



**CRICKLADE**  
**MANOR PREP**  
**SCHOOL & NURSERY**

# Trips & Educational Visits Policy

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	01/19	11/20	<i>CAB</i>
Yes (including EYFS)	11/20	11/21	<i>CAB</i>
Yes (including EYFS)	11/21	11/22	<i>CAB</i>
Yes (including EYFS)	11/22	11/23	<i>CAB</i>

Year	Amendments
2022	Adjusted risk assessment to clarify review section regarding additional measures.

## 1. Introduction

Cricklade Manor Prep acknowledges the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils. Pupils can derive considerable educational benefit from taking part in trips. They have the opportunity to undergo experiences not available in the classroom; visits help to develop a pupil's investigative skills and also encourage greater independence. They also provide pupils with knowledge and awareness of the world around them and encourage personal and social development.

This policy references the 1974 Health and Safety at Work Act and the DfE Guidance "The Health and Safety of Pupils on Educational Visits: A Good Practice Guide

Our current EVC is The Headmaster

The majority of visits organised by schools take place without any incident or injuries occurring. That in part can be attributed to good preparation, organisation and supervision. However, accidents do sometimes occur on school trips and it is essential that schools are complying with the relevant legal requirements under the Health and Safety at Work Act, to ensure the continued safety of pupils on visits.

School visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the classroom.
- Enabling, supporting and complementing the work of the National Curriculum, experimental (first hand) and memorable learning.
- Assessing and managing risks (safety).
- Developing latent talents, abilities and interests, which can be motivational and have lifelong relevance.

Visits which involve an adventurous activity or go anywhere near water e.g. pond dipping or river investigations will require the additional approval of the Headmaster. Visits which are overseas or residential will also require the Headmaster's approval.

## 2. Planning a Visit

Seek approval for the trip.

1. Fill in PART 1 - INITIAL PROPOSAL.  
**Liaise with the SBM to confirm pricing and costs before submitting Part 1 to the EVC**
2. Submit PART 1 to the EVC before the end of the preceding term so trips can be placed in the school calendar. In exceptional circumstances this form may be submitted to the EVC a minimum of 4 weeks before the date of the trip.
3. Do not book any section of the trip until you have received approval from the EVC and Finance Department.

If approved, the Group Leader will:

1. Pre-visit the site if applicable
2. Book visit
3. Book transport (see section on transport)
4. Book catering (see section on catering)
5. Send permission letter home (this should be done at least four weeks before the planned date of the visit). The office has example copies of the necessary permission forms and letters.
6. Submit a cover request form to the Deputy Head if necessary
7. Organise your own cover for any Duties and inform the Deputy Head

8. Fill in:
  - PART 2 - Trip Planner
  - PART 3 - Risk Assessment
  - PART 4 - Pre-trip organization checklist
  - PART 5 - Declaration
9. Submit PART 2 - 5 to the EVC 2 weeks before the date of the trip

On the day of the trip, the Group Leader will:

1. Before departure complete the TRIP DAY CHECKLIST
2. Call the office when you have arrived at your destination
3. Call the office when leaving venue to update ETA at school
4. Fill in the POST TRIP CHECKLIST and hand in all copies of the trip form to the office.

### **3. Responsibilities**

Teachers, support staff, volunteers, pupils and parents all have responsibilities during the course of any off-site activity in which they are participating.

#### Nominated Group Leader

Group leaders, who must be a member of the teaching staff, but not an NQT, have a common law duty of care towards the pupils in their charge. Group Leaders must recognise their responsibilities:

- Obtain the EVC's prior agreement before any off-site visit.
- Appoint a deputy (preferably another teacher).
- Have ownership of the risk assessments.
- Pre-visit the site if possible.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Parents must have signed consent forms.
- Be aware of any child protection issues.
- Ensure adequate first aid provision is in place.
- 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.
- Ensure that teachers, support staff and adult helpers are fully aware of what the proposed visit entails.
- 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 staff pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency.
- Ensure all staff and adult helpers have the school contact details.
- Ensure that all staff and adult helpers have details of the medical or special needs of the pupils.
- Observe the guidance set out for teachers.

The teacher in charge should decide how information is provided to the children and ensure that children understand key safety information.

