



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

Educational Trips and Visits Policy

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Introduction

Educational visits away from the school premises are an essential part of a child's educational journey. They are a valued part of LISAL curriculum enrichment. Educational visits allow children to observe and experience learning in a real life way that is not possible in the classroom. Excursions away from home allow a child to develop independence and resilience.

Aims and Objectives

LISAL recognises that taking children off-site is a serious responsibility and this requires meticulous planning. The aims of this policy are to:

- Clearly set out the procedures and guidelines to be followed for off-site trips/outings and visits;
- Support teachers in the effective planning of school visits;
- Ensure thorough planning well in advance of a visit outside school takes place;
- Ensure trips out of school are successful;
- Ensure that the school and lead adult of a trip is sufficiently informed about the details of an educational visit to take effective action in an emergency;
- Ensure the safety of pupils, staff and volunteers on educational visits.

Relationship to other policies

This policy should be read in conjunction with the Safeguarding Policy, Health & Safety Policy, Whole School Behaviour Policy and the Teaching and Learning Policy.

This policy has been written with reference to the DofE and HSE advice.

Advice from HSE - the focus should be on how the real risks arising from such visits are managed and not on paperwork;

- the need for a proportionate and sensible approach for planning and organising off-site activities;
- that those organising visits should simplify the planning process and authorisation arrangements for visits that involve everyday risks;
- that HSE's primary interest is real risks arising from serious breaches of the law. Any HSE accident investigation will be targeted at these issues.

Roles and Responsibilities

One teacher should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group.

The class teacher should:

- obtain the College of Teacher's prior agreement before any off-site visit takes place;
- follow the guidelines in this policy
- appoint a deputy & clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead pupils.
- 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
 - complete an accurate risk assessment, review regularly undertaken visits/activities and advise college of teachers where adjustments may be necessary;
 - ensure other supervisors are fully aware of what the proposed visit involves;
 - have enough information on the pupils to understand & ensure their safety needs.
 - ensure the ratio of supervisors to pupils is appropriate for the needs 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 group supervisors have details of the school contact;
 - ensure that group supervisors and the school contact have a copy of, and know, the emergency procedures;
 - ensure that the group supervisors have the details of pupils' special educational or medical needs.
 - Book transport, accommodation, tickets and any other logistical needs. Please keep all the receipts from the trip for the bursar.
 - Meet with and brief your parent helpers so they feel confident and know what their responsibilities are and what the rules are for the trip.
 - Brief the class and ensure that they understand the purpose of the trip and what the rules are.
 - Make regular head counts, and ensure all adults have appropriate contact information: for each other, school and parents
 - ensure all the adults responsible for a group of children have a functional mobile phone
 - ensure that all communication goes through the trip leader (unless they are incapacitated), then emergency services should be contacted directly, followed by the school.

School Governance team will:

- ensure this policy conforms with current health and safety guidance;
- support the teachers in school.
- ensure that they are informed about less routine visits well in advance;
- ensure adequate insurance cover for school trips;
- assess proposals for certain types of visit, which should include visits involving an overnight stay.

Supervising Assistants will:

- act in an appropriate manner as a representative of LISAL;
- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the class teacher and help with control and discipline;

Responsibilities of pupils

The class teacher should make it clear to pupils that :

- they must not take unnecessary risks;
- they must follow the instructions of the leader and other supervisors including those at the venue of the visit;
- they must dress and behave sensibly and responsibly;



- any pupils whose behaviour may be considered to be a danger to themselves may not be allowed on the visit. The curricular aims of the visit for these pupils will be fulfilled in other ways.

Types of trips

	Example	Risk assessment	Ratio	requirements
Category 1: regular trips to off site activity	allotment, cricket pitch or tennis courts for PE	Location risk assessment Activity risk assessment (eg tool usage, sports equipment) Standard risk assessment for taking pupils off site	Class 1 and 2 :1 adult for every 6 children <ul style="list-style-type: none"> Class 3, 4 and 5: 1 adult for every 10 children 	Appropriate first aid kit, mobile, Medication e.g. inhalers/medicines, List of all parent contact details. Parents informed via timetable/ curriculum policy/ parent handbook
Category 2: Low risk Curriculum linked trips within local area	Trip to local museum, nature walk in woods, visit to local establishment (e.g. bank)	Location risk assessment Standard risk assessment for taking pupils off site	Class 1 and 2: 1 adult for every 6 children Class 3,4 and 5: 1 adult for every 10 children	First Aid kit, Mobile, Parents do not need to be informed if all parents have signed permission forms
Category 3: Medium to high risk	Trips away which involve, the use of transport/ camping/ sleeping away or more risky activities such as mountaineering	Risk Assessment specific for each trip	Class 3,4 and 5: 1 adult for every 10 children	Appropriate first aid kit, mobile, Parents should be informed and give written permission

Ratios:

Regardless of the ratio there must be 2 adults present for all trips out of school.

