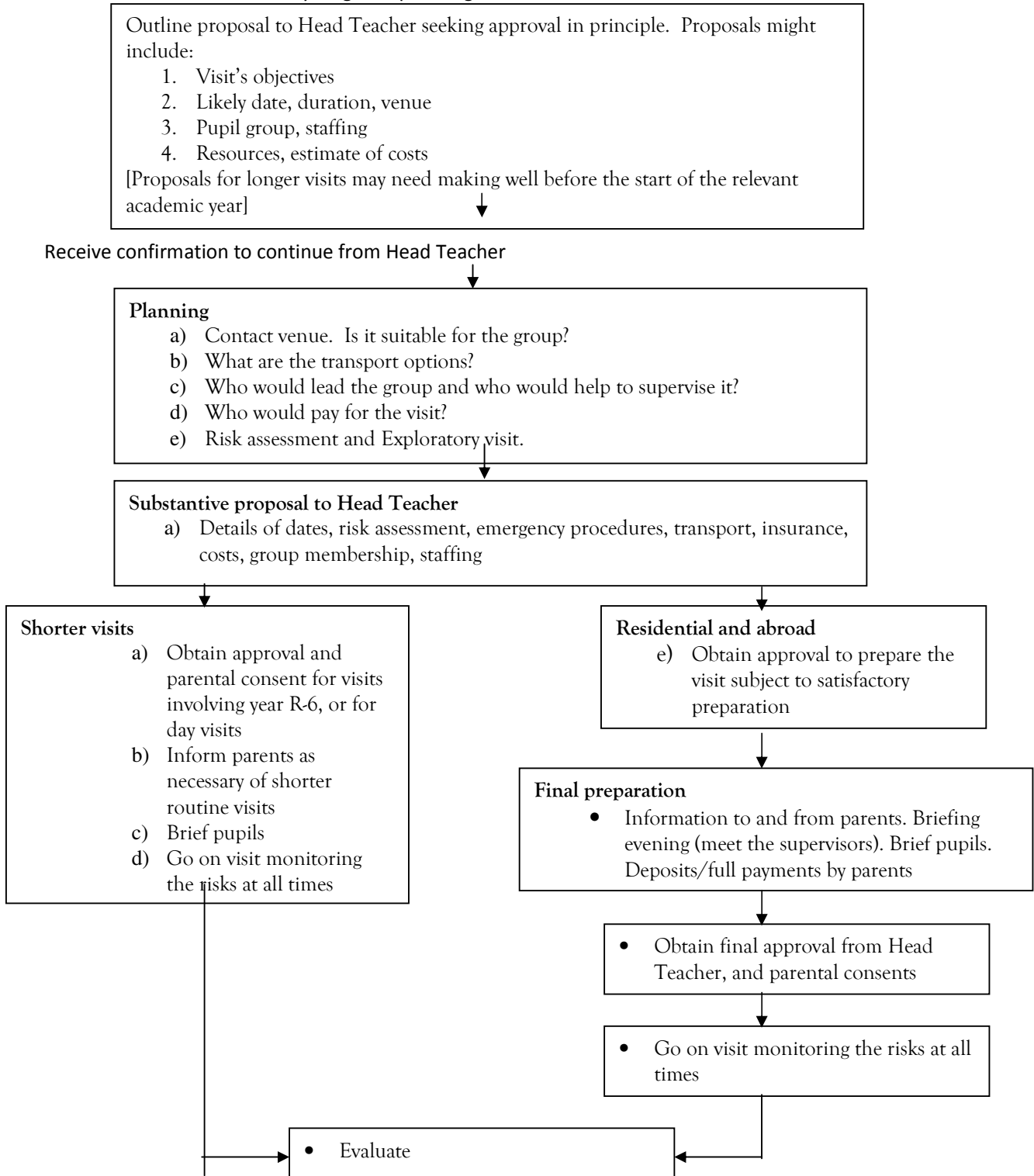


## 5 H & S MANAGEMENT

### 5.1 RISK ASSESSMENT POLICY FOR EDUCATIONAL VISITS AND OUTDOOR ACTIVITIES

#### SECTION 1 PLANNING A VISIT

##### 1.1 Flow chart of the likely stages of planning a visit



## **1.2 RISK ASSESSMENTS AND TRIPS**

### **TRIPS NEEDING PARENTAL CONSENT**

- Non-routine visits involving pupils in school year R-6 no matter how short the visit;
- Any day excursion which is/is not curriculum related OR extended beyond the times of the normal school day OR is/is not published in the Calendar;
- Any trip which would involve remote supervision;
- Adventure activities and non-curriculum related trips;
- Residential visits;
- Visits abroad.

These letters must contain a medical declaration as follows:

**I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion.**

If you do not get this agreement you have to seriously consider whether you should take that child with you or not.

### **OFF-SITE ACTIVITY FORMS**

To be copied to Today notice board, Head Teacher, School Secretary and Deputy Head.

Must be signed on return, removed from the notice board and placed in the Off-Site Activities Completed Folder.

### **WHO CHECKS UP TO SEE IF A PARTY HAS RETURNED?**

The Head Teacher should check the Today notice board and check up on groups who have not returned by their stated cut-off time. If the trip is arriving back after 5:00pm then the first named staff on the Homework/Rose Hill Club duty will have to check. If after 5:30pm then the party leader is responsible for keeping the Head Teacher informed of their arrival back at school by phone.

### **PRIVATE CARS AND PARENTS**

As parents should not be left in sole charge of children unless police checked, then 2 adults must be in any car transporting children on a school venture unless written permission has been obtained from the parents of the children travelling in said car.

Any parents who are transporting children in their own car, on behalf of the school, ARE covered by the schools motoring insurance policy as long as the following information is obtained by the party leader.

1. Photocopy of driving licence
2. Registration details of Vehicle
- 3 The Bursary have been informed before the departure

### **MINIBUS**

With the exception of taking teams away to a match there must always be 2 adults in the minibus, so that the driver is solely concentrating on driving. It is strongly advised that whenever possible, a second adult should be in the minibus for match travel as well.

**STAFF CARS**

Any staff members who are transporting children in their own car, on behalf of the school, ARE covered by the schools motoring insurance policy as long as the following information is obtained by the party leader.

- Photocopy of driving licence
- Registration details of Vehicle
- The Bursary have been informed before departure

In the result of a crash, staff will not loose any no-claims on their own insurance. They will however be liable for motoring and parking offences.

It is each member of staff’s responsibility to check that their own personal car insurance allows them to transport children.

It is also the responsibility of the driver to ensure that children have their seatbelts on and that child booster seats are used where necessary i.e. for children 135cm and under.

The law is summarised in the table below.