Pupils should understand:

- The aims and objectives of the visit/activity.
- Background information about the place to be visited.
- How to avoid specific dangers and why they should follow rules.
- Why safety precautions are in place.
- What standard of behaviour is expected from pupils.
- Appropriate and inappropriate personal and social conduct.
- Who is responsible for the group.

- What to do if approached by anyone from outside the group.
- Rendezvous procedures.
- What to do if separated from the group.

### The School's EVC

- The group leader is competent to monitor risks and supervise the trip throughout the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit takes place.
- The risk assessment has been completed and appropriate safety measures are in place.
- Non-teacher helpers on the visit are appropriate to supervise children.
- Ratios of staff to pupils are appropriate.
- Arrangements have been made for the medical and special educational needs of the pupils.
- Adequate first aid provision will be in place.
- The mode of transport is appropriate.
- Travel times out and back are known in school.
- There is adequate and relevant insurance cover.
- They have the address and phone number of the visits venue and have a contact name.
- A school contact has been nominated and the group leader has the details.
- The group leader, staff members and adult helpers and nominated contact have a copy of the agreed emergency procedures.
- The group leader, staff members and nominated school contact have the names of all the adults and pupils travelling in the group and the contact details of parents. The teachers, staff members and other helper's next of kin are available in the office.
- There is a contingency plan for any delays including a late return home. The office will contact parents by phone informing them of a delay.

### The Headmaster

- The Educational Visit Co-ordinator (EVC) is competent to oversee the co-ordination of all off-site education, and support the EVC in attending relevant training courses.
- Visits comply with regulations and guidelines provided by the DFES and the school's own health and safety policy.

### Staff

All staff must conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils. They should:

- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them.
- Recognise the limits of their responsibilities and act within those at all times.
- Report to the group leader any concerns they may have regarding pupil behavior and well-being during the visit.
- Ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.
- Follow the instructions of the group leader and help with control and discipline.
- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

### Adult Volunteers

Additional adults on the visit should be clear about their roles and responsibilities during the visit. They must:

- 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 group leader and help with the control and discipline of the pupils.

- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.

### Pupils

The group leader must make it clear to pupils that they have responsibilities. They must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. If the group leader feels that such action may be necessary, first speak to the school EVC and the Headmaster.

### Parents of children attending the trip

- Parents should be able to make an informed decision on whether their child should go on a visit.
- The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions.
- The group leader should also tell parents how they could help prepare their child for the visit, Parents should also be asked to agree the arrangements for sending a pupil home early and need to understand that they would be expected to pay any costs involved.
- Provide the group leader with emergency contact numbers.
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

## **4. Risk Assessment**

Risk assessments for school visits have two levels:

LEVEL 1 - Generic activity risk assessments, which are likely to apply to the activity whenever it takes place eg, minibus travel, walks to Cricklade high street. etc.

LEVEL 2 - Visit/site specific risk assessments, which will differ from place to place and group to group.

Additionally, there may be a need to complete a Dynamic Risk Assessment that take account of et, illness of staff or pupils, changes of weather, availability of preferred activities etc.

The risk assessments forms are part of the Trips and Educational Visits Form (Appendix 1).

### Pre-Visits

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account:

- The number of pupils involved.
- The age of the pupils, their sex, ability and general behaviour.
- The previous experience of the group undertaking off-site visits.
- The time of day and time of year.
- The travel arrangements.
- The hazards at the environment being visited.
- The numbers, experience and quality of staff and volunteers.

- The nature of the activities.
- The special educational or medical needs of the pupils.
- The quality and suitability of available equipment.
- Seasonal weather conditions.
- Emergency procedures.
- How to cope when a pupil becomes unable or unwilling to carry on.
- The need to monitor the risks throughout the visit.

## **5. Records and Communications**

Parents should always be made aware when their children are leaving the school premises. Even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school, parents should be sent a brief note explaining the offsite activity.

Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances the school must make alternative arrangements to educate that child. The refusal of the parent to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.

## **6. First Aid**

There should be a qualified first aider on every visit. A first aid kit should be taken on every visit. If the trip encompasses any EYFS children then a member of staff with a paediatric qualification must accompany the trip.

## **7. Staff/Pupil Ratios**

There is no legal guidance on the ratio of adults to children on day trips other than for EYFS children. Therefore, we as a school use the following ratios. The following should be viewed as a minimum. The levels will need to be supplemented where pupils have special medical or educational needs, if any aspect of the trip may require it.