The following are regarded as the minimum ratios acceptable on any visit. At least one person needs to hold a first aid certificate:

- 1 adult for every 6 pupils aged 5-8 years
- 1 adult for every 10 pupils aged 8-11 years

Adults assisting with transport should not be counted in the ratios for supervision, unless they are also staying for the duration of the visit.



Visitors to School

It may on some occasions be appropriate to invite visitors into school to talk to the children. Any planned visitors should be discussed with the College of Teachers and the School Manager. All staff should be aware of this visit and it being written in the diary. All visitors must be signed in to the Visitors Book, read the Expectations of All Adults in School document and wear their visitor's badge in line with the school's Safeguarding, Visitors and Health and Safety Policies.

Information for Parents

Parents are made aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information is a guide to the kind of information that could be given to parents dependant on the nature of the trip:

- dates of the visit;
- visits objectives;
- times of departure and return - parents must have agreed to meet their child on return;
- the location that pupils will be collected from and returned to;
- the size of the group and the level of supervision;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- names of leader, of other staff and of other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;
- standards of behaviour expected in respect of, for example, general group discipline including prohibited items;
- what pupils should not take on the visit or bring back;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to;
- details on the cost of the visit.

Before residential visits, or when the pupils are to engage in adventure activities, parents are encouraged to attend a briefing meeting where written details of the proposed visit are also provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

Parental Consent

Parents are informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum which parents have already been informed about, for example walking to the allotment or cricket field. A consent form is signed by all parents/carers (see appendix 4), giving permission for trips. Permission slips for each trip are sent out providing information about the activities for parents.



Risk Assessments

The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity. LISAL always takes a common sense and proportionate approach, remembering that schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should be succinct and helpful. Some activities, especially those happening away from school, can involve higher levels of risk. If these are annual or infrequent activities, *a review of an existing assessment may be all that is needed.*

If it is a new activity or trip, a specific assessment of significant risks must be carried out. The school should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned.

However, schools need not carry out a risk assessment every time they undertake an activity that usually forms part of the school day, for example, taking pupils to a local venue which it frequently visits, such as a swimming pool, park. Any risks of these routine activities should already have been considered when agreeing the school's general health and safety policies and procedures. A regular check to make sure the precautions remain suitable is all that is required.

A risk assessment must be in place for every school visit. The school has a number of generic risk assessments which relate to activities undertaken on school trips, for example walking in the local area and transporting children by car. Site specific risk assessments should be written for each visit and activity which does not have a generic risk assessment. Some places visited by the school have their own risk assessments and these should always be taken note of, for example Leighton Moss Bird reserve supplies all schools with its visiting schools with a site specific risk assessments. These inform but do not take the place of a visit organisers' own risk assessments.

Risk assessments should take account of children with Education Health Care Plan, an Individual Health Care Plan or any specific individual needs.

Risk assessment is an on-going process and should continue throughout a visit. If a trip leader assesses that risks are escalating during a visit, all children should return to school as soon as it is safe to do so.

All adults who assist on a school trip should be made aware of any relevant risk assessments. Specific risks may need to be discussed with the children before a trip commences.

Some school visits require permission before they are undertaken and also require very specific risk assessments and approval as they are considered high risk activities. A teacher who wishes to undertake one of these visits should complete the trip planning and then these plans should be discussed with the health and safety governor and the college of teachers. These include visits such as at water margins or for outdoor and adventurous activities. If in doubt, ask the College of Teachers. Reconnaissance trips are needed for some trips as part of the risk assessment. Please allow sufficient time in your planning for this.



All staff planning or escorting a trip should read the document 'Health and Safety on Educational Visits' DFES, which is kept in the policy file with this policy. More information about specific risks on school trips can also be found here.

Generic Risk Assessment for Trips and Visits are in the appendix to this document, these should be used as guidance when producing each Risk Assessment form.

After a Visit

- **Review of Risk Assessment** All teachers must review their risk assessments after the trip or visit. This should be recorded on the printed copy of the risk assessment and filed in the risk assessment folder.
- **Feedback** about the above issues should be fed back to the school.
- **Risk assessments** should be annotated and filed where necessary for the information of future teachers planning similar trips.



Medication

All children's medication as per the medical conditions in school policy, should be taken on a school trip and there should be at least one person on the trip who understands that child's needs, for example a child with diabetes should be supervised by an adult trained to check blood sugar levels and administer insulin. The lead teacher should also take with them copies of any child's individual health care plans.