	Front seat	Rear seat	Who is responsible
Driver	Seat belt must be worn if fitted		Driver
Child under 3 years of age	Correct child restraint must be used	Correct child restraint must be used. If one is not available in a taxi, may travel unrestrained	Driver
Child from 3rd birthday up to 135cms in height (approx 4'5") (or 12th birthday, whichever they reach first)	Correct child restraint must be used	Correct child restraint must be used where seat belts fitted. Must use adult belt in rear seat if correct child restraint not available:  - in a taxi; or - for a short distance in an unexpected necessity; or - if two occupied child restraints prevent fitting of a third	Driver
Child 12 or 13, or over 135cms (approx 4ft 5ins) in height	Adult seat belt must be worn if available	Adult seat belt must be worn if available	Driver
Adult passengers	Seat belt must be worn if available	Seat belt must be worn if available	Passenger

**KEY CONSIDERATIONS**

It has been said many times that planning a venture is the key to a successful outcome. There is no hard and fast set of procedures. However, there is ample evidence to prove continually that ventures that have been arranged at the last minute, have a considerable chance of failure.

The following list of factors is likely to appear prominently in most requirements.

After having the idea/concept for a visit/venture, familiarise yourself with the approval procedure for your organisation/employer.

Before you start the hard work, take your idea to an appropriate senior manager or Educational Visits Co-ordinator and obtain confirmation that the idea is acceptable.

Draft your proposals, clarify the aim, who, number, staffing, dates and provisional cost.

Undertake a pre-visit and complete a risk assessment. Assess suitability with regard to provision, toilets, safe gathering areas etc. Consider the special needs of your group.

Satisfy yourself that your staff team have the necessary skills to exercise reasonable care after you have done your pre-visit.

Re-examine the members of the group you are intending to take. Do you have evidence of their appropriate behaviour? Does this match with the staffing and skills that you have available? If you do not have appropriate staff skills, then do not go, or else modify your programme. Are there children with special needs who need extra supervision? Remember, you may not deplete the supervision of the main group to care for those with special needs.

Decide on the nature of the supervision to be exercised. Will some of the pupil activity be without close/immediate supervision? If that is the case, does the staff have appropriate skills and experience? Do you have time in advance to enable your pupils to practice working without immediate supervision?

Obtain appropriate approval from the Head Teacher who will decide if there is sufficient proven experience and competence within this staff team.

Make your firm bookings for the destination and transport. Read the small print and be clear regarding returnable deposits etc.

Revise your costing and include insurance, gratuities, entrance fees etc.

Meet with your proposed staff team and discuss the proposals.

Send information to parents, satisfying school procedures. (Letters to parents should always go via the Head Teacher.)

Establish with the Head Teacher that you have satisfied the school's legal charging policy. Ascertain any hardship cases.

Invite parents to a briefing meeting and answer questions. Arrange for a senior staff member to be present. Young/less experienced teachers should not be left undefended! It can be bad for the teacher and for the school.

Ensure that the group has sufficient time and adequate preparation to obtain maximum benefit from the venture.

Review your Emergency procedures for this specific venture and ensure that you have a diligent Base Contact person.

Meet with the staff team and ensure that each team member has a copy of the itinerary and a copy of all members of the total party. They should have a separate list of any pupils for whom they will be personally responsible and a clear understanding of all safety related matters. Re-emphasise the nature of the supervision for this venture.

Confirm that:

- All money has been paid in
- All consent forms have been received
- You have all medical and parental contact forms
- Your Base Contact for the venture has all the documentation required/necessary
- You have a current weather forecast
- Your venture has been officially approved! (insurance ramifications)

Continue to monitor and evaluate risks throughout the trip.

Review and evaluate.

#### **PARENTS HAVE A LEGAL ENTITLEMENT TO INFORMATION**

It is worth remembering that schools may only take children away from the school site with the consent of the parent who has parental responsibility for the child. For routine daily visits this consent can be obtained in a variety of ways, including a blanket statement being made by the school at the start of the school year or term.

What is very clear however is that parents have the right to know where their children are, what activities they are undertaking and what supervision is in place.

The usual legal interpretation however is that blanket parental advance consent may only apply to activities within the school day. Schools may not insist upon children undertaking activities after the end of the normal school day.

The following is a simple outline checklist of information which should be made available to parents for all residential visits and trips abroad. Most day visits require a shorter list if the visit involves a return after school hours or includes a listed hazardous pursuit, then most of the information will be required.

#### **CAUTION:**

Information and consent must be in writing. There is case law to show that parental consent given on the basis of being given inadequate or inaccurate information may well invalidate any consent which was given by a parent. On a positive note, the advantages of involving a parent in all aspects of a trip are many. Not least of all, it ensures that the parent is aware of any risks, draws them into sharing in that risk, and removes the opportunity for them to say 'if I had known' etc.

#### **LIST:**

- Specific dates
- Times of departure and return
- Method of travel, including name of travel company, if appropriate
- Destination, with full postal address and telephone number
- Emergency contact arrangements at home and the destination
- Names of party leader and accompanying staff. Names and status (e.g. parent) who may exercise any authority/responsibility during the visit. Have they been Police checked?
- Aim and purpose of the visit and planned activities. Any listed hazardous pursuit must be clearly identified.
- Cost and how this complies with the legal charging policy.
- Method of payment and clear arrangements for procedures/loss of deposits etc. in the event of a cancellation.
- Advice on pocket money.
- Insurance in effect on pupils in respect of baggage, accident and medical cover.

- Parents should be sent a copy of the insurance schedule. The onus would be on them to increase cover privately if they did not deem the arranged cover to be sufficient e.g. taking a video camera etc.
- Clothing/footwear/specific kit and other items to be taken. Prohibited items!
- Code of Conduct: details of the standard of behaviour expected of the group during the visit. This should include rules on smoking and alcoholic drinks. Many schools are including a description of clear sanctions to apply if the agreement is breached. This will include the obligation for the parent to come and collect their child from the destination, at their own expense. The need for this aspect to be included prior to parents giving consent is obvious.
- There should be a completed Medical Form which should include parental consent for emergency medical treatment.
- The nature and type of supervision must be made clear. Parents must be made aware of any times when their children are not going to be supervised directly.
- There should be adequate advance warning/information regarding any vaccinations required for visits abroad.

Parents should be invited to a meeting prior to all significant visits. On these occasions parental questions can be answered. Remember, parents cannot be asked to give consent for a venture for which they have not full advance information.

## SECTION 2 RESIDENTIAL VISITS

Much of what is listed under consideration for planning will apply. However, there are certain obvious aspects, which are particular to the residential situation.

The most obvious is, what is the type of accommodation?

Is it camping? If so, is it self-catering and cooking on a small camp stove?

Is it in a hotel? If so, is it with sole or shared occupancy?

Is it a hostel? If so, is it with sole or shared occupancy?

Is the accommodation being provided at a field studies or adventure activity centre?

Because it is impossible to supervise children 24 hours a day there are certain intrinsic risks associated with a residential experience that cannot be avoided.