The minimum levels of supervision are to be worked out by the following:

### EYFS

- Age 2, there must be a minimum of 1 competent adult for every 4 pupils.
- Age 3+ to the end of Reception, there must be a minimum of 1 competent adult for every 8 pupils depending on setting, time of day and staff qualifications.

### Pre-Prep and Prep

- Year 1 to Year 6 there must be a minimum of 1 competent adult for every 10-15 pupils depending on setting, time of day and staff qualifications.
- If on a residential trip and the group is of mixed sex then at least one competent adult of each sex should accompany the group.

These ratios should take into account:

- Age and number of pupils involved.
- Pupils' special educational or medical needs.
- Degree of responsibility and discipline shown by the group.
- Type of visit and nature of the activities.
- Level of risk.
- Location and travel arrangements.
- Sex, age and ability of the group.
- Pupils with special educational or medical needs.
- Nature of activities.
- Experience of adults in off-site supervision.
- Duration and nature of the journey.
- Competence of staff, both general and on specific activities.

- Requirements of the organisation/location to be visited.
- Competence and behaviour of pupils.
- First aid cover.

A competent adult is someone who has been assessed as having the necessary skills, training or experience. It should also be noted that for the protection of both adults and pupils. All adults should ensure that they are not alone with a pupil whenever possible. All adults on a visit should clearly understand their roles and responsibilities at all times. It should always be clear that the Group Leader is responsible for the trip at all times.

### **8. Sports trips and Swimming Lessons**

Sport fixtures form an integral part of our school life. We take part in many sports fixtures both home and away and a variety of staff accompany these teams. If a member of staff is taking a team for an away fixture for pupils from Year 3 to Year 8 a ratio of 1:16 should be used. It is common for teaching staff to be required to drive the minibus to an away fixture and should build in a break over their lunchtime to ensure they are rested before driving. It may also be necessary for a single member of staff to accompany the fixture or drive children to the local swimming pool.

### **9. Head Counts**

- Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue.
- All adults should carry a list of all the pupils and adults involved in the visit.
- Pupils, especially EYFS to year 3, should be easily identifiable.
- The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

### **10. Insurance**

Cricklade Manor Prep has a 'Personal Injury Insurance Policy' which covers events and activities outside of school. A copy of this policy is available from the school's owner.

### **11. Emergency Procedures**

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

If an accident happens the priorities are:

- To assess the situation.
- Safeguard the uninjured members of the group.
- Attend to the casualty.
- Inform the emergency services.
- Inform school who will contact the parents.
- Ensure the Headmaster is advised.

Second tier priorities are:

- Ensure that a teacher or staff member accompanies any casualties to hospital if necessary and the rest of the group are supervised.
- Notify the police if needed.
- Ascertain telephone numbers for any future calls.
- Write down accurately all relevant facts and witness details and preserve all vital evidence.
- Keep a written account of all events, times and contacts after the incident.

- Complete an accident report form as soon as possible.
- No one in the group should speak to the media and no names should be provided.
- No one in the group should discuss any legal liability with other parties.
- In an emergency the group leader would usually take control of the situation until such time either the EVC or Headmaster arrive.

## 12. Supervision on Visits

If possible, the EVC or a member of the SLT should visit a trip (especially a residential one) at some point to check that all is going to plan.

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult. This is referred to as 'remote supervision'. The decision to allow remote supervision should be based on risk assessment and must take into account such things as:

- Prior experience of pupils
- Age of pupils
- Responsibility of pupils
- Competence/experience of staff
- Environment/venue

The level of supervision necessary should be considered as part of the risk assessment:

- Level of supervision on coaches.
- Safety when crossing roads.
- Safety of pupils at dropping off points.
- Head counts when getting on and leaving transport.
- Responsibility for checking seat belts.

### Residential Supervision

Our Year 4 - Year 6 children will take part in at least one residential visit per year. Supervision on such visits generally follow the supervision requirements of day trips, however, certain aspects need to be considered in more detail:

- Ratios need to be followed as per the supervision policy.
- Risk assessment needs to be carried out for any remote supervision.
- Staffing needs to be considered regarding the gender. Where appropriate both male and female staff will attend.
- Parental consent must be gained for periods of remote supervision.
- Staff organising the residential visit will hold a parent meeting before the trip to go through details, including how the children will stay safe and the expectations regarding behaviour.