Children's allergies may need to be taken into account when planning an educational need.

First aid kits should be taken on school trips.

Instances of Incontinence

There should always be toilet facilities on any school trip where the children spend an extended period of time out of school. A child with on-going incontinence issues should always take spare clothes, a carrier bag and wipes on a school trip. Assistance should not be refused if requested directly by a child but staff should be aware of safeguarding issues and ensure that another adult is on hand to assist whilst maintaining a child's privacy. It is of paramount importance that the safety of other children on the trip is not compromised at any time and supervision ratios for children should not be disregarded.

Volunteer Helpers

DBS checks on all adults accompanying a class trip is mandatory. Please be aware that helpers who have not been DBS checked will not be permitted to go on trips.

Volunteer trip helpers cannot be left alone with pupils unless they have been through our Safer Recruitment for volunteers and are on the SCR.

Travel If pupils are travelling in private vehicles during the trip each driver must sign the appropriate form attesting that they have a current valid licence, insurance (they may need to notify their insurance company) and that the vehicle has a current MOT. Seat belts must be available for all passengers and it is the driver's responsibility to ensure these are used. There are separate rules for drivers of mini-buses and teachers planning to use these (e.g. if hired) should ask for a copy of these rules and ensure they are complied with.

EMERGENCY PROCEDURES FOR TRIPS

Overview

Anyone involved in a visit/trip should be informed of who will take charge in an emergency. This will normally be the trip leader or their nominated second. All adults on a trip should be given this information sheet about dealing with an emergency and copies of risk assessments/ itinerary. There should also be one person nominated as the school contact available on 01524 381876 or a specific mobile number.



Procedures

The trip leader (or the back up if needed) should take charge in an emergency and undertake the following:

1. Establish the nature and the extent of the emergency as soon as possible
2. Ensure the safety of the whole group
3. Identify casualties and obtain immediate medical attention for them
4. Ensure that any casualties that are taken to hospital are accompanied by a teacher or other supervising adult and that the rest of the group is adequately supervised and kept together. Under no circumstances are children to be left by themselves
5. Notify the police if appropriate depending on the circumstances
6. Inform the school contact person and include the following information:
 - details of the incident
 - time of the incident
 - location of the incident
 - details of the people involved
 - extent of any injuries
 - actions taken so far
7. The trip leader must then submit a report to the School Office Manager within 24 hours.
8. The School Office is responsible for contacting the parents who should be kept as fully informed as possible. The following should be taken into consideration:
 - Parents must be told of the status of their children as a priority over all other information
 - Details of any known injuries to a child must be communicated to a parent in confidence
 - Speculation should never be communicated
 - More information should be communicated as it becomes available.
9. Names of pupils must never under any circumstances be given to the press or news media



Appendix 1 - APPLICATION FOR THE APPROVAL OF EDUCATIONAL VISITS (CATEGORY 3).

Class: _____

Class teacher: _____

The class teacher should complete this form as soon as possible once the preparations are complete. The class teacher will obtain parental consent. When approval is given, one copy is be retained by the Administration and another by the class teacher. The Administration and College of Teachers will be notified of any subsequent changes in planning, organisation, staffing before the planned excursion takes place.

1. Purpose of visit and specific educational objectives:

2. Places to be visited:

3. Dates and times:

Date of Departure: _____ Date of Return: _____

Time: _____ Time: _____

4. Transport arrangements: If using coaches or cars include the name of the transport company and vehicle registration number(s).

a) costing arrangements (ie per pupil) _____

b) Parent Drivers yes/no

name: _____ Licence, Insurance, child seats, DBS, yes/no

name: _____ Licence, Insurance, child seats, DBS, yes/no

name: _____ Licence, Insurance, child seats, DBS, yes/no

name: _____ Licence, Insurance, child seats, DBS, yes/no

5. Proposed cost and financial arrangements: _____

6. Details of the programmed of activities: _____

7. Details of any hazardous activity and the associated planning, organisation and staffing:
(Please attach a completed risk assessment form)

8.If applicable: names, relevant experience, qualifications and specific responsibilities of staff (for the above mentioned activities (point 6.) accompanying the party:



9. Names, relevant qualifications and specific responsibilities of other adults accompanying the party:

10. Name, address and telephone number of the contact person in the home area who holds all information about the visit or journey in case of an emergency:

11. Size and composition of the group:

Age range: _____
Number of boys: _____ Number of girls: _____
Adult to pupil ratio: _____ Leader/participant ratio: _____

12. Parental consent forms for all pupils:

DONE date: _____

Please attach copy of letter sent to parents, the parental consent form.

