



Safety Policy for Offsite Visits / Outdoor Educational Activities

Lead Person : Deputy Headmaster
Governing Body Committee : Health & Safety

The Crypt School has formally adopted, through its Governing Body, the Gloucestershire 'Guidance for Offsite Visit.' Further procedures have been agreed with the Governing Body to ensure that this policy is adhered to.

Aims and purposes of Offsite Visits

The Crypt School has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises.

Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the School.

The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:

Out of hours Clubs (music, drama, art, science, sport, homework etc)
School teams
Regular nearby visits
Day visits for particular year groups
Residential visits and exchanges
Overseas visits
Adventure Activities, which might be classed as higher risk.

Some of these activities are open to particular year groups only whilst others are open to the whole school. Letters inviting pupils to attend various trips or activities will be sent home in advance.

STATUTORY FRAMEWORK

1. "Health and Safety: Responsibilities and Powers" was issued by the DfSF to all schools in December 2001. This sets out responsibilities, under Health and Safety legislation that employers and employees must meet, and makes specific reference to educational visits.
2. Government Guidelines: The good practice guide Health and Safety of Pupils on Educational Visits 1998 (HASPEV) has now been supplemented by an update, which is split into three parts, covering: Standards for LAs in Overseeing Educational Visits; Standards for Adventure; A Handbook for Group Leaders.

3. Whilst the guidance is not prescriptive, the Governing Body of The Crypt School has adopted it as good practice. It is therefore an expectation of trip leaders that they will have familiarised themselves with both "HASPEV" and the supplement "Handbook for Group Leaders," and that they make use of its guidance when coming to a judgement about what is good practice in the circumstances
4. HASPEV and its supplements can be found at: www.teachernet.gov.uk/visits
5. The "Special Educational Needs and Disability Act 2001" requires that schools do not discriminate against pupils for reasons relating to their disabilities, and that "reasonable adjustments" are made so as to ensure that disabled pupils are not substantially disadvantaged in comparison with pupils who are not disabled.

Approval Procedure and Consent

The Headteacher has nominated a staff member as the Offsite Visits Co-ordinator (OVC) and the Governing Body has approved this appointment. The Governing Body has delegated the consideration and approval of Offsite visits and other offsite activities to its Health and Safety Committee. A Governor signature is also needed to authorise any trip or visit on behalf of the governing body.

Before a visit is advertised to parents/carers the Headmaster, the OVC, the Cover SLT member and a governor must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date.

Where external contractors are involved in organising all or part of the visit the contract will be made with the school/centre on behalf of the pupils/young people. All payments for the visit will be made through the school/centre's accounts.

For out of hours clubs, school teams and nearby visits parents/carers will be asked to sign a general letter of consent for participation in these activities when the child enters the school (to be updated each year). Parents/carers will be given the timetable (*or just information*) for the activities that pupils/young people are involved in and will be informed [*by letter/phone call/through the child*] if an activity has to be cancelled.

For any visit lasting a day or more parents/carers will be asked to sign a letter, which consents to the child taking part. The school has a standard model letter, which should be used for this purpose.

As part of the parent/carers' consent they will be fully informed of the activities and arrangements for the visit. For all residential visits parents/carers will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

The school has separate policies for 'Charging and Remissions' and 'Diversity (*Equal opportunities*)', which applies to all Offsite visits.

All trip/visit details involving hazardous activities or that are residential must be completed using the Gloucestershire County Council on-line system. The LA SHE will review the trip details before approval is given to the trip/visit by the Headmaster and relevant Governor.

Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school/centre visit.

Teachers and other staff are encouraged and supported to develop their abilities in organising and managing learning in a variety of environments through induction, apprenticeship and training. The selection of staff for Offsite visits will be a key priority in the initial approval of any proposed visit.

Where it is appropriate the school will ensure that CRB screening is available for volunteer adults assisting with offsite activities and visits.

The school does not routinely support additional people accompanying offsite visits who are not at the school or part of the agreed staff complement. This may include family members accompanying visits if the governing body is not satisfied that there is an educational benefit for the pupils/young people.

