, see HSE's RIDDOR web pages. You can report all incidents online and there is a telephone service for reporting **fatal and specified injuries only**. Reporting details for out of hours incidents are available from HSE's out of hours web page at www.hse.gov.uk/contact/ contact.htm.

For incidents on school premises involving members of staff, pupils or visitors, HSE is the enforcing authority and you should submit your reports to them. HSE is also the enforcing authority for nursery provision provided and operated by local authorities. For privately run

nursery schools, the local authority is the enforcing authority.

What records must I keep?

You must keep records of:

- any reportable death, specified injury, disease or dangerous occurrence that requires reporting under RIDDOR;
- all occupational injuries where a worker is away from work or incapacitated for more than three consecutive days. **From 6 April 2012 you don't have to report over-three-day injuries, but you must keep a record of them.** Employers can record these injuries in their accident book.

You must keep records for at least three years after the incident.

Section 1: Injuries and ill health to people at work

Under RIDDOR, the responsible person must report the following work-related accidents, including those caused by physical violence, if an employee is injured, wherever they are working:

- accidents which result in death or a specified injury must be reported without delay (see 'Reportable specified injuries');
- accidents which prevent the injured person from continuing their normal work for more than seven days (not counting the day of the accident, but including weekends and other rest days) must be reported within 15 days of the accident.

The responsible person must also report any case of a work-related disease, specified under RIDDOR, that affects an employee and that a doctor confirms in writing (see 'Reportable diseases'). You can find detailed guidance about RIDDOR reporting and online reporting procedures at www.hse.gov.uk/riddor/report.htm.

If you are in control of premises, you are also required to report any work-related deaths and certain injuries to self-employed people that take place while they are working at the premises.

Reportable specified injuries

These include:

- fractures, other than to fingers, thumbs and toes;
- amputations;
- any injury likely to lead to permanent loss of sight or reduction in sight;
- any crush injury to the head or torso causing damage to the brain or internal organs;
- serious burns (including scalding), which:
  - cover more than 10% of the body; or
  - cause significant damage to the eyes, respiratory system or other vital organs;
- any scalping requiring hospital treatment;
- any loss of consciousness caused by head injury or asphyxia;
- any other injury arising from working in an enclosed space which:
  - leads to hypothermia or heat-induced illness; or
  - requires resuscitation or admittance to hospital for more than 24 hours.

Physical violence

Some acts of non-consensual physical violence to a person at work, which result in death, a specified injury or a person being incapacitated for over seven days, are reportable. In the case of an over-seven-day injury, the incapacity must arise from a physical injury, not a psychological reaction to the act of violence.

Examples of reportable injuries from violence include an incident where a teacher sustains a specified injury because a pupil, colleague or member of the public assaults them while on school premises. This is reportable, because it arises out of or in connection with work.

Reportable occupational diseases

Employers must report occupational diseases when they receive a written diagnosis from a doctor that their employee has a reportable disease linked to occupational exposure. (See www.hse.gov.uk/riddor for details of the

reporting arrangements for selfemployed people.) These include:

- carpal tunnel syndrome;
- severe cramp of the hand or forearm;
- occupational dermatitis, eg from work involving strong acids or alkalis, including domestic bleach;
- hand-arm vibration syndrome;
- occupational asthma, eg from wood dust and soldering using rosin flux;
- tendonitis or tenosynovitis of the hand or forearm;
- any occupational cancer;
- any disease attributed to an occupational exposure to a biological agent.

Stress

Work-related stress and stress-related illnesses (including post-traumatic stress disorder) are not reportable under RIDDOR. To be reportable, an injury must have resulted from an 'accident' arising out of or in connection with work.

In relation to RIDDOR, an accident is a discrete, identifiable, unintended incident which causes physical injury. Stress-related conditions usually result from a prolonged period of pressure, often from many factors, not just one distinct event.

Section 2: Incidents to pupils and other people who are not at work

Injuries to pupils and visitors who are involved in an accident at school or on an activity organised by the school are only reportable under RIDDOR if the accident results in:

- the death of the person, and arose out of or in connection with a work activity; or
- an injury that arose out of or in connection with a work activity **and** the person is taken directly from the scene of the accident to hospital for treatment (examinations and diagnostic tests do not constitute treatment).

The lists of specified injuries and diseases described in Section 1 only apply to employees. If a pupil injured in an incident remains at school, is taken home or is simply absent from school for a number of days, the incident is **not reportable**.

How do I decide whether an accident to a pupil 'arises out of or is in connection with work'?

The responsible person at the school should consider whether the incident was caused by:

- a failure in the way a work activity was organised (eg inadequate supervision of a field trip);
- the way equipment or substances were used (eg lifts, machinery, experiments etc); and/or
- the condition of the premises (eg poorly maintained or slippery floors).