13. Approved by College: yes/no date _____

14. Names of pupils with special educational or medical needs:

Signed:(class teacher) _____ Date: _____

CONFIRMATION FROM THE COLLEGE OF TEACHERS.
To be completed by the Administration or one of the College of Teachers.

I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. **Yes/No**

a.) Please ensure that I have all relevant information including a final list of group members, before the party is due to leave.

b.) A report and evaluation of the visit including details of any incidents should be with me as soon as possible after the party returns.

Signed: _____ Date: _____

A copy of the completed application form, risk assessment form and details of any subsequent changes should be retained by the Administration office.



Appendix 2 – generic risk assessment

These are generic risk assessment to assist with the planning and management of visits and activities. They identify the common hazards and risks associated with these activities and the primary means by which the risks are controlled. These risk assessments should be used to inform the specific risk assessment for the trip planned and before undertaking the activity organisers must also make an assessment of any significant risks which are specific to their particular event. This document should be read and used in conjunction with the Educational Trips and Visits Policy of which this forms the appendix.

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1 – ALL EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff	<ul style="list-style-type: none"> Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> Ensure supervising staff competent and understand their roles. Sufficient supervision Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). Discuss itinerary and arrangements with pupils. Briefing to all on what to do if separated from group. Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> 1st aid cover accessible and appropriate Leaders know how to call emergency services. Pupils and parents are reminded to bring individual medication and this is securely kept. First aid and travel sickness equipment carried. Mobile phones carried if available. Emergency contacts arranged 	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> Obtain information from parents Take advice from SENCO if appropriate Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use parental consent form.	Low
Indirect/remote	Injury, death.	Pupils	<ul style="list-style-type: none"> Check location as suitable for this mode of supervision. 	Included in information	Medium



supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)			<ul style="list-style-type: none"> • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 	to parents.	
Leader's own children.	Injury or death.	Pupils, other children, staff.	<ul style="list-style-type: none"> • If staff (teachers or volunteers') families join group, pupil supervision must not be compromised. • Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low



2 – TRAVEL ON EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> • Coach hire from a reputable supplier. • Coaches must have seat belts that staff ensure are used. • Buses without seatbelts are avoided if possible and never used on high speed roads. • Sufficient supervision • Suitable embarkation points used (for example, coach park, onto wide pavement). • Close supervision and head counts during any breaks in journey and getting on and off coach. 		Low
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • All use in compliance with Educational Trip ad Visits Policy • Seatbelts worn at all times. • Specific permission obtained from parents. 	Refer to Educational Trip ad Visits Policy	Low
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Care always taken in parking in suitable place for disembarkation. • Close supervision and head counts during any breaks in journey and getting in and out of bus. 		Low
Service station and other breaks in journey	Injury, death, left behind/ separated from group.	Pupils	<ul style="list-style-type: none"> • Brief pupils on: • purpose and timings of stop. • how and where to contact staff. • Remain in pairs or threes (buddy system – each responsible for named other) • Remind about moving traffic (driving on right abroad). • Careful head count before departure. 		Low
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils	<ul style="list-style-type: none"> • Close supervision on vehicle deck. • 'Rules' established and pupils briefed, especially about open deck area. • Remain in pairs or threes (buddy system – each responsible for named other). • Meeting point agreed throughout crossing and on docking (numbered 	Arrange procedures with staff and pupils before arrival at ferry.	Low



			<p>stairway to coach deck).</p> <ul style="list-style-type: none"> ● Careful head count before disembarkation. ● Planned procedure for missing pupils – for example, member of staff to leave as foot passenger. 		
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> ● Work on foot planned to avoid fast roads wherever possible. ● Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. ● Pupils are briefed about hazards and behaviour required. 	Planning	Medium
Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> ● Journey is planned and assessed – key risk points identified. ● Careful supervision, particularly in crowded areas and entry, exit and change points with 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 they are going, what to do if separated from group. 	Planning	Low



