



RISK ASSESSMENT POLICY

Adopted	M. Davies
Committee	September 2024
Review Date	Members
	September 2025

Rationale

At Demetae Academy, educational visits are seen as an integral part of school life. As part of our aim to provide a broad and balanced curriculum, educational visits:

- have a stated educational purpose with clear, relevant and achievable aims and objectives
- enhance learning opportunities
- develop personal and social skills
- provide a positive contribution to the development of cross-curricular dimensions

Visits include:

- the local area
- local visits which include travelling by minibus
- half or full day visits which need transport – minibus

- residential visits

A major consideration in the organisation of any visit must be the safety of the participants and the school policy must be complied with. The minimum adult-to-pupil ratio is dependent on the nature of the visit and the age of the pupils – staff must therefore check that they comply with all school and regulations. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

Safeguarding

Demetae Academy is committed to safeguarding and promoting the wellbeing of pupils at the school. Staff are vigilant in identifying safeguarding issues, reporting concerns in writing to a 'Named Person' for child protection in school, namely the DSLs, Headteacher, Head of School and Assistant Headteacher. Staff attend child protection awareness training every year. The school's Child Protection and Safeguarding Policy provides detail regarding policy and procedures. The procedures described in this policy are designed to promote and ensure the safety and wellbeing of all pupils.

Role of the Educational Visits Coordinators- EVC

The EVCs are Lauren Meek (Assistant Head). It is the coordinator's responsibility to: -

- ensure there is a named Visit Leader who is assigned overall responsibility for the organisation and monitoring of the visit together with liaising with school staff. The Visit Leader will have experience in managing, supervising and controlling the age groups going on the visit and has the skills to organise the group effectively. They are aware of the school's policies and protocols for off-site emergency situations (e.g. child missing / absconded)
- ensure the Visit Leader and / or other supporting adults have the relevant skills, qualifications and experience if acting as an instructor
- ensure all required actions including any identified training requirements pertinent to the nature of the visit have been completed before the visit begins
- ensure the risk assessment forms are completed which includes mode of travel that is appropriate (safe and risk assessed); expected travel times, both departure and return; relevant medical and educational needs; full details of the venue; a register of all of the adults and pupils in the visit group
- update, communicate and discuss school policy in relation to trips/visits
- keep up to date with national guidelines regarding visits, especially Health and Safety issues

Planning Educational visits should be included in initial and long-term planning. In some cases, it will be necessary to plan further in advance, for example at the beginning of the school year, as some visit locations are in heavy demand. Information needs to be sent for in advance, and where possible, a pre-visit arranged. The information collected should include disabled access, disabled toilets and include any information needed for wheelchair access, so that provision can be made for all children for the whole visit.

SECTION 1 BEFORE THE VISIT

Exploratory/Preliminary Visits

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning. Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit
- can be effectively assessed for risk
- can cater for the individual needs of the group
- can direct the visit's itinerary to make the best use of the venue's educational potential

Exploratory visits contribute to overall planning by ensuring that the Visit Leader:

- is familiar with the geographical, logistical and social aspects of the venue
- has obtained names and addresses of other schools who have used the venue
- has met staff at the venue and has obtained advice from them

Once a member of staff has decided on the visit location which needs the minibus, then detailed preparation needs to start at least one month in advance. Approval 'in principle' needs to be obtained from one of the Headteacher or Head of School. The school calendar should be checked to make sure the date is free. Costings must be worked out with the Headteacher before any booking is made. Ring and book your venue, then give the Headteacher the dates, venue (including address and telephone number), and time. Visits should be accessible for all children.

Once the details of the visit have been confirmed then a letter to parents needs to be drafted. The letter should include details of:

- nature and purpose of the visit
- venue
- date
- departure and arrival times
- what to wear
- what to take
- packed lunches – no glass bottles
- supervision arrangements

- a clear reply slip giving permission must be included for parents to return

A risk assessment must be completed and approved by the Headteacher or Head of School. All staff on the visit need to be aware of this form.

First Aid

First aid considerations must form part of the risk assessment – these considerations should include:

- the numbers in the group and the nature of the activity
- the nature of any likely injuries and how effective first aid would be
- the distance to the nearest hospital and availability of transport N.B. All adults in the group should know how to contact the emergency services. In all cases a nominated person, either at school or based at the venue, should be in charge of the first-aid arrangements, e.g. a fully trained first-aider is required for adventurous activities, visits abroad or residential visits. However, for normal school trips and visits the group leader should have a good basic working knowledge of first aid and ensure that an adequate first-aid box/bag is taken.

Itinerary

A detailed itinerary needs to be planned for the whole visit.