Unauthorised outsiders may find their way in to your group during the night.

Your group may find their own way out whilst you are asleep!

There may be a fire that threatens the lives of your group.

Your group may be hungry or even poisoned by poor, unhygienic, inadequate food.

Alcohol may be freely available to your group without your knowledge.

There may be sexual activity between members of your group.

There may be bullying by some members of your group.

Because it is impossible to guarantee that none of these possibilities will occur, it is vital that we take steps to show that we have taken all reasonable care to keep our group safe.

The most vital aspect of leading a residential group is to involve the group as much as possible in the preparation. Try to ensure that they understand and are content with the expectations regarding routine and behaviour. Excite them with the purpose of the visit so they are actively contributing to a positive outcome.

Try to visit the accommodation before you make the booking. This really is the only way that you can look parents in the face and give assurances on:

- Room/floor layout
- Room or site security
- Fire prevention/escape arrangements
- Secure downstairs windows
- Systems for locking downstairs entrances at night
- Location of teacher's rooms
- Separate accommodation areas for males and females
- If not ensuite then appropriate bathroom facilities

**If it is not possible to make a visit yourself**, then the only acceptable alternative is to make the arrangements through a third party such as a Tour Operator or an Activity Centre provider. Ask the appropriate questions and ask them to guarantee the answer in writing. If there is a discrepancy when you arrive at your destination you must take this up at the time – do not go through the whole visit and then complain as this will weaken your case considerably. The provider must be given the opportunity to put right that which you consider to be different from that promised or is of an unacceptable nature.

It is often recommended that for serious complaints this is done in writing even though you are also able to do this 'face to face' and a copy of your complaint is kept, just in case. If you arrive in France having made the booking blind, if things are not as you had hoped there is hardly anything you can do, unless, of course, it can be shown that it is not as promised in the brochure or is patently unsafe. Remember, all UK Tour Operators are liable for any 3rd party supplier they employ/use – coach operators, accommodation etc.

## SECTION 3 SUPERVISION

This is the most critical factor in any off-site activity or programme. However, it is not so easy to quantify or to describe. Why is it that we just know that when certain leaders are present, the children will be safe and will return? It does not matter what the activity may be, the size or nature of the group or the time of year. There are certain qualities that we are confident will always dominate. If we tried to describe them, it is likely that we would include constants such as:

- Honesty with their own abilities so that they will only operate within their area of competence;
- That they will not take silly or unnecessary risks;
- They will be systematic in not leading children where they do not have recent knowledge. This may be as simple as leaving the group with other staff whilst they go ahead and have a look prior to leading the group through;
- That they know their children and will work within that area of knowledge. If they do not know them then they will run them tight;
- They have good discipline so that children will not let them down when given responsibility etc.

This list is far from being finite and we will all have different priorities, however, it does indicate some of the likely factors.

**Do NOT underestimate this aspect. REMEMBER,** most child deaths on school visits in the last 15 years have been on visits involving traditionally categorised low risk activities. Deaths have not been in high-risk activities. The question of appropriate supervision must be addressed.

### SUPERVISION

For simplicity it is best to describe the two categories as Immediate or Distant.

#### IMMEDIATE SUPERVISION

As the word implies, supervision is close and very much with the group. The leader will take all key decisions related to safety. Children will not operate without immediate supervision.

#### GENERAL GROUP MANAGEMENT CONSIDERATIONS

- What do I know about this group?
- What have I seen them do that is relevant to this environment?
- Can I trust them to do as I ask? How do I know?
- What do I know about this environment?
- Do I know the high risk areas?
- Have I clear strategies to ensure that I always arrive first in the high risk spots in order to control the group's access and approach?
- Have I clear, witnessed evidence that all my assisting staff are competent to be counted on in supervisory ratios? It is useless to assume just because they are adults (especially with parents and non teachers making up numbers).
- Are the staff First Aid skills/competencies appropriate for the type of venture and the environment?

#### SETTING LIMITS

Pre-visit:

- Identify the high risk areas
- In the process, identify the locations where the leader must always arrive first
- Identify where groups must be assembled/stopped away from a hazard, in order to approach the hazard under control. In some cases in smaller sub-groups.

**THERE ARE SOME FACTORS THAT ALWAYS APPLY:**

- When working/moving near high risk areas (e.g. by deep water, by steep drop, cliff edge, busy road etc.), have I established a buffer zone between my group and the hazard? Have I made sure that only supervising adults are in this zone? This process is vital in the early stages of training and must continue until I have evidence that the whole group can operate without this staffed buffer zone.
- Only remove/reduce when staff competence has been witnessed.
- Consider single or double file in movement.
- Have I made sure that both adults and young people are aware of behaviour and group movement expectations?
- Have I involved the pupils in the decision-making regarding the need for appropriate safe behaviour as part of their understanding of risk education?
- Have I got a group size which is not too big?

**WATER ENVIRONMENTS (GENERAL)**

- The leader's major need is to anticipate as well as having prior knowledge of:
- The behaviour and ability of the young people
- The state of the ground underfoot
- The state and condition of bank edges
- The depth of water in the immediate vicinity. (The difference between the risk of getting a wet foot and drowning!)
- The water state e.g. waves etc.
- The depth of bank etc.
- Do you have a throw bag easily available? Can you use it competently? If not – don't go!

**TIDAL FORESHORES**

It is vitally important that leaders see any shoreline at low water on their pre-visit. In this way they will know what is below the surface and be able to make certain judgements regarding safety.

- Beware steeply shelving shorelines
- Bad news, likely to have dumping waves with the risk of strong undertow currents.
- Stay well away from the water's edge.
- Very gently shelving beaches
- Very safe with regard to currents but beware a rising tide when such areas flood very quickly.

**ENVIRONMENTAL FACTORS**

Be sure to train young people in personal hygiene to avoid the risk of Weil's Disease. Know the signs of blue-green algae and avoid contaminated areas.

**REMEMBER:**

For ALL water environments, leaders should complete a pre-visit. For tidal areas they must obtain current tide tables and make sure that they understand the period for their intended visit. Be clear about BST and GMT as well as understanding the significance of spring and neap tides. Wherever possible take advantage of local expertise and knowledge as you make your own risk assessment.

### **DISTANT SUPERVISION**

It is worth remembering that there is case law to confirm that every parent is entitled to assume that their child will be supervised 'immediately' unless they are informed, in writing, to the contrary. If distant supervision is exercised without the parent having received prior information to that fact, then any consent could be considered null and void.

### **STAFF COMPETENCE**

Being able to work through the stages of giving increased responsibility to children is a skilful process. It required the input of skilled, experienced and trained staff. Most activity and NGB training equips qualified staff to lead from the front, making most of the key safety decisions. Head Teachers must be very aware that staff who exercise distant supervision need specific training.