3 – RESIDENTIAL VISIT ACCOMMODATION

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Fire	Death	Pupils, staff.	<ul style="list-style-type: none"> • Briefing to all pupils about expected standards and code of behaviour. • Identify requirements at time of booking and check during pre visit and on arrival. • Check that a fire risk assessment has been completed and meets the requirements of the Regulatory Reform (Fire Safety) Order 2005 • Check that there are: <ul style="list-style-type: none"> • automatic fire alarms on each floor and in public areas, which can be heard inside rooms. • fire extinguishers available on each floor and in public areas. • fire exits clearly marked. • more than one exit from upper floors of the building. • torches available if emergency lighting is not provided. • A walk through fire practice takes place on arrival to include assembly point, lay-out of accommodation, key personnel and routines. • A group list is held by staff to ensure registration of whole party after an evacuation of the building. • Decide whether or not pupils doors should be locked from the inside (see intruder section) • A group list is held by staff to ensure registration of whole party after an evacuation of the building. • Discuss with accommodation manager any shortcomings in provision e.g. locked fire doors 	Pre-visit check and/or check of information/ assurance from reputable tour operator. Check on arrival. Take up any issues, such as locked fire doors, with management. Inform group about fire procedures on arrival.	Low
Attack or disturbance by intruder	Injury, death, abduction	All	<ul style="list-style-type: none"> • Check that security arrangements have been assessed and reasonable steps taken to prevent unauthorised persons entering the accommodation • Ensure the hotel or similar accommodation is locked at night or that there is a night porter on duty. • Ensure that all windows and doors can be securely shut from the inside. • If windows lead onto balconies, ensure that staff or reliable pupils occupy 	Pre-visit check and/or check of information/ assurance from reputable tour operator. Briefing of students regarding	Low



			<p>these rooms.</p> <ul style="list-style-type: none"> ● If other guests share the accommodation seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils. ● Decide whether or not pupils doors should be locked from the inside – consider the balance between ensuring pupils wake up if fire alarm sounds during the night. ● Ensure pupils understand that they inform staff in the event of an emergency. ● Check pupils at “lights out”. ● Designate responsibilities and roles for individual members of staff including dormitory /floor groups. ● Carry out additional risk assessment if this is not possible 	expected behaviour and actions	
Safeguarding	Injury, death, abduction, abuse	Pupils and staff.	<ul style="list-style-type: none"> ● School has exclusive use of sleeping accommodation. ● Separate male and female sleeping accommodation ● Staff accommodation adjacent and same floor as pupils. ● Students can easily contact staff throughout night. ● Students are checked into rooms at ‘lights out’. ● All adults are appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc are agreed ● Pupils know what to do if concerned 	Pre-visit check and/or check of information/ assurance from reputable tour operator.	Low
Domestic hazards.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> ● Accommodation has tourist board rating/other external validation of standards. ● Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings. ● On arrival, staff and pupils to report any faulty items found in rooms. 	Pre-visit check and/or check of information/ assurance from reputable tour operator and on arrival.	Low
Hygiene	Illness	Pupils and staff.	<ul style="list-style-type: none"> ● Tourist board rating/environmental health endorsement or similar. ● Visual inspection of washing facilities, lighting, heating, ventilation, catering. 	Pre-visit check and/or check of information/ assurance from reputable tour operation.	Low
Night time tendencies.	Injury, death.	Pupils	<ul style="list-style-type: none"> ● Information gained from parents about pupils’ illnesses, sleepwalking, etc. ● Suitable supervision arranged to meet needs of pupils. 	Use parental consent form.	Low
Additional needs.	Injury	Pupils and	<ul style="list-style-type: none"> ● Accommodation meets any additional needs of anyone in the group. 	Pre-visit check as necessary.	Low



		staff.			
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4 – WALKS IN THE COUNTRYSIDE

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Leader experienced of walking in terrain and of leading groups. ● Route researched and pre-walked – significant hazards (cliffs, water hazards, quarries, etc) avoided or carefully assessed. ● Weather forecast obtained and conditions monitored; route changed if necessary. 	<p>Leader competence assessed</p> <p>Leader completes specific risk assessment for each walk as necessary.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> ● Leader has sufficient navigational skills. ● Group size as low as possible and sufficient ● Large groups are best split into small groups each with competent leader. ● Head counts. ● Briefing of pupils and staff. 	Leader competence assessed	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● One leader with each group first aid trained. ● First aid kit. ● Information about pre-existing medical conditions and medication carried. ● Leaders are briefed and have planned emergency procedures. ● Communications arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Daily weather forecast obtained. ● All participants have suitable footwear, clothing and equipment to match expected conditions. 	Parents and pupils given checklist – kit checked before departure.	Low

5 – WALKS IN REMOTE TERRAIN

HAZARD OBSERVED	RISK BEFORE CONTROL	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK
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	MEASURES				RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader experienced walking in terrain and of leading groups. • Route researched and, if necessary, pre-walked – specific hazards (cliffs, water hazards, etc) risk assessed. • Weather forecast, ongoing assessment of conditions and adjustment of plans by group leader. 	Leader provides evidence of competence specific risk assessment for each walk as necessary.	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Leader has sufficient navigational skills. • Group size ten or less, second adult with most groups. • Head counts. • Briefing of pupils and staff. 	Leader competence.	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader first aid trained HSE 16 hours minimum. • Second adult with most groups. • First aid kit. • Information about pre-existing medical conditions and medication carried. • Leader has planned emergency procedures. • Communications (mobile phones?) arranged. • 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Daily weather forecast obtained, on-day conditions assessed and plans adjusted as necessary. • All participants have suitable footwear, clothing and equipment for expected conditions. • Emergency equipment carried, including group shelter. 	Parents and pupils given checklist of clothing and equipment – kit checked before departure.	Low

6 – FIELD STUDY BY/IN WATER (RIVER, STREAM STUDY OR POND DIPPING).