The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and/or other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and OVC might work in partnership to undertake planning and risk assessments.

Remissions Policy*

Where non-chargeable education is provided during a residential visit, then the parents/carers of pupils who are in receipt of the following state benefits for either the whole or part of the time spent on a visit shall receive a complete remission of any charges that would otherwise be payable in respect of board and lodgings:

- Income support
- Family credit
- Income based job seekers allowance
- Disability working allowance

Where charges are made by the governing body for optional extras, parents may apply for a remission for the whole or part of the charges set out in the school remissions policy.

The expectations of Pupils/Young People and Parents/Carers

The school has a clear code of conduct for school visits based on the school's 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents/carers, and include the potential of withdrawal of a child, prior to and during the visit, if such conduct would have led to a fixed term exclusion from school/centre. If a pupil is withdrawn from a visit, either prior to or during the visit, the parents/carers will not be reimbursed for the cost of that visit and will have to pay any associated costs such as payment for the collection of the child.

Emergency Procedures

The school will appoint at least one member of the Senior Management Team and another member of staff as the emergency school contact for each visit. All major incidents should immediately be related to this person(s), especially those involving injury or that might attract media attention.

The Group Leader will leave full details of all pupils/young people and accompanying adults on the visit with the emergency school contact, including the home contact details of parents/guardians and next-of-kin, as appropriate.

All incidents and accidents occurring on a visit will be reported back through the school system. Emergency funding will be available to support the Group Leader in an emergency.

Evaluation

All visits will be evaluated by the Group Leader with the OVC. A short evaluation report will be made available for the Governing Body.

The OVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

The Group Leader is responsible for presenting a financial account for the visit, which will be audited as part of the school's procedures.

ROLES AND RESPONSIBILITIES AT CRYPT

1. **Local Authorities** are responsible ultimately for the health and safety of pupils and staff in community and voluntary controlled schools and the actions of employees while in the course of their employment. In particular the supplement to HASPEV states that it is good practice for them to appoint Outdoor Education Advisers, who will:

- a. Advise schools and colleges generally or in detail on proposed visits.
- b. Give formal approval on behalf of the LA for higher risk activities.
- c. Ensure appropriate training is available for schools, particularly for those involved in delegated tasks, such as risk assessment.

Although the Crypt School is an Academy School, it has decided to buy back the services of the LA SHE team. The SHE resources (website downloads, on-line school trip risk assessment and annual H&S Audit) will be used to inform good practice at the Crypt School.

2. **Governing Bodies** of foundation and voluntary aided schools, academies and proprietors of independent schools have the same responsibility for their schools as LAs have for community and controlled schools.

3. **Role of the Governing Body** See *HASPEV* paragraphs 19-20. Where the governing body is the employer the governors' responsibilities will be the same as those suggested for the LA. This is the case at The Crypt School. In addition, it is good practice for all governing bodies to:

- a. Ensure that guidance is available (e.g. from the Department and/or LA as appropriate) to inform the school's policy, practices and procedures relating to the health and safety of pupils on educational visits. These should include measures to obtain parental consent on a basis of full information, to investigate parental complaints, and to discuss and review procedures including incident and emergency management systems. As necessary governors may seek specialist advice, though governors should not normally be expected to approve visits.
- b. Ensure that the Head is supported in matters relating to educational visits and that he has the appropriate time and expertise to fulfil their responsibilities.
- c. Ascertain what governor training is available and relevant.
- d. Agree on the types of visit they should be informed about.
- e. Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? The Governors should challenge the nature of the venture when the educational objectives are not clear or where the means to meet them do not appear to be realistic. It is not expected that governors should become directly involved in risk assessment and related matters unless they have an appropriate competence. Governors offering professional advice to schools should be aware their professional indemnity insurance may not cover them for unpaid advice.