Distant supervision should not be exercised lightly. Too often we see whole year groups sent off to do shop surveys etc. with little or no supervision. The teachers have no idea if the year 7 pupils have any traffic sense or not. Nor do the teachers have any idea or evidence that these unknown groups are able to be trusted to do as asked. Recent tragedies on beaches, near lakes or quarries ask the same questions regarding 'what type of supervision was being exercised?'

Even with experienced and trained groups, such as expedition groups, supervision needs to be such that the supervisor can move in and intervene if conditions change outside the group's training or their known level of competence. We can never just send off groups of other people's children and just assume they will return. Groups should never be 'unsupervised', it is just that the supervision becomes more distant and less evident.

### **STRATEGY FOR DEVELOPING SELF RELIANT GROUPS**

All Local Authorities in the south of England adopted the following statements. It therefore represents endorsement by a quarter of England's school population. This is a significant endorsement to ignore.

'As young people develop their independence there will be a need to 'release the lead' so that they may accept more responsibility for their actions and decisions. Steps towards a self-reliance approach can be taken in the early years but the steps should be appropriate and progressive'.

The specific skills, concepts and attitudes that are to be encouraged will depend upon the proposed activity and the environment. The following pointers may help to develop a safe system.

### **TRAINING**

- The training must be appropriate to the type of venture to be undertaken.
- Training must be given by staff whose qualifications are approved by the local education authority in the activities to be undertaken.
- Individuals must be observed in training and their competence must be assessed.

### **JUDGEMENT**

- It takes practice for young people to take responsibility – do not hurry them.
- Responsibility can be increased by the leader but only on the basis of known and witnessed action.
- Anything less than close/immediate supervision must be exercised on the basis of witnessed evidence. The school must have a system of increasing the degree of responsibility which is given to pupils. It is useless running a very tight and disciplined environment in school and then going off-site, sending them unaccompanied and telling them to 'act responsibly'. If there were an accident, where was the evidence that you had gathered in advance that caused you to consider that this was a 'reasonable risk'? Yearly off-site visits fall into this category. If the group has one field experience a year, how are they supposed to be able to read the environment and adopt appropriate behaviour?

## **SUPERVISION**

Supervision may be reduced from direct supervision to general supervision within a geographical area, providing the reduction takes place in sequential stages.

Supervision must take account of the fact that conditions can change beyond the level of a group's training e.g. deteriorating weather conditions. Supervision must always enable the leader to intervene if required.

Regular contact must be kept with unaccompanied groups.

Intervention supervision must be exercised in locations where the risks are greater.

**NB** Heads of establishments should be aware that leaders who intend to give responsibility to young people need to have specific training in the skills of supervision, structuring appropriate tasks and effective group management.

Similarly, Schools Head Teachers and School Governors would do well to consider what criteria they are applying when authorising teachers to lead any off-site visit. What evidence do they have that this is a reasonable responsibility to give to this leader? Does the school have an apprenticeship system? Has a senior member of staff accompanies the leader on a previous trip etc.?

## **INVOLVING PUPILS IN THE PROCESS OF RISK MANAGEMENT**

Within **The Attainment Target** the National Curriculum reinforces the requirement for children, from the earliest school age, to understand and to take responsibility for their own safety.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risk and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risk.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps they take to control risks.

## RISK MANAGEMENT

Leading groups of children and young people off-site is a complex and demanding responsibility. It is a fact that once the staff team move their group away from the established boundaries and security of the school site, then there is an increased exposure to risk. It may be:

- From the environment (traffic, deep water, steep drops, foul weather etc.)
- Other members of the public (drunks, aggression, sexual etc.)
- Change of pupil behaviour (disobedience, alcohol, inability to work together,
- Inability to take personal responsibility etc.)
- Inability for the staff team to work together consistently
- Inadequate supervision
- Inadequate activity staff competence

**You will read a multitude of documented systems suggesting how leaders should undertake risk assessments.** There really is no single magic formula. We are suggesting the basic criteria that you should include when you address your risk management for your off-site ventures.

The traditional HSE risk assessment strategy does not take account of the nature of the group. For those who lead school groups this must always be a crucial factor. **These are significant factors when you are deciding on your control measures.**

- What is the age group?
- What is their known behaviour on-site or off-site? Do not assume!
- Is there evidence that they can exercise personal responsibility?
- Are they uncertain; is the environment sufficiently safe so that they will not suffer harm if they do prove to be unreliable?
- Do you have a system of giving responsibility in stages so that they only act in higher risk environment, without immediate supervision, after you have gained progressive evidence of competence and trustworthiness?

**The next crucial factor is the leader's competence in the activity or the itinerary.** Honesty is an important aspect of a leader's preparation.

- Have they done a pre-visit?
- Have they identified the areas of major hazard that could provide a major risk to their party?
- Do they have the knowledge on which to base that judgement? E.g. have they been trained to be able to identify when a low risk stream becomes a life-threatening torrent?
- Are they able to identify the significance of changing tidal states?
- Are they able to recognise a dangerous beach by the shape of the foreshore exposed at low water? Etc.

**Does the leader have the necessary experience and training** required to provide them with the various group management options so as to impose control systems at high-risk locations? (see section on Supervision)

### SUGGESTED STAGES IN A RISK ASSESSMENT/MANAGEMENT EXERCISE

- Identify potential hazards for your group
  - Concentrate on significant hazards e.g. roads, water, drops, getting lost etc. (Do not forget residential issues or times between activities)
- Identify those at risk
  - Remember that the employer has a responsibility for teachers and assisting adults as well as for pupils. Other users of a location must also be considered e.g. those below if there was falling rock etc.
- Evaluate the risk and the possible outcome

- Consider the likelihood of each hazard causing harm. This will determine whether or not you need to do more to reduce the risk. Even after most control measures have been exercised some risk will usually remain. You must now make a judgement for each significant hazard and decide whether the remaining risk is High, Medium or Low.
- Final control measures
  - Normally, if you consider the risk to be medium or high then this is not acceptable. Your options are either to omit this part of the programme or to increase your controls (precautions) until the risk level is low.
- Record your findings
  - You need to be able to show that you dealt with all significant hazards, taking into account the number, experience and age of the people who could be involved. This includes the known competence of assisting staff. You must be able to show that the controls were reasonable and adequate and that the remaining risks were low.
- Record that you have shared this outcome with all staff on a venture.
- Where a generic Risk Assessment is involved it should be revised regularly in the light of experience.

**REMEMBER!**

- Make it as simple as possible
- Ensure that your assisting staff are competent for the role required of them
- Involved group members in the process of risk management at every opportunity

**RISK ASSESSMENT**

Much is written about risk assessment. A great deal is wrapped in estimating scores and making judgements and estimates that seem to make winning the lottery quite straightforward!

What we need is to focus on two particular aspects:

- Risks that are **GENERIC** to taking a group off-site to any location.
- Risks that are **PARTICULAR** to a specific venture, location or venue.