In addition to evidence of recent and relevant experience of activity leader must in remote terrain hold relevant walking award.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold water.	Cold, injury/death	Pupils, staff.	<ul style="list-style-type: none"> • Consideration of forecast and conditions of day, provision of suitable clothing, footwear and equipment, dry spare clothing and emergency 	Pre-planning, equipment lists to group, kit checked	Low



			equipment.	before departure.	
Proximity to water.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> ● Risk awareness of route, banks, crossings, etc. ● Awareness that water levels change and need to assess conditions before and during activity. ● Other route MUST be taken if route (for example bank-side path, stepping stones) unsafe. ● Good supervision of pupils to ensure sensible behaviour. ● Method of extraction from water in place 	Pre-planning and assessment on day.	Low
Planned activity IN water (for field studies etc)	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> ● Each location must be individually risk assessed by leader. ● Use sites where: <ul style="list-style-type: none"> ● easy access and exit from water ● no significant hazards on banks, for example, water flowing onto overhanging trees ● no immediate significant down-stream hazards (waterfalls etc) ● pupils can stand easily in water to be entered ● pupils can be seen and supervised by staff. ● Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity n basis of weather forecast, strength of water and conditions on day. 	<p>Written specific risk assessment and/or operating procedure in place</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Weil's disease pollution.	Disease	Pupils, staff.	<ul style="list-style-type: none"> ● Do not use obviously contaminated sites. ● Obtain and follow guidelines about Weil's disease. ● Take sensible hygiene precautions: cover wounds, grazes, etc. ● Do not drink river water. ● Wash hands before eating. 	Take advice from Environment Agency if necessary.	Low
Informal swimming.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> ● Never allow impromptu swimming or paddling – always risk assess the proposed venue in advance for currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils and staff and activities proposed. You must arrange: <ul style="list-style-type: none"> ● safe area ● signals for distress and recall ● lifesaver and observers (adults to stay out of water) ● head counts 	Written specific risk assessment required.	Medium



			<ul style="list-style-type: none"> briefing of pupils and staff. 		
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7 – SCHOOL VISITS TO COASTAL LOCATIONS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold injury/death.	Pupils, staff.	<ul style="list-style-type: none"> Consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> Each venue must be visited and individually risk assessed by leader with advice from coast guards/other local 'experts', if necessary. Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. alternative activities are available. Paddling and swimming are not allowed except if organised according to policy and risk assessment. 	Written specific risk assessment and/or operating procedure. Ongoing assessment by leader at start and during activity.	Medium
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> From site-specific risk assessment decision made regarding route, supervision, location of activities, footwear etc. Close supervision by experienced staff. 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low
Group control	Drowning, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> Close supervision, large groups split into small groups each with leader known to pupils. Overall leader remains in touch with all groups and can recall effectively. No impromptu swimming or paddling allowed, see swimming risk assessment. 	Pre-planning of activities and supervision.	Medium

8 – SCHOOL VISITS TO FARMS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING



Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Site is pre-visited by leader and risk assessed. ● Plan visit and supervision to minimise risks. <ul style="list-style-type: none"> ◇ Avoid moving machinery. ◇ Do not climb on bales, walls or fences. ◇ Keep away from slurry tanks. ◇ Do not touch barbed wire or electric fences. ◇ Do not touch or feed animals unless the farm personnel are supervising/give permission. ● Note: arrangements at farms can change daily. Re-assess at start of visit. 	Pre-visit, site risk assessment planning of visit briefing of staff and pupils. Ongoing assessment by leader at start and during activity.	Low
Infection and illness including E-coli 0157.	Illness, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Follow basic hygiene rules at all times. ● Avoid transmission of infection from hand to mouth. ● Check hand washing facilities on pre-visit. ● Wash hands thoroughly before eating. ● Change or clean footwear before leaving site, wash hands ● Pregnant women avoid contact with lambing ewes. 	Briefing of staff and pupils.	Medium
Group control.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Close supervision, large groups split into small groups each with leader known to adults. ● Leader of each group understands hazards and control measures. ● Overall leader remains in touch with all groups. 	Pre-planning of activities and supervision.	Medium