- f. Help to ensure that early planning and pre-visits can take place and that the results can be acted upon. Note: many complex or costly ventures require an 18-24 month planning period before departure.
- g. Ensure that bookings are not completed until external providers have met all the necessary assurances. Also, ensure that specific items in the risk management - for example, overnight security, room and floor plans - are checked prior to departure.
- h. Ensure that the head teacher and the OVC have taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit.

4. **Role of Head.** The Head is responsible for ensuring that all visits and activities are properly planned and supervised, that appropriate training has been carried out and the group leader is competent for that type of visit.

5. **Responsibilities of the Head.** In addition to the tasks at paragraphs 21-23 of *HASPEV*, it is good practice for head teachers to:

- a. Agree who will approve a visit at school level or submit it to the LA for approval if so required.
- b. Ensure that arrangements are in place for the Governing Body to be made aware of visits so that questions can be asked as necessary.
- c. Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties.
- d. Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- e. Ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment.
- f. Ensure that the accreditation or verification of providers has been checked.
- g. Ensure that visits are evaluated to inform the operation of future visits.
- h. Ensure that the trip leader keeps him or her informed of the progress of the visit and that this information is relayed to governors (and to parents as necessary).
- i. Check that the school has designated an appropriately competent trip leader who will meet the school's criteria. If in doubt he will check with the LA's outdoor education adviser who should be able to assess a teacher's competence in a specific activity. In most cases the Head should be able to make a judgement on a member of staff's competence and suitability to lead a visit. Discipline on an educational visit may, at times, have to be stricter than in the classroom.
- j. For less routine visits, the Head will need to ensure that the trip leader can obtain advice from an appropriate technical adviser as necessary.
- k. Ensure that there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit (see below). The consent form should carry details of plan B.
- l. Make time available to ensure that staff receive the induction and training that they need before the visit.
- m. Allocate sufficient resources to meet identified training needs, including attendance at courses arranged or held by the LA SHE unit. INSET sessions relating to educational visits may be organised.
- n. Ensure that visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified.
- o. Arrange for the recording of accidents and the reporting of death or disabling injuries as

required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.

- p. Help to ensure that serious incidents, accidents and near-accidents are investigated.
- q. Ensure teachers are made aware of and understand the School's guidance on emergency planning and procedures. Training and briefing sessions must be provided for school staff.
- r. Ensure that the school has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that pupils, parents, group supervisors and others are given written details of these procedures.
- s. Ensure that the school contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24 hours a day. He or she should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number. At least one of the named school contact should be a member of the School Leadership Team.
- t. Ensure that the leader and supervisors are briefed about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit.
- u. Ensure that the trip leader impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency.
- v. Establish a procedure to ensure that parents are informed quickly about incident details through the school contact, rather than through the media or pupils.
- w. Recognise that support must be provided by the LA's public relations unit when dealing with media enquiries.
- x. Check that contractors have adequate emergency support procedures, and that these will link to school and LA emergency procedures.

6. OFF-SITE Visits Coordinator. It is good practice for each school to have an educational visits coordinator (OVC). At Crypt this role is fulfilled by the Deputy Head. The OVC will be involved in the planning and management of educational visits including adventure activities led by school staff. The functions of the OVC are to:

- a. Liaise with the employer to ensure that educational visits meet the employer's requirements including those of risk assessment. Support the governors with approval and other decisions.
- b. Assign competent people to lead or otherwise supervise a visit.
- c. Assess the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience.
- d. Organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc.
- e. Organise thorough induction of leaders and other adults taking pupils on a specific visit.
- f. Make sure that Criminal Records Bureau disclosures are in place as necessary – see paragraph 82-86 of "Standards LEAs FINAL;" work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- g. Organise the emergency arrangements and ensure there is an emergency contact for each visit.

- h. Keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses').
- i. Review systems and, on occasion, monitor practice.

7. **Trip Leader.** A trip leader must be appointed for each planned visit, responsible for the supervision and conduct of the visit. The trip leader has the same health and safety responsibility that he/she has during a normal teaching day, i.e. to do all that is reasonably practicable to ensure: the health and safety of the pupils in their charge; the health and safety of others; his/her own health and safety. The difference is that educational visits are not usually 'normal' and therefore require specific planning and organisation. By following the school policy, and undertaking appropriate training, a leader will be demonstrating that he/she is acting as a 'reasonable teacher' would in the circumstances.