## 13. Use of Cars

- This should generally be discouraged but if used, the following should be adhered to.
- The car should be roadworthy.
- The driver has the appropriate license.
- Drivers ensure pupils wear seat belts and sit in booster seats if necessary.
- Parents or any other adults should never be in a position where they are left alone in a car with a child and a central dropping off place is arranged.
- The school has received specific written permission from the parents.

## 14. Swimming Pools

A minimum supervision level of 1 adult to every 10 pupils is recommended. The following checks should be made:

- Is there constant pool supervision by a sufficient number of qualified staff?



- Is the water temperature appropriate?
- Where there is no lifeguard the leader should stay on the pool side at a raised location and the group leader should have the relevant life-saving award.
- Is the water clear?
- Are there signs indicating depth of water?
- Does the pool cater for children with disabilities?
- Does the deep end allow for safe diving?
- Are there a resuscitator and other pieces of first aid and rescue equipment and is there someone trained to use them?
- Is there a changing room for each sex?
- Are the changing and showering facilities safe and hygienic?
- Can clothes be stored safely?
- Have the pupils been instructed how to behave around water?

## 15. 'Plan B'

Despite the most detailed pre-visit planning, things can go wrong on the day, eg parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This comprises 'Plan B'

When a situation arises for which there is no existing risk assessment carried out, staff should complete the 'Dynamic Risk Assessment' and write down the plan as evidence that proper consideration was given to their actions.

## 16. Operational Logistics

### Transport

The group leader should consider:

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance
- Stopping points on longer journeys
- Supervision
- If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If the Group Leader is planning on using the school minibus then a transport request form needs to be submitted to the school secretary. **The cost of the Minibus per trip, per child is a minimum of £1.10per mile.**

If the Group Leader is planning on using a chartered bus then a transport request form needs to be submitted to the SBM who will obtain quotes for the group leader. When travelling by bus the adults should be spread evenly throughout the bus and not be sat together.

## 17. Catering

If you need packed lunches or any other catering then it will be necessary to fill in a catering request form. Forms should be submitted to the SBM.at least 2 weeks in advance of the trip.

## 18. Residential Visits

A good rule of thumb is 1 teacher for every 10/12 pupils. Issues to be considered include:

- The group should ideally have adjoining rooms, with teachers' quarters next to the pupils', the leader should obtain a floor plan of the room reserved for the group's use in advance.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults.
- The immediate accommodation area should be exclusively for the group's use.
- Ensure there is appropriate and safe heating and ventilation.
- Ensure that the whole group are aware of the lay-out of accommodation, it's fire precautions/exits, it's regulations and routine and that everyone can identify key personnel.

Security arrangements should be in force to stop unauthorised visits.

- The manager/owner of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people.
- Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times.
- There should be drying facilities.
- There should be adequate space for storing clothes, luggage, etc.
- Adequate lighting - it is advisable to bring a torch.
- There should be provision for pupils with special needs and those who fall sick.
- Windows should be secure and electrical connections safe.
- Where possible, pupils should not be lodged in ground floor rooms.
- The fire alarm must be audible throughout the accommodation.
- There should be recreational accommodation/facilities for the group.

After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

## Appendix 1

# EDUCATIONAL DAY TRIPS AND VISITS FORM

Cricklade Manor Prep acknowledges the great value of Educational Day Trips and Visits in broadening and enhancing both the learning and social experience of pupils. The majority of visits organised by schools take place without any incident or injuries occurring. That in part can be attributed to good preparation, organisation and supervision. All staff are expected to be familiar and compliant with the Day Trips and Educational Visits policy.

All matters regarding each visit outside school - feasibility, planning, safety, organisation etc. will require the approval of the Educational Visits Co-ordinator (EVC) and the Finance Department. Our current EVC is The Headmaster. Visits which involve an adventurous activity or go anywhere near water, eg, pond dipping or river investigations will require the additional approval of the Headmaster.

### PLANNING A VISIT

**Seek approval for the trip.**

1. Fill in PART 1 - INITIAL PROPOSAL.
2. Submit PART 1 to the EVC before the end of the preceding term so trips can be placed in the school calendar. In exceptional circumstances this form may be submitted to the EVC a minimum of 4 weeks before the date of the trip.
3. Do not book any section of the trip until you have received approval from the EVC and Finance department.