9 – ACTIVITY LEAD BY SCHOOL – CYCLING

Depending on venue, leader must be regular cyclist and have cycled route. For 'mountain biking' on steep terrain, training required. For remote locations, other qualification required.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Suitable route off-road or on quiet roads. ● Each route must be pre-cycled and individually risk assessed by leader with advice from LA cycling officer, if necessary. ● Supervision arranged: small groups usually maximum of 12, two leaders, who 	Written specific risk assessment and/or operating procedure.	Medium



			<p>are competent cyclists.</p> <ul style="list-style-type: none"> • Supervision planned for any serious road junctions etc. • Helmets worn. 	Ongoing assessment by leader at start and during activity.	
Mechanical fault.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> • Cycles used are road/route worthy. • If pupils are using own bikes, cycles brought to school for inspection by leader prior to day. • Unsuitable cycles not permitted. • Simple tools and spares carried. • Breakdown plan agreed. • Pupils must not be left on their own. 	Information to parents stating standards required. Check size, steering, brakes, cycles, gears, helmets, etc.	Low
Group control, lost pupil.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Close supervision, two leaders with each group. • Maps carried. • Large groups split into small groups each with leaders known to pupils. • Overall leader remains in touch with all groups and can re-group effectively at agreed points. 	Pre-planning of route and supervision.	Medium

10 – CAMPING

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold, injury/death.	Pupils, staff.	<ul style="list-style-type: none"> • Consideration of forecast and amendment of plans if necessary, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Hazards on campsite and immediate surrounds.	Drowning, falls, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Site must be visited and individually risk assessed. • Camp rules agreed to minimise risks. • Appropriate supervision arranged, • Route is pre-planned, risk assessed and appropriately supervised (see appropriate walking or cycling risk assessment). • Each camp site used pre-visited and risk assessed by leader or has its own risk assessment • Sufficient supervision is provided at camp site 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader during camp.</p>	Medium



Site security – unauthorised entry by intruder or exit by pupil.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> • Site chosen with minimal public access. • Leaders sleep in tents close to pupils • Close supervision by experienced staff. • Local police informed of location if not using an established camp site. 	Risks reduced but pupils and parents understand all risks cannot be eliminated.	Low
Equipment failure.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Equipment used has been properly maintained and checked before use. Erected by competent staff. 		Low
Fire, heat hazards.	Injury, burns, scalds, death.	Pupils, staff.	<ul style="list-style-type: none"> • Cooking tent is isolated from sleeping tents by at least three times height of tent. • No smoking or naked flames in sleeping tents. • Fire procedure understood by all. • Fire extinguishers and fire blankets available. First aider trained in burn treatment. • Flammable fuel and cooking equipment only used by trained competent staff. 		Low/medium
Insufficient supervision of pupils.	Injury, death.	Pupils	<ul style="list-style-type: none"> • Competence of pupils is assessed and monitored. • Pupils are provided with sufficient supervision for their competence, age and behaviour. • Pupils know how to contact staff/summon help. 	Pre-assessment of competence, particularly if remote supervision is planned	Medium
Hygiene	Illness	Pupils, staff	<ul style="list-style-type: none"> • Toilets have adequate hand washing facilities. • Hands are always washed before handling food. 		Low