There are just **FOUR** words that always pervade:

- **Hazard** – this is the potential danger that is always there e.g. cliff, deep water or fast moving traffic etc.
- **Risk** – this is the chance of the hazard affecting your party.
- **Probability** – this is an estimate of the likelihood of this risk hurting your group. Also referred to as the Level of risk
- **Control** – what do you need to do so that the risk is kept within a low level of probability.

**REMEMBER, we cannot remove all risk.** Our job is to manage access to the risk so that we can be seen to exercise ‘reasonable care’. More is expected of us than the normal parent and quite rightly so. That is why we are professionals.

## GENERIC RISK ASSESSMENT – OFF SITE VISITS

HAZARD	RISK	LEVEL	CONTROL MEASURES	RESULT
Separation from the party	Getting lost	Medium	Regular Head count. Small groups, max 10. <b>Must</b> stay with adult.	Low
Road crossing	Being hit by vehicle	Medium	All groups to line up parallel with kerb and cross as one. Ensure good sight line. Staff to arrive first at kerbside.	Low
Leaving party member behind	Risk of assault or abduction	Medium	Check numbers before every departure.	Low
Road traffic	Falling off path into traffic	Medium	Keep buffer zone between group and kerb.	Low
Hurt child	Wrong medication or unable to supervise	Medium	Ensure that a list of ALL party members (incl. Staff/adults) is left at school and with out-of-hours contact. Ensure a 24 hour emergency contact in case of need to contact parent(s). Having medical records of group members. Always have minimum of 2 competent adults.	Low

### RISK ASSESSMENT

#### SUPERVISION RATIOS

A general guide for a visit to a local historical site, museum or a walk in the woods would be:

- Under 5's reception classes      1:4
- School years 1 to 3                      1:6
- School years 4 to 6                      1:10-15
- School years 7 up                        1:15-20

Obviously for more active pursuits the ratio is higher e.g. climbing ratio is 1:4.

NB For swimming in a pool the ratios are as follows:

- Year 3 and below                      higher than 1:12 (1:6)
- Years 4 to 6                              1:12
- Years 7 up                                1:20

#### REMOTE SUPERVISION

Parents should be told whether any form of remote supervision will take place.

#### PARENTS/VOLUNTEERS

Anyone who has not had a criminal conviction check should never be left in sole charge of pupils. All adult supervisors should ensure that they are not alone with a pupil wherever possible.

### **HEAD COUNTS**

These should occur regularly particularly before leaving a venue. PLEASE NOTE THAT PUPILS SHOULD NEVER WEAR NAME BADGES ON OFF SITE OUTINGS. You must ensure that pupils know where the rendezvous points are and what to do if they get separated from the group.

### **EMERGENCY CARDS**

It is a good idea for each child to carry a small bright card with school details on, the group leader's name and mobile number, and where they should be taken if lost. It is also advisable to have brightly coloured luggage tags to make it easier for all members of the group to see if any luggage has been left around.

### **TRANSPORT**

**MINIBUSES** You, as the driver, are responsible for the school minibus during the visit. The school vehicles will be maintained by the Senior School's director of transport but it is advisable to check the vehicle over before driving in it with any children.

YOUR RESPONSIBILITY IS THE SAME AS IF YOU WERE DRIVING YOUR OWN CAR.

So you should check:

- Tyre pressures
- Lights
- Oil level
- Water and coolant levels
- Brake fluid
- Mirrors
- Seat belts
- Clean windows/lights, if necessary, for visibility
- Ensure you have means to pay for diesel

Whilst driving you should not be in the role of supervising children – there should be another adult present for this. The accepted exception to this is on a very short journey or when taking a team you know well regularly to matches.

ALL STAFF WHO ARE PLANNING ON DRIVING A SCHOOL MINIBUS MUST HAVE COMPLETED A COMPETENCY TEST BY THE TRANSPORT MANAGER IN THE SENIOR SCHOOL.

**COACHES** Must have seat belts.

You must check each child is wearing their belt.

### **RISK ASSESSMENT FORM**

Can be downloaded from the staff zone section of the WBS intranet .- see P23 of this document.

## **COUNTRYSIDE CONSIDERATIONS**

### **RURAL**

- Most land is owned and has commercial value
- Narrow lanes and hedgerows obscure vision
- The lack of footpaths on roadsides needs careful route planning

### **FARMS (SEE FARM CODE)**

- Chemical hazards
- Storage pits and tanks – bulk grain and fertiliser problems
- Danger from slurry pits: deceptive top surface
- Introduction to machinery – including an understanding of how it might move
- Appropriate dress and footwear
- Consideration for animals
- Danger from animals – touching animals and hand washing
- Risk to adults who are pregnant

### **DOWNLAND**

- Much is farmed – crop damage and animal disturbance
- Danger of wet grass
- Appropriate dress and footwear

### **COMMON LAND**

- Historic background
- Wide range of users

### **FOREST / WOODLAND**

- Fire hazards, including bottle/sun etc
- Fire fighting aids – check where they are
- Arm and leg cover may be vital in some areas (consider Lyme Disease)
- Walk around or fight through?
- Young plantations
- Forest work / tree felling – obey warning notices
- Tree care – usually a commercial crop
- Respect for flora and fauna

### **QUARRIES**

- Working or abandoned?
- Method / route of entry and exit need informed local advice
- Unstable spoilt areas are a potential danger
- Informed local knowledge must be sought

### **MINES AND TUNNELS**

- Danger in period after rain – high risk of flooding
- Stability of roof and floor
- Deterioration of steel and woodwork
- Essential local and qualified leadership if entering
- Head protection and appropriate dress and footwear

## **WATER ENVIRONMENT CONSIDERATIONS**

All pupils would benefit from a generic **Water Safety** programme that would help them:

Understand and start to take responsibility for their own Safety Management as a Life Skill

Participate in the **Risk Management** process during all school Off-Site visits.

The same should be said of all Teachers who lead groups in Water Environments!

### **STREAMS / RIVERS**

- Advanced training regarding 'Side Saving' and basic resuscitation
- Swans – beware!
- Fishermen – need consideration when casting – beware stray fishhooks
- Be aware that water flows faster around the outside of bends where the water is usually deeper
- The ground base of rivers varies, it can be firm or soft or oozy
- Water is often of variable depth with deep pools around rocks and tree roots
- Beware rapid change of depth and speed of current after recent rain
- Mountain streams can be dramatically cold
- Mountain streams often finish as waterfalls – do not follow down!