**If approved the Group Leader will:**

1. Pre-visit the site if applicable.
2. Book visit.
3. Book transport (see section on transport).
4. Book catering (see section on catering).
5. Send permission letter home (this should be done at least four weeks before the planned date of the visit). The office has example copies of the necessary permission forms and letters.
6. Submit a cover request form to the Deputy Head if necessary.
7. Organize your own cover for any Duties and inform the Deputy Head.
8. Fill in:

PART 2 - TRIP PLANNER  
PART 3 - RISK ASSESSMENT  
PART 4 - PRE-TRIP ORGANISATION CHECKLIST  
PART 5 - DECLARATION

Submit PART 2 - 5 to the EVC 2 weeks before the date of the trip.

**On the day of the trip the Group Leader will:**

1. Before departure complete the TRIP DAY CHECKLIST.
2. Call the office when leaving venue to update ETA at school.
3. Fill in the POST TRIP CHECKLIST and hand in trip form to the office.

## PART 1 - INITIAL PROPOSAL

This form should be submitted before the end of the preceding term so trips can be placed in the school calendar. In exceptional circumstances this form may be submitted to the EVC a minimum of 4 weeks before the date of the trip.

1 - NAME OF GROUP LEADER (TRIP COORDINATOR)	
Name of Group Leader:	
Name of Deputy Group leader:	
2 - VISIT LOCATIONS	
Location	
Address and postcode	
Phone No	
Email address	
3 - PURPOSE OF VISIT AND EDUCATIONAL OBJECTIVES	
4 - DATE AND DURATION OF VISIT	
Date must be agreed with the Deputy Head to avoid timetabling conflicts.	
Proposed date of trip	
Depart School	
Arrive at venue	
Depart venue	
Arrive back at school	
5 - PUPILS, STAFF AND PARENTS ATTENDING (Adult : Child Ratios on Page 4)	
Number of Children	
Number of Staff required	
Number of parents required	
Total number of people on trip	
Adult : Child Ratio	

PROPOSED ITINARY FOR THE DAY	
Time	Event / Activity

<b>6 – WHAT TRANSPORT WILL BE REQUIRED</b>	
<b>Quotes to be obtained from School Business Manager using Transport Request Form.</b>	
Coach	£
Minibus	£
Car/s or other	£
<b>7 – ESTIMATED COST PER PUPIL</b>	
Total entry fees	£
Total Transport (Minibus charged at min of £1.10per mile)	£
Other costs	£
Catering costs £0.35ph inc adults (packed lunch)	£
Total cost of proposed trip	£
Cost per pupil	£
<b>8 – GROUP LEADER CHECKLIST</b>	
I have discussed and agreed the proposed date with the Deputy Head	
I have discussed the proposed trip with the Deputy Group Leader	
Signed	
Date submitted	
<b><u>Submit PART 1 to the EVC at this point. Do not complete following sections until you have received both EVC and Finance approval.</u></b>	
<b>9 – EVC APPROVAL FOR FORMAL PLANNING</b>	
Comments:	
Signed	
Date	
<b>10 – FINANCE APPROVAL</b>	
Comments:	
Agreed cost per pupil	£
PO NO	
Signed	
Date	

## PART 2 - TRIP PLANNER

To be completed and submitted to the EVC 2 weeks before the date of the trip.

<b>D TAILS OF GROUP LEADER</b>	
Name of Group Leader	
Mobile number of Group Leader	
Name of Deputy Group Leader	
Mobile Number of Deputy Group Leader	
School phone number <span style="float: right;">01793 750275</span>	
<b>(call when leaving venue to update ETA at school)</b>	
Name of qualified First Aider(s) on trip	
<b>GROUP PERSONNEL DETAILS</b>	
Name of Adults	Names of Children that they are responsible for.
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	13
	14
	15
	16
	17
	18
	19
	20
	21
	22
	23
	24
	25
	26
	27
	28
	29
	30
Total Number of Adults =	Total Number of Children = <span style="float: right;">Adult to child Ratio =</span>
<b>Age 2</b>	<b>Minimum of 1 competent adult for every 4 pupils</b>
<b>Age 3+</b>	<b>Minimum of 1 competent adult for every 6 pupils</b>
<b>Reception to Year 6</b>	<b>Minimum of 1 competent adult for every 10 pupils</b>

If you need more space, then please photocopy this page and attach it with this form.