Appendix 3 – blank risk assessment form

LISAL

Risk Assessment For Trips

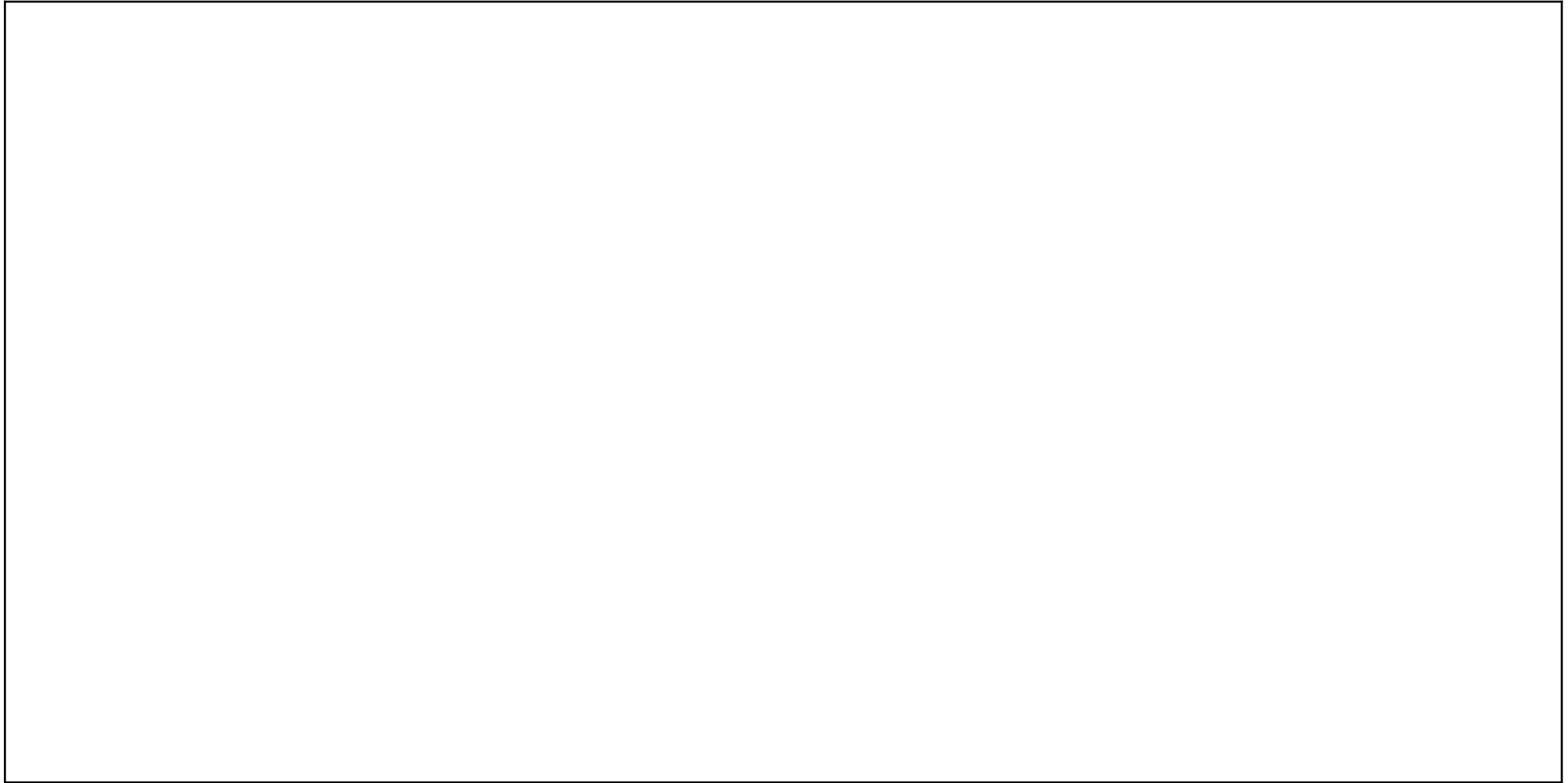
Date of Assessment:		Date of Review:		Next Review Date:		Assessor:					
Activity:				Location:							
Hazard	Who does it Affect?	Risk			Control Measures	Residual Risk					
		S	L	R		S	L	R			

Risk = Likelihood x Severity	Severity	Likelihood	Risk
Likelihood Range 1-5	5 Fatalities	5 Almost a certainty	21-25 Intolerable Additional Control Measures Required
Severity Range 1-5	4 Major Injuries	4 Probable	16-20 Substantial Additional Control Measures Required
	3 Moderate injuries	3 Likely	11-15 Moderate Additional Control Measures Required
	2 Minor Injuries	2 Unlikely	6-10 Acceptable
	1 Negligible/No Effect	1 Negligible	1-5 Trivial

I _____ have read and understood this risk assessment and will abide by the control measures identified. Signed _____

Review after the trip:

Any further hazards identified:





OFF-SITE EDUCATIONAL ACTIVITIES & VISITS

In line with guidance issued by the Department for Education, we ask parents/carers to complete a consent form to gain permission for children to take part in school trips/other off-site activities and be given first aid or urgent medical treatment during the school trip or activity as considered necessary by the first aider or medical authorities present.

Additional written parental consent will not be requested for the majority of off-site activities offered by the school. For example, a visit within the local area, as such visits are part of the school’s curriculum and will usually take part during the normal school day.

Please note that any pupil with medical conditions such as asthma / severe allergy who have medication in school under the Medical Conditions in School Policy, teachers will bring their medication (eg. inhaler) with them on any school visit. However, for whole day and residential trips where children set off from home it is advised that parents provide medication from home

The information used by teachers in charge of each visit regarding a pupil’s medical conditions and emergency contact information will be taken from the School files. It is essential therefore that this information is up to date. If your child’s medical circumstances or emergency contact details change, you must notify the School immediately.

In the event of illness or accident during an off-site activity/visit, I consent to any medical treatment, which might include the use of anaesthetics to be administered to my child.

I understand and accept that it is my responsibility to update the school should there be any changes to the medical information about my child during the course of the academic year.

.....
OFF-SITE EDUCATIONAL ACTIVITIES & VISITS FORM

Child's Name:

Parent/Guardians Name:

Signed (Person with parental responsibility):

Date:/...../20.....