This should include:

- times
- places, with phone number in case of emergency, details of disabled facilities and access if appropriate
- activities
- groups
- supervision

What to take:

- first aid kit
- any medication specific children need, for example for asthma/ Epipens
- access to emergency contact list
- sick bucket, paper towels, plastic bags, disinfectant and sawdust
- any resources or equipment needed

Adult to child ratio

Ratio of adults to children should be better than 1:6 in Nursery and Reception classes, rising to a ratio of 1:10 in Year 6. The number of adults needed will depend on the nature of the visit and the amount of supervision needed. Some children may need one-to-one support due to individual needs. This should be identified on the risk assessment.

Uniform It is easier to identify children if they are wearing their school uniform. If the visit is likely to involve a lot of outdoor activities, for example, to a farm, then request that parents send their children in suitable clothing and footwear.

Safety

- children must be supervised by an adult at all times, including lunch times
- a suitable place for lunch and toilet facilities needs to be considered
- staff must make an assessment of any potential hazardous situations before the visit takes place, for example children's playgrounds
- specific children with behaviour or medical needs should, ideally, be in a group with the class teacher (unless there is one-to-one or additional support)
- all adults need to be comprehensively briefed so that they know the itinerary, which group of children are in their charge, the aims of the visit, and exactly what their duties are

If the venue for the visit is not familiar to an instructor or prospective group leader then an exploratory visit must be undertaken if:

- the visit is abroad or;
- the visit involves a residential element or;
- the visit involves outdoor activities, e.g. caving, climbing, hill walking, trekking or water sports.

Pocket Money

This is at the discretion of the class teacher.

Residential Visits

Prior to any residential visit, the staff responsible need to visit the venue to:

- check for suitability and safety, especially appropriate safety standards in outdoor activity centres
- look at disabled access/facilities/arrangements
- collect information about the venue and its surrounding area
- find out location, address and phone numbers of the local doctor's surgery, nearest hospital etc

A meeting for parents/carers must then be arranged.

This should explain:

- purpose of visit
- costs, including a planned saving scheme
- practical arrangements
- itinerary
- arrangements for supervision and safety
- insurance arrangements
- medical and emergency arrangements
- consent forms
- contact numbers Further preparations
- a detailed itinerary
- contact numbers of parents and staff
- medical and dietary arrangements needed
- rotas of staff on duty
- use of leisure time
- stand-by staff arrangements (they must be available throughout the entire event, and must hold all information, contact numbers, hotel numbers etc, to enable them to respond to an emergency at either end).

Insurance

- medical and associated expenses (including Worldwide Emergency Medical Assistance)
- personal accident
- cancellation/ curtailment expenses
- personal effects and money
- legal liability (third party)

SECTION 2

DURING THE VISIT

- staff must ensure the adequate supervision and safety of all children at all times
- in the case of any emergency, the appropriate adults at school and parents/carers must be contacted immediately

- children should know which adult is on duty at all times
- all individual group leaders should carry mobile phones and have the mobile telephone numbers of all adults on the trip in case of emergency

Dealing with accidents and emergencies

Accidents In the event of a pupil injuring themselves, dealing with that incident must take priority. All participation in such activities must stop and pupils must be instructed to rest quietly and not to make any further use of any equipment/hardware associated with the accident, until the incident has been dealt with and the welfare of the injured party has been organised. Pupils must be made aware of the circumstances leading up to the accident and an appropriate short discussion about the incident should serve as an example to others. Small cuts and abrasions can be dealt with using the first aid bag but more serious incidents should receive the attention and evaluation of a qualified 'first aider'. All accidents however minor should be reported in the School Accident book by the end of the day on which they occur – if the visit is abroad then the incident should be written up as soon as possible on return to the school. The accident book must then be countersigned by the Deputy Headteacher.

Illness and Sickness during the visit

Pupils must be encouraged to report that they are feeling unwell during a visit – otherwise it is possible that their condition could cause them to lose concentration or become faint. They should have confidence in knowing that such matters are regarded seriously from a health and safety point of view, e.g. the unwell pupil may have an increased chance of an accident. Opportunities must be afforded in such circumstances for the pupil to leave the activity to visit the cloakroom, get some fresh air, have a drink of water, rest, etc. and the advice of a first aider should be sought if there is cause for concern, or if it is thought that the incident is not genuine. However, pupils must not leave the activity without first informing a member of staff of the situation.

If a child goes missing during the visit

In the event of a child going missing, the visit leader should organise an initial check and then raise the alert, contacting school (and the visit provider if appropriate) and local police. Procedures will follow those described in the Child Missing From School Trip protocol.

Emergency Procedures

In the event of an emergency, contact school for advice.

Policy review

APPENDIX 1

Risk Assessment Process

For any proposed school trip a risk assessment will be completed. This will involve the following steps.