## PART 3 - RISK ASSESSMENT

### Risk Assessment Form

#### Risk Rating Matrix

The Risk Rating Matrix is a way of quantifying the risk associated with your activity. It works by using a simple multiplication table based around set levels of severity and likelihood, giving a result which is then graded using a traffic light system.

Both severity and likelihood are split into 5 categories, ranging from unlikely to certain for likelihood and minor injury to death for severity. Each category is given a value between 1 and 5, with 5 being the highest category and 1 the lowest. These values are used to work out the risk rating.

#### Severity x Likelihood = Risk Rating

The result of this will be between 1 and 25, which is then grouped into High, Medium or Low risk as below;

Risk Matrix – High – Medium – Low (Risk)						
Severity x Likelihood = Risk Rating		Likelihood				
		Certain (5)	Very Likely (4)	Likely (3)	May Happen (2)	Unlikely (1)
Severity	Depth (5)	25	20	15	10	5
	Major Injury (4)	20	16	12	8	4
	Over 7 day injury (3)	15	12	9	6	3
	Minor Injury – treatment off site (2)	10	8	6	4	2
	Minor injury – first aid on site (1)	5	4	3	2	1

High Risk	Medium Risk	Low Risk
12 and above	between 11 and 5	4 and below

For each activity that you input on to the Risk Assessment, you will need to give it a Risk Rating. The form is designed so that it takes you through the multiplication; you are required to input severity, likelihood and the Risk Rating. If your activity comes out with too high a risk, that could be High or even Medium risks, there is space on the Risk Assessment to add more control measures and rate the risk again. This shows that you have adjusted the controls in reaction to the perceived risk.







## PART 4 - Pre-Trip Organisation Checklist

Action taken by the Group Leader	Initial when completed
I have read the school policy on 'Educational Trips and Visits and have followed the correct procedures.	
I am aware of any children or adults on my trip who may need additional support and have identified them on the risk assessment.	
I have submitted a catering request form to the SBM for the planning meeting.	
I have discussed the details of the trip with the Deputy Group Leader and I am confident they will be able to coordinate the trip in my absence.	
I have received all the necessary permission slips from parents.	
I have all the Emergency contact details of the children on the trip.	
If necessary, I have visited the site to assess for any potential risks and have noted those on the risk assessment form.	
I am aware that I must make copies of this form for the EVC, the office and each adult on the trip.	
If additional staff are needed to accompany the trip I have sought the permission from the Deputy Head.	
Cover requests have been submitted to the Deputy Head and cover of duties have been arranged	
Other:	

## PART 5 - Declaration

### GROUP LEADER

I am satisfied that as Group Leader I have taken all reasonable precautions to ensure the safety of the children on my trip.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### EDUCATIONAL VISITS COORDINATOR

I am satisfied that as the school's Educational Visits Coordinator that I have looked carefully at the submitted paperwork and I am confident that the Group Leader has taken all reasonable precautions to ensure the safety of the children on the trip.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### HEADMASTER (for water based or residential trips only)

I am satisfied that the EVC and Group Leader have liaised and have taken all reasonable precautions to ensure the safety of the children on the trip.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Trip Day Checklist

Adult Name	Mobile Phone Number

Action taken by the Group Leader	Initial when Completed
Collect clipboard from school office with emergency action plan procedure.	
Collect first aid kit(s) and accident forms.	
Collect or send pupils for asthma inhalers and other medication.	
Count pupils before you leave school.	
Collect packed lunches and other catering from the kitchen.	
Ensure that both the Group Leader and Deputy Group Leader have their mobile phone set to loud during the entire visit, including outward and homeward journeys. <b>Phones should never be put on silent.</b>	
Brief supervising adults on details of trip.	
Ensure that you have the emergency contact list of parent's numbers.	
Collect the sick bucket and hygiene pack. Wipes and spare clothes for EYFS children.	
You have the school camera and that it is functional <b>Do not use your mobile phone camera.</b>	
Collect clipboards / worksheets if necessary.	
Take high visibility jackets if necessary.	
Copies of the group lists and risk assessment are held by the EVC, the office and each competent adult on the trip.	
Other items.	

## Post Trip Checklist

Action taken by the Group Leader	Initial when completed
Return Emergency Action Plan folder to school office.	
Return first aid kits, medicines and file any accident reports.	
Group Leaders paperwork to be returned to the office for filing.	
File Notes completed of any incidents taken place on the trip.	