### **WATERFALLS**

- The ground and rock around is probably wet, slimy and slippery
- Waterfalls are best approached from below

### **MARSH / BOG**

- There can be a dramatic change with just a little water / rain
- The depth underfoot is difficult to estimate and can range from 1-10 metres
- Breakwater – often big drops on one side
- Breakwaters – often have deep pools of sandy / muddy water at the end
- Oil – glass etc. on beach
- Washed ashore hazards
- Quick sands
- Hazardous sea creatures – jelly fish etc.
- Sand dunes – unstable if dug at all
- Grass on sand dunes cuts hands

### **TIDES / CURRENTS**

- Underflow
- Variation in strength of flow
- Variation in sea state
- Variation in direction of flow
- Shape of surrounding land. Does the ebb through a narrow gap etc?
- Is there a tidal stand prior to the ebb?

### **PIERS / JETTIES**

- Beware slippery surfaces
- Beware slippery steps
- Many obstacles may be left on ground
- Often there are no barriers or handrails before deep water
- Blind water under piers means that a rescue of those fallen in is impossible
- Ropes, fishing lines / hooks left on the ground

- Moored craft move with water flow – mooring lines move and strain

#### **DOCKLAND**

- Movement of cranes, tractors, lorries, containers, fork lifts need vigilance
- Try to view from a vehicle rather than on foot

#### **WATER TREATMENT WORKS**

- Sewage treatment – careful briefing – pupil safety the teacher’s responsibility
- Pumping stations – pre-visit to select safe viewing point
- Settlement tanks appear safe!

#### **IDENTIFYING HAZARDS IN THE NATURAL ENVIRONMENT**

During the process of field visits and in groups working using IT digital images, be able to identify the natural hazards in the following environments:

#### **TIDAL FORESHORES**

- Steeply shelving beach
- Rip currents
- Estuaries
- Fast flooding beaches
- Rock pools
- Unstable cliffs
- Fresh water entrance
- Break waters
- Sand dunes
- Ground underfoot – quick sand etc.
- Washed up on shore
- Spring and neap tides

#### **LOCKS, CANALS AND WEIRS**

- How to view a lock in action
- How to cross a canal
- How to view a weir
- Canal tow paths
- Depth of gravel pits, edges
- Industrial remains

#### **DOCKS, PIERS / JETTIES, MARSH / BOG, WATER TREATMENT WORKS**

- Depth of water
- Movement of moored craft
- Movement of cranes / tractors etc.
- Access to moored craft and tidal state
- Slippery steps
- Angle of approach on tidal jetties
- Movement of passing craft
- Marsh mud – entrapment
- Change of state of bog with little water
- Supervision at sewage works
- Fisherman
- Extreme tidal drop (some fishing villages)

**STREAMS / RIVERS, LAKES / PONDS, WATERFALLS**

- Swans
- Fishermen
- Current, strength and direction
- Inside or outside of bends
- Effect of recent rain
- Opening of sluice gates
- Stagnant water
- Wiels disease
- Weed below surface



## OFF-SITE ACTIVITIES PLANNING AND AUTHORISATION

(To be completed by the group leader)

### Required Sequence of Planning:

	Action Required	Tick when completed
<b>Part 1</b>	Read Aspect Policy 5.1 Risk Assessment Policy For Educational Visits & Outdoor Activities	
<b>Part 2</b>	Complete trip details & initial authorisation given by member of SMT	
<b>Part 3</b>	Financial details calculated and bursary appraised of the situation	
<b>Part 4</b>	Letter sent to parents with details/costs	
<b>Part 5</b>	Risk Assessment completed	
<b>Part 6</b>	Completed form signed by Head	
<b>Part 7</b>	4 copies of completed form distributed: 1 Head; 2 Bursary; 3 RHW Secretary; 4 Group Leader	

A copy of this form is to be taken on the trip and kept with the group leader at all times. In case of emergency use the following telephone numbers: School 01666 881390/400. Out of hours contact the Head on 07929 801118 or the Deputy Head on 07855 049065

### **Part 2 – To be completed by the group leader and authorised, before proceeding to Part 2.**

<u>Group Leader:</u>	<u>Class(s):</u>	<u>Date of Visit:</u>
<u>Mobile Number of Group Leader:</u>		
<u>Location:</u>	<u>Purpose of Visit:</u>	<u>Group Size:</u> Pupils: Adults:
<u>Names of Accompanying Staff:</u>	<u>Names of Accompanying Parents:</u>	
<b><u>Initial Authorisation</u></b> (The type and date of visit is agreed in principle; you may proceed with detailed plans)	<u>Signed:</u>  (Member of SMT NS, GB, RL, CC)	<u>Date:</u>

### **Part 3 Detailed and financial plans**

<u>Departure Time:</u>	<u>Cut Off Time (for late arrivals):</u>	<u>E.T.A at Destination:</u>
<u>First Aid Kit: (Obtained from D Stephenson, the Inner Office at Querns or the San)</u>	<u>Camera:</u>	<u>Specific Medication:</u>
<u>Time Of Return To School:</u>	<u>Details of the Programme (include timings):</u>	



Food Required:

(Please include changes to lunches back at school i.e. number of hot lunches not required, or late tea requirements).

**Names of Pupils and Staff on outing:**

1	17
2	18
3	19
4	20
5	21
6	22
7	23
8	24
9	25
10	26
11	27
12	28
13	29
14	30
15	31
16	32

\*\*\*Continue on an additional sheet if necessary\*\*\*

Transport Booking

Minibuses:      How many?..... Who will drive?.....

Cars: Staff..... School..... Parent.....  
(check insurance)

Hire coaches: What has been booked?

Organising company/agency (if any): Include licence reference number if the body is registered with the Adventure Activities Licensing Authority.

Accommodation to be used (if any)

Name:

Address:

<b>Estimated Costs/Charges (Group Leader to complete)</b>	£
1. Tickets/entrance fee (pupils)	£
2. Tickets/entrance fee (staff/parents)	£
3. Hired Transport	£
4. Use of minibuses (see Clair for details)	£
5. Use of private cars (x mileage allowance)	£
6. Sundries	£
7. More sundries	£
<b>Total</b>	<b>£</b>
<b>Charging of Costs to Pupils</b>	
Amount to be recharged to pupils (to include a 10% enhancement	£
Please ensure that admission/ticket prices are inclusive of VAT – many educational providers do not include VAT in their charges as LEA schools are able to claim it back. We are not. Please include in your letter to parents a request for the cost of the trip to be paid in full in advance of the trip date by cheque. Only parents who have not paid in advance will have the cost of the trip added to their account.	