8. **Trip Leader Approval.** Trip leaders must be approved as competent by the Head. If required by the Head, the proposed trip leader must provide details of recognised qualifications in the activity to be undertaken, training courses associated with the activity, and experience in organising and leading school visits in general. This must be given to the Head for approval before any further action can be taken.

9. **Trip Leader Key Question.** The key question for trip leaders must be: "Is what I am about to do something that I would do if it was my own child that I was doing it for?" If the answer is not an IMMEDIATE 'Yes', then do not do it. Alter what you were going to do to such an extent that you would then be entirely and immediately satisfied.

10. **Other Accompanying Adults.** All supervisors have a general responsibility for the care of pupils, not just for that part of it on which they are specifically 'on duty'. Party leaders should supply them with detailed information, and should brief them orally, to enable them to carry out their supervisory duties effectively. Supervisors may include other school staff (e.g. support assistants or bursars), activity provider's staff or parent volunteers. All supervisors must be assessed as competent to undertake the role. Supervisors who are not employed by the school cannot hold the same responsibility as school staff. They should not normally be given sole charge of any pupils in the group unless, perhaps, for a short time in clearly defined circumstances where the teacher is readily to hand.

APPROVAL OF EDUCATIONAL VISITS

11. The approval process begins at the point when a visit is first proposed, and both the Deputy Head and the SLT Cover Supervisor must approve the "School Journey Request Form," before any agreement is entered into with providers and before the trip is advertised to boys and parents.

12. Subsequently the Head approves all visits on the basis of the details provided in the Educational Visits Details Form.

13. For residential trip or visits, and for trips involving hazardous activities, an LA SHE review must have occurred using the on-line system

14. The Educational Visits Details Form must be signed by the Head and a Governor, ideally one month before the visit. It is recognised that there may be circumstances in which a trip leader has less time for available for approval. Refusal to approve a trip will occur where the Head is given reason to suspect that insufficient thought has been given to matters of planning and Health and Safety.

CONTRACTORS (PROVIDERS)

15. Contractors for educational visits might be tour operators, expedition providers, outdoor education centres, local farms, civic museums, and national bodies such as the RSPCA, YHA etc. Contractors are responsible for assessing the risks of those parts of the visit appearing in the contract. *HASPEV* Chapter 8 states that assurances should be obtained from providers 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. It is good practice to seek details of their safety management systems. Contractors should also provide details of any independent, inspection-based external verification. However, checks by the school do not

relieve the contractor of any responsibility or liability. If the Head does not feel competent to assess the validity of contractors' safety systems or assurances, he should seek advice from the LA's outdoor education adviser.

16. **Use of Tour Operators.** HASPEV paragraphs 201-205 states. "Before using a tour operator group leaders should ensure it is reputable." The OVC and trip leader should check that the company shows due diligence in checking, for example, the safety and suitability of the accommodation and transport. Details of insurance should be obtained and checked.

17. Some contractors may offer a pre-visit to overseas or other sites for group leaders free of charge. These may be arranged in conjunction with the local tourism authority. This can enable the group leader to gain a direct experience of the venue and environment and assist their appraisal of the contractor's risk assessment.

EMERGENCY PROCEDURES

18. The trip leader/deputy trip leader must contact the nominated member of the Leadership Group acting as base contact for the visit. A serious accident or incident is defined as: an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury; circumstances in which a party member might be at serious risk; serious illness; or any situation in which the press or media are involved. Key points are:

a. Care Of The Group:

- (1) Ensure safety from further danger.
- (2) Arrange search, rescue, medical care or hospitalisation as necessary.
- (3) Ensure welfare of all concerned.

b. Next Steps:

- (1) Inform emergency contact person as soon as possible. This will be a nominated member of the Leadership Group. Have the telephone number on you at all times
- (2) If you cannot make contact, telephone the LA, explain that it is an emergency and ask to speak to a senior education officer.
- (3) Information required: what has happened, to who, where, when, what has happened since. Telephone number where you can be contacted.
- (4) In the case of fatality, notify the local police.
- (5) Retain all equipment involved in an unaltered fashion.

c. Warnings and Advice

- (1) Do not let party members (staff and pupils) telephone home until after contact has been made with the school or LA.
- (2) Never admit liability of any sort.
- (3) Do not allow anyone to see any party member without an independent witness being present.
- (4) No one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
- (5) If someone tries to force a confrontation, do not say anything and call the police.
- (6) Be as compassionate as possible with anyone involved.
- (7) Keep a written record of all that happens.

INVESTIGATION OF SERIOUS INCIDENTS

19. Chapter 10 of *HASPEV* gives advice on emergency procedures. When a serious incident has taken place on an educational visit in the UK or abroad, the school will undertake its own investigation. This is good practice. An investigation should also occur where no serious injury occurred but where the risk of injury was high.

20. The purpose of the investigation will be to:

- a. Determine the causes of the incident.
- b. Determine whether there are lessons to be learned.
- c. Provide information to parents of injured pupils and bereaved parents.
- d. Exchange information with statutory investigation bodies as required e.g. police, coroner, Health & Safety Executive.
- e. Manage media enquiries.
- f. Provide early information to the DfE (contact the Pupil Health & Safety Team on 020 7925 5536) who will consider the need for national dissemination of lessons learned.

21. The investigation should begin as soon as possible, while key witnesses have good recall of the facts. Care should be taken not to disrupt any parallel investigations by the police, HSE, coroner, etc.

22. There is usually no reason to wait for those parallel investigations to be complete before starting the investigation. However, before publishing any report, the school should check with the police, HSE, coroner etc. to ensure that publication will not jeopardise their investigations or any action that they may decide to take. When the investigation is complete, it is good practice to share lessons learned with all schools in the area, with other LAs and with the DfE.

23. Local legal advice (and sometimes insurer's advice) will often suggest the merits of restricting information where it may be used for legal action. This should not mean keeping bereaved parents uninformed even where the school may fear legal action.

24. It is good practice to identify an official who will act as the key point of contact for bereaved parents and parents of injured pupils. This official should be sensitive to the family's needs and should preferably have some counselling competence. He or she should inform the family of the progress of the investigation, answering their questions as helpfully as possible, and providing them with the facts.

25. Bereaved parents will need to know all the facts. In the long term, they will not be able to complete the grieving process if their questions remain unanswered. They will also need to know that any lessons learned will be applied. Denial of information is likely to compound and perpetuate their grief, and to increase the likelihood that they will resort to legal action.

REPORTING ACCIDENTS AND INCIDENTS

26. The school policy should be observed for reporting accidents. Incidents should be reported to the Head ASAP, as part of regular feedback to ensure dissemination of good practice and the sharing of lessons learned from difficult situations. In the event of a serious accident or injury, all paperwork pertaining to the trip should be kept by the OVC until: all pupils who participated on the trip are 19 years of age, and a minimum of three years have passed. Details pertaining to other trips should be kept until the end of the subsequent academic year.

INSURANCE

27. The school uses its own insurance scheme for all trips and visits.

RATIOS - LEVELS OF SUPERVISION

28. The selection of teachers and other adults to accompany an educational visit is one of the most important factors that secures safety. Applying a simple formula to determine staff numbers is not a substitute for proper risk assessment. Risk assessments should justify why only minimum ratios should

apply. When approving visits, the Head will take account of the age, maturity, experience of the pupils involved in the context of the planned activities, needs of pupils, including those with special educational needs, the environment and conditions, nature of the venue and the experience of staff. If a trip is residential or finishes beyond midnight for a mixed group (male /female) a leader of each gender is required.

29. **Local visits or day trips/visit:** A ratio of 1: 20 as a minimum.

30. **For residential, and overnight:** a ration of 1:15 as a minimum, with a minimum of 1 teacher and 1 adult for residential and overnight visits and a minimum of 2 teachers for overseas visits.