STEP 1 – INITIAL PROPOSAL & HAZARD RATING – The person proposing a trip will collect the necessary details to inform the Deputy Headteacher of the proposed visit.

STEP 2 – INITIAL APPROVAL – The Assistant Head will assess the information provided and decide whether the trip: a) conforms to the type of school trip the school will undertake and b) is able to be organised effectively in order to minimise/control the risks associated with it. If the assessment indicates that the requirements have not been met or there is insufficient information on which to make a decision, then either additional information will be requested or the suggested trip will be indicated to have been disapproved. If approval is given then an individual will be appointed as the SCHOOL TRIP ORGANISER for the trip and the trip given a risk assessment classification by the EVC. The risk assessment classification will be High, Medium or Low.

This is based on the following:

High Risk – Trips abroad and/or involving adventurous activities

Medium Risk – Other residential trips.

Low Risk – Short duration trips in the local vicinity or regular trips. This would include visits to local shops, the park, etc. This is not an absolute indicator of the risks involved in a trip, but is used to identify the likely timescales requested in order to make adequate arrangements for the safe management of the trip.

STEP 3 – SPECIFIC RISK ASSESSMENT All relevant information about the trip is to be completed by the SCHOOL TRIP ORGANISER using the proforma (See Appendix 2). A detailed outline of the specific risks and ways of minimising these risks, including any specific needs of pupils with SEN, must also be included. This is the key element to the process and it is important that all relevant aspects are

considered. These will vary considerably depending on the trip but the higher the risk rating the more complex the arrangements are likely to be.

STEP 4 – FORMAL APPROVAL OF TRIP. Once completed, the Risk Assessment Form will be submitted to one of the Headteacher together with any supporting paperwork. Headteacher, Head of School and Assistant Head, will then decide whether the trip should proceed to the next stage, whether additional information is required or if the trip is no longer felt to be appropriate.

In the case of local walks, parents will be informed, risk assessments completed by the trip leader and then submitted for approval to the Headteacher.

STEP 5 – PARENTAL INTEREST – A letter is to be sent to parents/guardians explaining in detail what the trip aims to do.

STEP 6 – CONFIRMATION OF VENUES ETC. - This is where the relevant provisions will be finalised. In particular the venue and transport will be booked and both the numbers of pupils to attend.

STEP 7 – LETTER TO PARENTS - Parents will be notified what they will need to provide, e.g. pocket money, packed lunch etc. Parents will also be asked to notify the school of any particular needs of pupils, this covering diet, medication, plus use of non-prescribed medication.

STEP 8 – BRIEFING OF PUPILS - This is essential so that pupils know what to expect and what is expected of them. In particular they will need to be advised what is to happen on each day, which must include where they are to meet, clothing etc. required, what papers they to bring with them.

STEP 9 – EMERGENCY - Details relating to Emergency provision will be finalised.

STEP 10 – THE TRIP - The trip takes place.

STEP 11 – DEBRIEF & EVALUATION - Staff and pupils involved will be asked to comment on the trip identify any concerns and also to highlight where things worked out positively.

REVIEW - This policy is a working policy and will be subject to regular review in practice. The school will periodically review the process to ensure that it continues to work effectively.

Demetae Academy

SCHOOL EVENTS: RISK ASSESSMENT

General Risk Assessment Forma (RA1)

Workplace & Address – Demetae Academy, 17a King Street, Newcastle-under-Lyme, ST5 1JF Assessor Name & Job Title: XXX Mobile Phone Numbers of Staff Involved- XXX
Description of area/activity to be assessed &Adress/phone number/Contact - XXX
Date XXX
Who is at risk? Staff/Others- Class XXX- XXX pupils Travel – Mini Bus/Bus/Walking Mini Bus Driver XXX Leader XXX Other adults XXX 1:1 Adults XXX Timings: XXX Leave School XXX Session at venue XXX Leave Venue XXX Back at school
Food arrangements – Not applicable/Children will bring packed lunches

Hazards identified and risks	Existing control measures
Adult: Child ratio	XXX Mobile phone numbers of all group leaders’ exchanged in case of an emergency
Travelling in minibus	Pupils will be accompanied by an adult at all times. Actions: Take a mobile phone, keep

Losing a child	switched on, and inform Headteacher/Head of School of number.
Adverse weather	Refer to Safeguarding policy
Specific pupils struggling with terrain/weather	XXX XXX
Water safety	XXX
Poorly child	XXX
Pupils with additional needs	XXX
Other	XXX
	If there is still a significant risk, then the activity/trip should not go ahead Checklist Letter to inform parents/carers – times, reasons for visit Travel confirmed Assistant Head informed First Aid Kit, sick buckets and other medication organised All staff involved have been given a copy of the risk assessment Mobile phone numbers of all group leader's exchanged in an emergency Adult responsible for checking in children have their packed lunches.