<b>Part 4 To be completed by the group leader</b>	
Letter sent out to all parents with details of the trip and approximate cost	Signed:
	Date of letter:

<b>Part 5 Risk Assessment Information</b>	
Size and composition of the group – age range:	
Number of Boys:	Number of Girls:
Adult to pupil ratio:	
Tick to state that the group leader has received all consent forms duly completed and signed before taking any child out of school	<input type="checkbox"/> Please attach copies of the letter to parents and consent form.
Names of pupils with special educational or medical needs:	
<b>***PLEASE COMPLETE A FULL RISK ASSESSMENT FORM NOW***</b>	
Signed by the group leader:	Date:
Group leader full name:	

<b>Part 6 Final Authorisations</b>		
Head's Authorisation (Agreement to proceed with the visit with all above details completed, including risk assessment and Group Leaders signature)	Signed:	Dated:

**\*\*\*The Head should now return the completed form back to the Group Leader for copying\*\*\***

<b>Part 7 – To be actioned by the Group Leader</b>	
Make 3 copies of the completed form (back-to-back) Send copies to: the Secretary; the Bursary; the Head; retain one copy for yourself	Date Completed:

## RISK ASSESSMENT FOR ACTIVITIES

LOCATION	ACTIVITY	DATE OF ACTIVITY	TIME	AGE RANGE
		TRANSPORT	NUMBER TAKING + Staff	

Names, relevant experience, qualifications and specific responsibilities of staff accompanying the trip:

Existing knowledge of places to be visited and whether an exploratory visit is intended

Hazards Identified	Possible Harm or Accident	Likelihood 1 – 5 Low - High	Action Plan To Minimise Risk	Person Responsible	Confirmed Action Taken	Action if Harm/Accident Occurs	Worse Case Scenario & Necessary Action

NAME OF RISK ASSESSOR	ASSESSMENT DATE
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### EVALUATION OF VISIT FORM

To be completed by the group leader for future reference.

School/Youth Group:	
Group Leader:	
Number in Group:	Boys:    Girls:            Supervisors:
Date(s) of Visit:	
Purpose(s) of Visit:	
Venue:	
Commercial Organisation:	

Please comment on the following features:

	Rating out of 10	Comment
1. The Centre's pre-visit organisation:		
2. Travel arrangements:		
3. Content of education programme provided:		
4. Instruction:		
5. Equipment:		
6. Suitability of environment:		
7. Accommodation:		
8. Food:		
9. Evening activities:		

	Rating out of 10	Comment
10. Courier/Representative:		
11. Other comments and evaluation including 'close calls' not involving injury or damage:		

Signed: ..... Date: .....

Group leader's full name: .....

To be detached and completed after all residential ventures and logged in the school's central records.

**CHECKLIST FOR PUPILS GOING ON A VISIT**

	ANSWER
Who is the group leader?	
Where am I going to visit?	
How can I contact my group leader?	
How do I use the phone if help is required?	
What will be done to keep me safe and secure on the visit?	
What should I do if I get lost or into difficulties when not with the group leader?	
What is written in the Code of Conduct for my visit?	
What do I do to keep my money and valuables safe?	
FOR RESIDENTIAL VISITS AND EXCHANGES: DO I KNOW:	
The address(es) and telephone number(s) of the place(s) where I shall be staying?	
How should I behave (house rules) where I am staying?	
Where am I to sleep and where am I to dress?	
What do I do if I am worried/unhappy about anything when staying with a host family?	

## OFF SITE SWIMMING POOL CHECKLIST

	YES	NO
Is there regular testing of water quality?		
Are accurate signs displayed indicating the depth?		
Is the depth of the water less than 1.5 metres? (If so, diving should not be permitted)		
Is there a resuscitator? Are the lifeguards trained in its use?		
Is there poolside rescue equipment?		
Is there a poolside telephone and an alarm?		
Is an emergency action plan displayed?		
Are normal operating procedures available?		
Is there constant pool supervision?		
Is the swimming pool room, in the case of an indoor pool, locked when not in use?		
Do the supervisors have current National Pool Lifeguard Qualifications?		
Is the number of pupils/students supervised by one qualified adult fewer than 20?		
Are the changing facilities in keeping with basic hygiene and personal safety?		
Do the pupils/students know not to leave any group member alone at any time in the pool?		

**CONSENT FORM FOR SWIMMING ACTIVITIES**

Note: Consent does not remove the need for group leaders to ascertain for themselves the level of the pupil's swimming ability.

**SWIMMING ABILITY**

Is your child able to swim 50 metres? Yes/No

Is your child water confident in a pool? Yes/No

Is your child confident in the sea or in open inland water? Yes/No

Is your child safety conscious in water? Yes/No

I would like ..... (name) to take part in the specified visit and having read the information provided agree to him/her taking part in the activities described.

I consent to any emergency medical treatment required by my child during the course of the visit.

I confirm that my child is in good health and I consider him/her fit to participate.

Signed: ..... Date: .....

Full name of parent/guardian: .....

Telephone numbers:

Home: ..... Work: .....

My home address is: .....

.....

Name, address and telephone number of family doctor: .....

.....

.....

**THIS FORM OR A COPY SHOULD BE TAKEN BY THE GROUP LEADER ON THE VISIT. A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT.**

## **OFF SITE EMERGENCY PROCEDURE**

Action to be taken by the teacher in charge in the event of an incident whilst off site with a group

ASSESS THE SITUATION

PROTECT THE GROUP FROM FURTHER INJURY OR DANGER

ACCOUNT FOR ALL MEMBERS OF THE GROUP

RENDER EMERGENCY FIRST AID

CONTACT THE SCHOOL ON (01666) 881390 / 881210

HEAD TEACHER MOBILE: 07810 415360

DEPUTY HEAD TEACHER MOBILE: 07855 049065

### **THE SCHOOL WILL REQUIRE THE FOLLOWING INFORMATION:**

- Your name
- Your contact number
- Your location (with grid reference if available)
- Nature of the incident
- Action taken so far
- Name of the individual involved
- Location of the incident – if different to your location
- Condition of the individuals

IT IS VITAL THAT ANY ACTION FOLLOWING AN INCIDENT IS DEALT WITH APPROPRIATELY

Ensure that the injured are accompanied to hospital

Arrange for the group to be returned to school immediately

Serious Accidents/incidents are to be reported to the SMT and/or the Director of Operations immediately  
Minor accidents are to be logged in the school's first aid log on return to school. Parents are to be informed of any serious accident/incident immediately by the most senior person remaining at school using the contact information retained at school. Minor accidents/injuries (cuts and scrapes) will be notified to parents on return from the trip by the trip leader or other designated member of staff on collection of the child.

All accidents or incidents, minor or major, must be included on the review of the trip/risk assessment review in order that preventative measures can be taken to avoid a repeat of the accident/incident in the future.

In the event of the press/media being present do not make any statements or allow others to make them

Refer all press/media to the Head Teacher, Mr Neil Shaw or Stephanie Bryan, Marketing Director.

**INFORMATION/CONSENT/MEDICAL FORM**

School Journey

Name of child: .....	Date of birth: .....
Address: ..... ..... .....	Tel: Home: ..... Work: ..... Mobile: .....
Medical card no.: .....	
Family Doctor's Name: .....	
Address: ..... ..... .....	Tel: .....
Date of last Tetanus injection: .....	

Details of any medical problems (including details of any medication which should NOT be given):

.....  
.....