31. **For visits abroad:** a ratio of 1:10 as a minimum, with a minimum of two teachers (except for exchanges where 1:30 is deemed acceptable).

32. **If a member of staff is leading or instructing an adventurous activity:** supervision levels must meet the regulations of the sport's National Governing Body.

RISK ASSESSMENT

33. Risk assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, should not be deviated from and should include details of contingency measures – plan B. The Health & Safety Executive has produced a leaflet “5 Steps to Risk Assessment” (<http://www.hse.gov.uk/pubns/indg163.pdf>) as a simple guide. It recommends that risk assessments be recorded and reviewed. Generic forms are held on the School Intranet.

34. Risk assessment for educational visits can be usefully considered as having three levels:

- a. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place.
- b. Visit/site specific risk assessments which will differ from place to place and group to group.
- c. Ongoing risk assessments that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.

35. The risk assessment should be reviewed after the trip to inform other visits

36. **Visit/Site Specific Risk Assessment.** These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by someone trained and competent to assess risks, such as the OVC. Visit and site specific risk assessments should inform school based policies and procedures. These school-based procedures should complement, and not conflict with, those of the LA. Examples:

- a. **Medical Needs of Pupils.** Control measures include ensuring the group leader is aware of the known health problems of the group; sufficient medication is provided; there are sufficient adults competent in dealing with the medical problems in the group; and there are contingency measures in place for the group to be adequately supervised if an adult has to accompany a child to hospital.
- b. **Behaviour of Pupils.** Control measures include a code of rules and behaviour, agreed as far as practicable with pupils; rules for supervision (including model behaviour and example set by adults); and competence of supervisors to ensure disciplinary standards.
- c. **Weather etc.** Control measures include obtaining local intelligence of tides; potential for flooding or flash floods; likelihood of sudden weather changes in mountains; streams that can change from benign to torrents in a short time etc; planning the itinerary to take the possibility of change into account; suitable clothing; ensure pupils understand the risks and the reasons for the control

measures, and having a plan B pre-assessed in case plan A has become too hazardous.

d. **Crossing Roads, Railways, Rivers Etc.** Control measures include local intelligence; information on where the controlled or otherwise less dangerous crossing places are; ensuring appropriate levels of supervision and that pupils are aware of, and comply with, rules.

e. **Group Management Decisions.** Control measures include establishing meeting and collecting points; code of rules and behaviour agreements; cultural considerations such as dress codes, holy days; induction requirements for support staff etc.

37. Ongoing Risk Assessments and Reassessments. The group leader, or other adults with responsibility, should reassess risks while the visit is taking place. Ongoing risk assessments normally consist of judgements and decisions made as the need arises. They should be informed by the generic and visit or site specific risk assessments and take account of local expertise on e.g. tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning.

Examples of the need for ongoing risk assessment:

a. Changing weather, tiredness or illness within the group, behaviour, issues with other groups at same venue etc. Control measures would often include deciding to change to the pre-assessed plan B or swapping activities on the itinerary so that the activity can be carried out on a different day.

b. Emergencies. Control measures would include establishing the nature and extent of the emergency as quickly as possible; ensuring that all the group are safe and looked after; establishing whether anyone has been hurt and getting immediate medical attention for them; ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures; ensuring that if a teacher accompanies casualties to hospital, the rest of the group are adequately supervised at all times and kept together; and informing the emergency contact in the school.

c. Group leaders are always in charge. They should trust their own knowledge of the young people and use their own professional judgement. This may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan, including stopping an activity if it has become too hazardous.

Associated Forms & links to other policies

1. School Journey Request Form
2. Educational Visit Details Form.
3. Risk Assessment Control Sheet.
4. Parental Consent Form and Indemnity.
5. Educational Visit Evaluation Form.
6. Health and Safety Policy
7. School Behavior Policy and School Rules

Reviewed – May 2011 by SLT/Governors

Approved – Full Governors : May 2011

Next review – April 2012