So, if a pupil is taken to hospital after breaking an arm during an ICT class, following a fall over a trailing cable, the incident would be reportable. If a pupil is taken to hospital because of a medical condition (eg an asthma attack or epileptic seizure) this would not be reportable, as it did not result from the work activity.

This means that many of the common incidents that cause injuries to pupils at school tend not to be reportable under RIDDOR, as they do not arise directly from the way the school undertakes a work activity. Remember, in all these cases, you only need to consider reporting **where an accident results in a pupil's death or they are taken directly from the scene of the accident to hospital for treatment. There is no need to report incidents where people are taken to hospital purely as a precaution, when no injury is apparent**.

What about accidents to pupils during sports activities?

Not all sports injuries to pupils are reportable under RIDDOR, as organised sports activities can lead to sports injuries that are not connected with how schools manage the risks from the activity.

The essential test is whether the accident was caused by the condition, design or maintenance of the premises or equipment, or because of inadequate arrangements for supervision of an activity. If an accident that results in an injury

arises because of the normal rough and tumble of a game, the accident and resulting injury would not be reportable. Examples of reportable incidents include where:

- the condition of the premises or sports equipment was a factor in the incident, eg where a pupil slips and fractures an arm because a member of staff had polished the sports hall floor and left it too slippery for sports; or
- there was inadequate supervision to prevent an incident, or failings in the organisation and management of an event.

What about accidents to pupils in a playground?

Most playground accidents due to collisions, slips, trips and falls are not normally reportable. Incidents are only reportable where the injury results in a pupil either being killed or taken directly to a hospital for treatment. Either is only reportable if they were caused by an accident that happened from or in connection with a work activity.

This includes incidents arising because:

- the condition of the premises or equipment was poor, eg badly maintained play equipment; or
- the school had not provided adequate supervision, eg where particular risks were identified, but no action was taken to provide suitable supervision.

Physical violence

Violence between pupils is a school discipline matter and not reportable under RIDDOR, as it does not arise out of or in connection with a work activity.

Other scenarios

Injuries to pupils while travelling on a school bus If another vehicle strikes the school bus while pupils are getting on or off and pupils are injured and taken to hospital, this is normally reportable under RIDDOR.

However, you do not have to report deaths and injuries resulting from a road traffic accident involving a school vehicle travelling on the public highway under RIDDOR. These are classed as road traffic incidents and are investigated by the police.

Incidents involving pupils on overseas trips RIDDOR only applies to activities which take place in Great Britain. So, any incident overseas is not reportable to HSE.

Incidents to pupils on work experience placements If pupils are on a training scheme or work placement, they are deemed to be employees for the period of the placement. In these circumstances, the employer, as the responsible person, should report a death, injury or disease to a pupil, which arises out of or in connection with work. This means the wider range of reporting categories for employees is applicable.

Section 3: Dangerous occurrences

These are specified near-miss events, which are only reportable if listed under RIDDOR.

Reportable dangerous occurrences in schools typically include:

- the collapse or failure of load-bearing parts of lifts and lifting equipment;
- the accidental release of a biological agent likely to cause severe human illness;
- the accidental release or escape of any substance that may cause a serious injury or damage to health;
- an electrical short circuit or overload causing a fire or explosion.

Supplementary information

Consultation

Under the Safety Representatives and Safety Committees Regulations 1977 and the Health and Safety (Consultation with Employees) Regulations 1996, employers must make relevant health and safety documents available to safety representatives.

This includes records kept under RIDDOR, except where they reveal personal health information about individuals. Further information is available in *Consulting*

employees on health and safety: A brief guide to the law Leaflet INDG232(rev2) HSE Books 2013
www.hse.gov.uk/pubns/indg232.htm.

Reporting requirements of other regulators

There may be other reporting requirements placed on schools by other regulators in the education sector. The requirements of these other regulators are separate to, and distinct from, the legal duty to report incidents under RIDDOR.

Further information

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit www.hse.gov.uk/. You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

This guidance is issued by the Health and Safety Executive. Following the guidance is not compulsory, unless specifically stated, and you are free to take other action. But if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance.

This information sheet is available at:
www.hse.gov.uk/pubns/edis1.htm.

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AYSCOUGHFEE HALL SCHOOL RESIDENTIAL VISIT EVALUATION FORM

Date of visit: _____

Venue for visit: _____

What were the educational objectives of this visit?

_____
_____
_____

Were the educational objectives of the visit met: _____

Detail any factors that you identified that may improve the educational value if this trip is repeated:

_____
_____
_____

Did you experience any difficulties relating to the transport provision?

_____

Detail any improvements that you may put in place should the trip be repeated:

_____
_____
_____

Detail any incidents, accidents or near misses that occurred:

_____
_____
_____

Please give any other relevant information that may inform or improve future school visits.

_____
_____
_____

Form completed by: _____ Visit

Appendix I

Definition of an 'adventurous activity'

The following activities are typically regarded as 'adventurous':

- All activities in 'open country' (see below)
- Air activities (excluding commercial flights)
- Abseiling
- All forms of boating (excluding commercial transport)
- Camping
- Canoeing / kayaking
- Coasteering/coastal scrambling/sea level traversing
- 'Extreme' sports
- High level ropes courses
- Hill walking and Mountaineering
- Horse riding
- Motor sport – all forms
- Off road cycling
- Rafting or improvised rafting
- River/gorge walking or scrambling
- Rock climbing (including indoor climbing walls)
- Sailing / windsurfing / kite surfing
- Swimming (all forms, excluding publicly lifeguarded pools)
- Shooting / archery / paintballing
- Snorkel and aqualung activities
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Trampoline Parks**- visits to these will not currently be approved by the LA**
- Underground exploration
- Use of powered safety/rescue craft
- Water skiing
- Other activities (eg. initiative exercises) involving skills inherent in any of the above

For completion by 'external providers' used by Ayscoughfee Hall School

Providers that do not hold an LOtC Quality Badge and that are to be used by Ayscoughfee Hall School, are required to complete and return this form in advance of the establishment making a commitment.

Establishment ..... Staff member in charge ……..

Date(s) of visit..... Name of provider…….

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

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

SECTION A - ALL VISITS

Health, Safety, and Emergency Policy

1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations for visits taking place in the UK, and has a health and safety policy and recorded risk assessments which are available for inspection. ☐

2. Accident and emergency procedures are maintained and records are available for inspection. ☐

Vehicles

3. All vehicles are roadworthy and meet the requirements of relevant regulations in the country in which they are being used. ☐

Staffing

4. All reasonable steps are taken to check staff who have access to young people for relevant criminal history and suitability to work with young people. ☐

5. There are adequate and regular opportunities for liaison between establishment staff and the provider's staff and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to establishment staff. ☐

6. The provider has never been dismissed from any employment or had a contract ended ☐

Insurance ☐

7. The provider has public liability insurance for at least £5 million with a clause giving 'indemnity to principal'.

Accommodation (if provided)

8. UK accommodation has comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005) ☐

9. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country concerned. ☐

10. There are appropriate security arrangements to prevent unauthorised persons entering the accommodation. ☐

11. Separate male and female accommodation and washing facilities are provided and staff accommodation is close to participants'accommodation. ☐

SECTION B - ADVENTURE ACTIVITIES AND FIELD STUDIES IN OUTDOOR ENVIRONMENTS

12. Adventure Activities Licensing Authority (AALA) Licence covering dates of visit ☐ YES ☐ OUT OF SCOPE
13. If YES, AALA Licence number R .....

For AALA licensable activities in the UK, the specifications in this section are checked as part of the AALA inspection. However, providers licensed with AALA are asked to consider these specifications with respect to any activities or aspects of provision not covered by the licence.

Activity management

14. The provider operates a policy for staff recruitment, training and assessment which ensures that all staff with a responsibility for participants are competent to undertake their duties. ☐

15. The provider maintains a written code of practice for activities which is consistent with relevant National Governing Body guidelines and/or, if abroad, the relevant regulations of the country concerned. ☐

16. Staff competencies are confirmed by appropriate National Governing Body qualifications for the activities to be undertaken, or staff have had their competencies confirmed in writing by an appropriately experienced and qualified technical adviser. ☐

17. Where there is no National Governing Body for an activity, the provider has a Code of Conduct for that activity which is in line with current good practice within the UK, and this includes appropriate instructor competencies. ☐

18. Participants will at all times have access to a person with an appropriate First Aid qualification. Staff are practiced andcompetent in accident and emergency procedures. ☐

19. There is a clear definition of responsibilities between providers and visiting staff regarding supervision and welfare of participants. ☐

20. All equipment used in activities is suited to task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks where necessary. ☐

SECTION C - TOUR OPERATORS

Where a tour operator delivers services to establishments using other providers e.g. ski establishments, transport operators or accommodation, the tour operator must ensure that each provider meets the relevant specifications outlined in Sections A and B of this form and that these providers operate to standards which meet the relevant regulations which apply to the country of operation.

22. Sections A and B of this form, as appropriate, have been completed to show that checks have been made. Records are availablefor inspection. ☐

23. The Tour Operator complies with the package travel regulations, including bonding to safeguard customers' monies. ☐

24. ATOL, ABTA or other bonding body name and numbers.....

SECTION D - OVERSEAS EXPEDITIONS

25. The provider complies with 'Guidance for Overseas Expeditions, Edition 4' (GOE4). ☐

If any of the above specifications cannot be met or are not applicable, please give details:
Details of any other accreditation, eg with National Governing Bodies, tourist boards, etc.

DECLARATION

I hereby certify that I am an authorised signatory to enter into this Agreement and to bind the said company, firm, person orcorporation to the terms and conditions herein.

Signed..... Date.....

Name (print) ..... Position in organisation.....

Full name and address of company, firm, person or corporation .....
.....

Tel .... E-mail .....