Details of any medication needed: .....

.....

Is your child vegetarian: Yes / No (delete as applicable)

Is there anything which your child SHOULD NOT eat?: .....

.....  
.....

As a parent/guardian of the above named child, I understand the nature of the trip and give my consent for him/her to take part in, and be a member of the School Journey Party to [ ] on [ ].

I also give permission for any emergency dental, medical or surgical treatment, including blood transfusions and anaesthetics, to be given to my child whilst on this trip.

Signed: ..... Date: .....

**ADULT INFORMATION FORM**

Name of child: .....	Date of birth: .....
Address: ..... ..... .....	Tel: Home: ..... Work: ..... Mobile: .....
Next of kin: .....	
Address: ..... ..... .....	Tel: Home: ..... Work: ..... Mobile: .....
Medical card no.: .....	
Family Doctor's Name: .....	
Address: ..... ..... .....	Tel: .....
Date of last Tetanus injection: .....	

Details of any medical problems (including details of any medication which should NOT be given):

.....  
.....

Details of any medication needed: .....

.....

Are you a vegetarian: Yes / No (delete as applicable)

Is there anything which you SHOULD NOT eat?: .....

.....  
.....

Signed: .....

Date: .....

## EXAMPLE OUTINGS LETTER TO PARENTS

Date

Adventure Activity Holiday to Royal Oak, Llangorse Lake, Brecon Beacons, Wales  
Summer 2005

Dear Parents

The above adventure holiday is being organised for the coming summer holidays, and will be open to any pupil in Forms III to VI. There are only 39 places available on this trip.

There is a change of company this year. This is no reflection on Acorn Adventure and in fact I have already provisionally booked to return to Shell Island during Summer 2003 and Hauteville Sur Mer for Summer 2004 with Acorn Adventure.

The details of next summer's trip are outlined below:

Location: PGL Site at Royal Oak, Llangorse Lake, Brecon Beacons in Wales

Company: PGL – ABTA V2683

Departure Date: Sunday 14 July 2002 @ 0700

Return Date: Saturday 20 July 2002 @ approx 1700

Travel: Executive Coach with Motts Travel

Travel time: 4-5 hours including breaks

Accommodation: Full board chalet accommodation sleeping 10 or 12 pupils to a chalet in 2 or 4 bedded rooms. Each chalet has central heating and a small lounge area and the shower block is located on site very close by.

Activities: Challenge assault course, Dragon boating, archery, kayaking, motor sports, rowing, sailing, windsurfing, raft building, trapeze, zip wire, climbing wall, abseiling and rifle shooting plus evening activities and basketball.

All PGL activities are supervised by fully qualified instructors, employed and trained by PGL here in England.

This company has an excellent safety record and has a safety management system which complies with AALA regulations, is RoSPA accredited and follows Health and Safety Guidelines. It is also a BCU approved centre, a BAHA member and a RYA recommended teaching establishment.

Price: £330.00 per person inclusive of everything detailed above and insurance.

Llangorse Lake is set in the Brecon Beacons National Park some 20 miles from Abergavenny. It is a wonderfully picturesque location for an activity holiday and is particularly good for water sports, although all activities here are very good, in particular the Challenge course, the zip wire and the trapeze.

I spend one day at the site last summer inspecting it, the activity programme and the staff working there. The accommodation was good, the facilities clean, the food plentiful with the activities well organised and the equipment of a high standard.

There is a maximum of 39 places available for this holiday. If you would like your child to go on this activity week, then please fill in the reply slip below, with an initial deposit of £30.00 per child, make payable to Rose Hill Westonbirt School, by Monday 24 September 2002. A second deposit of £50.00 per person will be due by 15 November 2002, with the balance of £250.00 being due on 31 April 2002. It is expected that the places will all go very quickly and they will be allocated on a first come first served basis.

If you require any further information then please see me. Also have a look at the promotional board in my classroom.

Kind regards

Guy Barrett  
Outdoor Activities Organiser

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Please reserve me ..... place(s) on the Summer Activity Trip 2002 to Royal Oak, Llangorse Lake, Brecon Beacons.

1. .... 2. ....

I have enclosed a cheque for £ ..... as deposit(s) for the above places.

Signed: ..... Print name: .....

Date: .....



## OTHER USEFUL WEBSITES AND RESOURCES

HSE website – [www.hse.gov.uk](http://www.hse.gov.uk), HSE Five Steps to Risk Assessment  
HSE A Guide to Risk Assessment Requirements, [www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)  
Health and Safety Commission (HSC) Managing Health and Safety in School. (Price £5.95).  
[www.hse.gov.uk/pubns/indg218.pdf](http://www.hse.gov.uk/pubns/indg218.pdf)  
HSC Health and Safety Guidance for School Governors and members of School Boards. (Price £5.95).  
A guide to the Law for School Governors (DfES 2001) – Community Version – Voluntary Aided Version –  
Voluntary Controlled Version – Foundation Version. [www.dfes.gov.uk/governor/info.cfm](http://www.dfes.gov.uk/governor/info.cfm)  
School Security – [www.dfes.gov.uk/schoolsecurity](http://www.dfes.gov.uk/schoolsecurity)  
Health and Safety of Pupils on Educational Visits: A Good Practice Guide.  
[www.dfes.gov.uk/h\\_s\\_ev/index.shtml](http://www.dfes.gov.uk/h_s_ev/index.shtml)  
DfES/DH Supporting Pupils with Medical Needs: A Good Practice Guide. [www.dfes.gov.uk/medical](http://www.dfes.gov.uk/medical)  
DfES Guidance on First Aid for Schools. [www.dfes.gov.uk/firstaid](http://www.dfes.gov.uk/firstaid)  
DfES/Home Office School Security: Dealing with Troublemakers  
[www.dfes.gov.uk/schoolsecurity/dwthome.shtml](http://www.dfes.gov.uk/schoolsecurity/dwthome.shtml)  
DfES video “Can you see what they see?”  
DfES Code of Practice on Local Education Authority – School Relations. [www.dfes.gov.uk/lea](http://www.dfes.gov.uk/lea)  
Guidance on Standards for School Premises (ref DfEE 0029/2000)  
DfES/CEDC Safe Keeping: A Good Practice for Health and Safety in Study Support (ref DfEE 0197/2000)

HSE publications are available from HSE Books, tel: 01787 881176

DfES guides are free from DfES Publications, tel: 0845 602 2260  
Address: DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire NG15 0DJ. Email:  
[dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

An excellent website that is alive and current is:

[www.teachernet.gov.uk/visits](http://www.teachernet.gov.uk/visits)

This will give you the current drafts and advice on good practice for organising and leading school educational visits. DfES contact: Pupil Health and Safety Team, Dept of Education and Skills, Sanctuary Buildings, Great Smith Street, London SW1 3BT. Email: [info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk)