



St Louise's
Comprehensive College, Belfast
A Specialist College

EDUCATIONAL TRIPS POLICY



Mission Statement

*"In partnership with parents, guardians, staff, governors and students
St Louise's promotes excellence in learning and teaching
within a Catholic, Vincentian, Comprehensive ethos"*

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1. THE POLICY IN CONTEXT:

The aim of this document is to assist those involved in the planning and management of educational visits, through the clarification of policy and procedures, identification of roles and responsibilities and the exemplification of best practice.

St Louise's Educational Visits Policy has been drawn up on the basis of advice and guidelines given in "EDUCATIONAL VISITS (EA Educational Visits - interim guidance for schools)" produced in 2017. St Louise's Policy should be read in conjunction with this document. This document is available at <https://www.eani.org.uk/sites/default/files/2018-10/EA%20Educational%20Visits%20Interim%20Guidance.pdf>

St Louise's Educational Visits policy acknowledges and commits itself to the legal obligation placed upon schools in particular in relation to the Common Law Duty of Care, Health and Safety Legislation, Data Protection Legislation and Child Protection legislation.

Background and context

Young people derive considerable benefit from taking part in educational visits. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom. Such educational visits help young people to develop a wide range of valuable personal and social skills.

This policy is to ensure that all educational visits, organised by the College, are planned and managed with the highest level of care, competence and safety awareness.

The aim of this policy is to assist those involved in the planning and management of educational visits, through the identification of roles and responsibilities, the clarification of procedures and the exemplification of good practice.

Within this policy the term '**educational visits**' refers to: *'all academic, sporting, cultural, creative and personal development activities, which take place away from St Louise's, and make a significant contribution to the learning and development of those participating'*

2. CATEGORIES OF EDUCATIONAL VISIT

For the purpose of this policy there will be 5 categories of Educational Visits:

Category 1: Basic

Visits which take place on a regular basis (non-hazardous) and occur largely within establishment hours e.g. sporting fixtures, and swimming pool visits and outings.

Category 2: One-off day/evening excursions (non-hazardous)

e.g. field study trips, theatre visits, business/education visits, and regional sporting fixtures

Category 3: Residential visits of one or more nights within the UK or Ireland (non-hazardous)

e.g. visits to residential centres, field centres, youth and school exchanges, and award bearing schemes (Duke of Edinburgh)

Category 4: Residential visits outside the UK or Ireland (non-hazardous)

e.g. international exchange visits, sporting events, cultural activities and international community work

Category 5: Hazardous activities – residential and non-residential.

For example; Fieldwork, Hill walking, Cycling/ mountain biking, Orienteering Rock climbing/abseiling, Caving and potholing, Kayaking, Open canoeing, Windsurfing, Dingy, sailing, Sub-aqua, Skiing/ Snowboarding, Horse riding, Angling, Water-skiing, Rafting, Rowing, etc

3. ROLES AND RESPONSIBILITIES

The successful planning and implementation of an educational visit requires careful co-ordination and clarity of roles is vitally important.

THE ROLE OF THE EMPLOYING AUTHORITY

The responsibility for any educational visit rests with the employing authority. Under Circular 2005/30 CCMS has delegated this responsibility to the Board of Governors of St Louise's College.

THE ROLE OF THE BOARD OF GOVERNORS

The Board of Governors has a central role to play in endeavouring to ensure that the best practice in relation to educational visits is developed and implemented within St Louise's.

In pursuance of this aim the Board of Governors will:

- ensure that the visit has specific educational objectives
- satisfy itself that the risk assessment has been carried out and that appropriate safety measures are in place
- assess and approve proposals for certain types of visit.
- contribute to the establishment of an acceptable code of conduct for both leaders and young people.

THE ROLE OF THE PRINCIPAL

The Board of Governors delegates to the Principal responsibility for the operation of this policy. The permission of the Principal is required for any visit out of school

THE ROLE OF THE EDUCATIONAL VISITS COORDINATOR

The Educational Visits Coordinator in St Louise's is a member of the Senior Management Team. Currently that responsibility rests with **Mr E McKee**

The role of the Educational Visits Coordinator is to ensure that:

- the visit complies with the requirements of St Louise's Educational Visits Policy
- there is an acceptable code of conduct for leaders and participants
- a competent Group Leader is selected
- child protection procedures are adhered to in the planning process, including the vetting of volunteer supervisors
- all necessary arrangements and preparations have been completed including risk assessment, before the visit begins
- all relevant checks have been undertaken if an external provider is to be used
- the Group Leader has experience in supervising young people of similar age and ability to those participating and will organise and manage the group effectively
- where relevant, the Group Leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the young people during activities

- the Group Leader has taken reasonable steps to familiarise him/herself with the location/centre where the activity will take place
- voluntary supervisors on the visit are appropriate people to supervise children
- the ratio of leaders to young people is appropriate
- the employing authority has approved the visit, as appropriate
- proper procedures have been followed in planning the visit
- there is adequate and relevant insurance cover
- the Group Leader has the address and phone number of the venue to be visited and has a contact name
- a school contact has been nominated and the Group Leader has details
- the Group Leader, accompanying staff, volunteer supervisors and nominated school contact are aware of the agreed emergency contingency arrangements
- the Group Leader, leaders and nominated contacts have all relevant details of the group members
- establish any arrangements which may be required for the early return of individual participants

THE ROLE OF THE GROUP LEADER

The Group Leader is the member of staff responsible for planning the visit and is in overall charge for the duration of the visit. The Group Leader will have overall operational responsibility for supervision, discipline and conduct of the participants for the duration of the visit. He/she should be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters. He/she should be able to direct and lead young people, and be suitably qualified/competent to instruct them in activities, as necessary. The Group Leader has a crucial role to play in the successful and safe completion of an educational visit.

The Group Leader should:

- obtain the Principal's/Youth leader-in charge's prior agreement before any off-site visit takes place
- appoint a deputy, if appropriate, with the consent of the Principal
- adhere to policy and procedures
- undertake and complete the planning and preparation for the visit including the briefing of leaders, group members and parents
- ensure that all relevant checks have been undertaken if an external provider is to be used
- take steps to familiarise him/herself with the location/establishment where the activity will take place
- inform parents as to the terms and conditions of insurance cover
- undertake and complete an appropriate risk assessment
- gather enough information on the young people proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- ensure the ratio of leaders to young people is appropriate for the needs of the group and the nature of the activity to be undertaken
- clearly define the role of each member of accompanying staff and volunteer supervisors and ensure that all tasks have been clearly assigned
- have proper regard to the health and safety of the young people and ensure that adequate supervision is provided at all times
- ensure that the established code of conduct for both staff and young people is adhered to
- ensure child protection procedures are followed
- ensure that adequate First-Aid provision will be available

- ensure that, during the visit, leaders have up-to-date emergency contact details of: central contact and parents/guardians
- ensure that accompanying staff and volunteer supervisors and the central contact are aware of the emergency procedures
- ensure that the group's leaders have the details of group members' special educational or medical needs which will be necessary for them to carry out their tasks effectively
- consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures for such an eventuality
- Regularly review visits/activities

ROLE OF ACCOMPANYING STAFF

Accompanying staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

Accompanying staff should:

- accept the authority and follow the instructions of the Group Leader
- under direction of the Group Leader assist with the organisation of activities and discipline of students
- ensure that the established code of conduct, for leaders and participants is adhered to
- consider stopping the activity and notify the Group Leader, if they think the risk to the health or safety of the group members in their charge is unacceptable

ROLE OF VOLUNTEER SUPERVISORS

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteer supervisors, for example, parents. These adults can play a very valuable part in ensuring the safety of group participants while on a visit. However, prior to any visit they should be clear about their role and responsibilities during the visit.

Volunteer supervisors should:

- be vetted on the basis of having substantial access to children
- do their best to ensure the health and safety of everyone in the group
- not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment
- follow the instructions of the Group Leader and other accompanying staff and help with control and discipline
- speak to the Group Leader or accompanying staff if concerned about the health or safety of the young people at any time during the visit
- endeavour to ensure that the established code of conduct, is adhered to.

ROLE OF CENTRAL CONTACT IN SCHOOL

The Central Contact should:

- retain details of the visit address, contact personnel and telephone number, and mobile number if appropriate
- retain a copy of the contact details of all the participants' parent's, guardians/next of kin

- retain a copy of the contact details of the Principal
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident

OUR RESPONSIBILITY TO PARENTS

Parents, or those with parental responsibility, should be able to make an informed decision as to whether their son/daughter should go on a visit. It is an integral part of this policy that parents are given the fullest possible information about a visit. The Group Leader should ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

Parents should:

- sign the consent form
- provide the Group Leader with an emergency contact number(s)
- provide the Group Leader with relevant medical/dietary details, including any medication currently being taken, in writing (by means of the consent form) and any other relevant information (about their child's emotional, psychological and physical health) which may affect their participation in the visit
- help prepare their child for the visit, for example, by reinforcing the visit's code of conduct
- agree to the arrangements established for sending a pupil home early and to meet the costs, where applicable

However, in the interests of the overall safety and success of the visit, the ultimate decision as to who participates rests with those involved in organising the visit.

STUDENTS' RESPONSIBILITIES

The Group Leader should, when briefing students about a visit, make it clear that they too have important responsibilities.

Young people should:

- act in accordance with the established code of conduct at all times
- avoid taking unnecessary risks
- follow the instructions of the Group Leader, and leaders including those at the venue of the visit
- dress and behave sensibly and responsibly
- respect the property of others
- be sensitive to local codes, customs, and the environment
- look out for anything that might hurt or threaten themselves or anyone in the group and tell a leader of their concern

Where appropriate, students should be fully involved in the planning process.

4. CODE OF CONDUCT FOR EDUCATIONAL VISITS

This code of conduct aims to ensure that respect for the individual is maintained at all times and that neither fellow students nor others expose our students to risk of physical, sexual or emotional abuse or harassment.

It is the responsibility of the leaders to maintain standards of behaviour and discipline while on educational visits. While on a residential, leaders remain responsible for the conduct and safety of young people 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements. It may be necessary to devise a duty rota in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.

Code of conduct for staff:

Adult supervisors leading and accompanying a group of students are at all times bound to follow the Child Protection Policy. Given the particular circumstances of educational visits, adult supervisors must adhere to the following additional guidelines:

- supervisors must discuss and agree supervisory duties in advance of the trip and carry out all duties so assigned throughout the period of the trip;
- supervisors must ensure that their relationships with pupils are appropriate to the age and gender of the pupil, taking care that their conduct does not give rise to comment or speculation;
- supervisors must not enter the bedrooms or sleeping accommodation of pupils unless accompanied by another supervisor except in an emergency or when such action is completely unavoidable;
- a supervisor should avoid situations in which he/she is alone with a pupil. If such a situation is unavoidable, the supervisor should as far as possible ensure that he/she is in a public place with the pupil;
- supervisors must avoid all physical contact with pupils, unless engaging in administering first aid or as part of the college's Reasonable Force policy;
- supervisors must not consume alcohol during the trip;
- supervisors must not smoke in the presence of pupils during the period of the trip;
- supervisors must ensure that their own conduct is appropriate in the circumstances and would not give rise to comment or speculation;
- if any incident occurs during the trip where a supervisor feels that his/her actions may have been misconstrued, the supervisor should report the incident to the group leader immediately and should, on return, provide a written and verbal report of the incident to the principal

Code of Conduct for Pupils

For the visit to be both beneficial and enjoyable for all, pupils are expected to:

- behave responsibly and show consideration for others, including fellow pupils, staff and members of the public;
- comply with the instructions given by school staff;
- look after your own possessions and anything you borrow;
- keep all facilities clean, tidy and undamaged;
- abide by any rules and regulations of the places we visit;
- in the event of an emergency, follow emergency procedure instructions;
- understand that the purchase, possession and use of tobacco, alcohol, non-prescribed drugs and/or illegal substances is strictly forbidden;
- inform staff if you have any medical conditions or injuries;
- inform a member of staff if you have any concerns about safety or security;
- report any damaged or unsafe equipment;
- wear appropriate clothing;
- comply with any restrictions on the access to and use of social media and online services including agreement on the safe sharing and posting of photographs, videos and other information.

On a coach or minibus

- remain in your seat, unless given permission to do otherwise;
- wear your seat belt;
- do not distract the driver – no shouting out, no flash photography etc;
- if you begin to feel travel sick, inform a member of staff;
- when disembarking, be aware of traffic movement and direction.

On a ferry, at an airport and at a railway station

- remain in your group at these busy locations;
- be aware of and comply with all timings and meeting places;
- understand and comply with security arrangements and limitations;
- follow instructions from transport operator staff;
- follow all instructions about being on boat decks;
- visit shops in pairs or groups - never alone;
- stay back from the edge of railway platforms;
- be sure you know where the group is based and how to locate staff.

Staying in a hotel

- read and understand all instructions about fire and safety procedures;
- know the location of duty staff;
- comply with any instructions about permission to leave the hotel;
- comply with any instructions about access to parts of the hotel, e.g. bar, casino, swimming pool;
- understand the dangers of balconies and comply with any instructions about access to them;
- comply with instructions about access to other people's bedrooms;

- comply with any instructions about appropriate relationships amongst participants;
- comply with any instructions about appropriate relationships with others they may come in contact with;
- arrive on time for meals and meetings;
- comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc;
- comply with any restrictions on internet access, and viewing TV, videos and DVDs, etc.

Excursions

- remain in your designated group;
- know which member of staff is your nominated leader;
- when unaccompanied by staff, ensure that you understand any instructions and limitations;
- always carry your emergency contact card.

5. PROCEDURES – A Step by Step Guide to organising an educational visit.

Step 1 Identification of educational objective

The Group Leader should identify the area of the curriculum for which the proposed educational visit is an essential or relevant component.

Step 2 Preparation of proposal

Once the educational objective has been established, a proposal should be prepared on the EVP form which gives details of the activities to be undertaken, the students involved and the staffing required.

Step 3 Seeking Approval

For Category 1 and 2 visits forms TF1 and TF8 should be completed and submitted to the Educational Visits Coordinator at least two weeks in advance of the date of the trip.

For Category 3, 4 and 5 visits form EVP should be completed and submitted to the Principal for approval before detailed plans for the visit have been drawn up. The date of submission for this form will vary (e.g. for a visit abroad this form may have to be submitted a year in advance).

Group Leaders of Category 3-5 visits should note that in all cases the detailed plans for the visit and all relevant documentation have to be with the Educational Visits Coordinator on form TF2 at least 6 weeks before the date of the visit if the visit is abroad and at least 4 weeks before the date of the visit for all other Category 3-5 visits.

Step 4 Completion of Planning Checklist

For Category 1-2 trips the Educational Visits Coordinator will check that the Group Leader's arrangements for the visit comply with the College's Educational Visit Policy. The planning checklist for this is included in (Appendix 1)

For Category 3-6 trips the Assistant Educational Visits Coordinator will liaise with and assist the Group Leader throughout the planning procedure ensuring that the steps outlined in the planning checklist (Appendix 1) are followed. When the final detailed plans are drawn up the Educational Visits Coordinator will check that the Group Leader's arrangements for the visit comply with the College's Educational Visits Policy

Step 5 Briefings

Accompanying staff, volunteer supervisors, parents and pupils, should be briefed about all aspects of the educational visit. Once parents are fully aware of the visit details they should be asked to give their consent in writing.

For Category 1-2 visits, the details of the visit should be sent home in the form of a letter on College headed paper. On the reverse of the letter there should be a copy of the Parental Consent Form (See Appendix 2). Parents should be asked to complete this and return to the Group Leader.

GROUP LEADERS SHOULD NOTE THAT STUDENTS WHO HAVE NOT RETURNED A PARENTAL CONSENT FORM MUST NOT BE TAKEN ON THE VISIT

For Category 3-5 visits more detailed information about the visit and activities will be required. In this case a Parental Consent form should be attached to the information. For visits abroad and visits involving high risk activities **a briefing meeting for parents is essential**. For other Category 3-5 trips the Group Leader in consultation with the Educational Visits Coordinator will decide if a briefing meeting is necessary.

GROUP LEADERS SHOULD NOTE THAT PARENTS MUST BE GIVEN THE FULLEST INFORMATION ON THE NATURE OF THE TRIP AND THE ACTIVITIES INVOLVED. STUDENTS WHO HAVE NOT RETURNED A PARENTAL CONSENT FORM MUST NOT BE TAKEN ON THE VISIT

Step 6 Information collated

For Category 1-2 Visits Group Leaders should complete TF1 detailing the pupils involved in the visit. In completing the risk assessment TF8, the group leader should include any relevant information about a student (e.g. medical condition) which may need to be taken into consideration on the visit.

For Category 3-5 visits Group Leaders should first complete the EVP before completing forms TF2-TF8. These should be copied by the Group Leader and the originals retained by the Educational Visits Coordinator and the designated central contact person.

Step 7 Maintenance of records

Copies of all forms and relevant information will be filed in the College. Any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place.

For Category 1-2 visits the Group Leader must retain Parental Consent Forms for a period of 6 months after the completion of the visit

For Category 3-5 visits the Group Leader and the Educational Trip Coordinator must retain all documentation for a period of 1 year.

In either case if a concern or a complaint arises from an educational visit then all records must be retained until the concern or the complaint has been resolved

Step 8 Evaluation

On return from a visit the Group Leader should undertake an evaluation of the key aspects of the visit in order to facilitate future visits.

For Category 1-2 visits the Group Leader should if necessary inform the Educational Visits Coordinator of any issues which may have arisen on the visit and which might be pertinent to future visits

For Category 3-5 visits the Group Leader must complete and submit an evaluation form and submit it to the Educational Visits Coordinator

6. RISK ASSESSMENT

Educational visits cannot be entirely risk free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that organisers give careful consideration to this policy document.

Care must be taken not to expose the child to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the child's sense of adventure. Fundamental to the planning process of any educational visit is the process of risk assessment.

Risk assessment allows the Group Leader to make a reasoned judgement about the level of risk involved and what needs to be put in place to reduce the risk to an acceptable level to permit the visit to go ahead.

This is achieved by either:

i) eliminating the identified hazards altogether for example, by choosing not to use a water sports centre if the Centre staff do not possess current life-saving qualifications

or

ii) managing hazards by introducing effective control measures for example, by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities

Risk assessment comprises the following steps:

- identifying the **hazards**
- identifying the **people who may be at risk**
- evaluating the **potential risk**
- establishing **safety and/or control measures**
- disseminating **information** to all relevant persons and maintaining appropriate **records**

The Group Leader should understand that a thorough risk assessment must be carried out before students go on an educational visit. The risk assessment form (TF8) must be completed for all educational visits. The group leaders should also understand that risk assessment is a **dynamic** process and therefore they must carry out on-going risk assessments during an educational visit and ensure that appropriate action is taken as necessary.

Assumptions

It is frequently the case that in planning an activity, certain aspects of the exercise are 'assumed' to be adequately taken care of. **Assumptions should not be made and each visit should be assessed on an individual basis.** For example, 'the school used outdoor Centre X last year and everything was very well organised so it is sure to be fine this year again!' If acted upon, this assumption may fail to disclose the fact that the staff of outdoor centre X has changed since the school's last visit and that its public liability insurance policy has since lapsed. Therefore, this visit must not proceed.

GROUP LEADERS SHOULD NOTE THAT A RISK ASSESSMENT IS REQUIRED FOR ALL EDUCATIONAL VISITS

7. SUPERVISION AND STAFF RATIOS

It is important to have the optimum ratio of leaders to young people for any educational visit. Supervision ratios should relate to the category of the educational visit; the specific educational objective(s) and; the outcome of a risk assessment.

The staffing ratios detailed in this section are minimum requirements. On the basis of a risk assessment, it is likely to be decided that additional supervision is required, particularly in relation to categories 3, 4, and 5 with reference to a residential and/or hazardous activities.

The minimum staff to student ratio in St Louise's is 1 member of staff for up to a maximum of 20 students. The Group Leader must seek advice from the Educational Visits Coordinator in relation to the most appropriate staff: student ratio for any particular visit

The key factors which will be taken into consideration in the establishment of appropriate ratios are as follows:

- nature and location of activities to be undertaken
- age and ability of the group
- young people with special educational and/or medical needs
- day visit or overnight stay
- mixed or single gender group
- experience of supervisory staff in off-site supervision
- duration and nature of the journey
- type of any accommodation
- competence of supervisory staff, both general and in relation to specific learning activities
- requirements of the organisation/ location to be visited
- competence and behaviour of the young people
- seasonal conditions, weather and timing
- The following requirements will also be considered when establishing ratios:
 - At least one female leader will accompany students where an overnight stay is involved
 - Bus drivers will not be considered as supervisory staff
 - Responsibility for participants' supervision cannot be handed over to others even where an educational visit is to a centre with its own supervisory staff, unless previously agreed with all concerned, from the outset.

Supervision can be close or remote but it is always for the duration of the visit

Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.

Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leaders at all times. Both the leaders and the group will know of each others whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area in which the indirect supervised activity takes place throughout the period.

8. VETTING

In the context of educational visits, it is essential that the College's Child Protection Policy and procedures are followed.

This includes the requirement to ensure that staff who work with, or have access to young people have been subject to appropriate vetting procedures.

The need to vet volunteer supervisors should be made on the basis of their having 'substantial access to children'.

Participation in an educational visit, particularly those with a residential element, would provide such access.

Therefore, it is required that all adults, who accompany groups of young people under the age of 18 are vetted in line with the employing authority procedures

The procedure is relatively straightforward. The adult in question provides relevant details and gives permission for relevant checks to be carried out. The employing authority should deal with this information in the normal manner.

In addition, schools and youth organisations also need to be satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to young people.

The Group Leader must ensure that any volunteer or other person who will have access to students on the educational visit have been vetted and cleared to work with students

9. TRANSPORT ARRANGEMENTS

The Group Leader must be satisfied that all transport arrangements meet the legal statutory requirements for the type of journey proposed.

The Group Leader should ensure the following:

- the mode of transport is appropriate to the needs of the students
- there is adequate supervision during transit (excluding driver)
- those involved in driving hold the relevant licence to drive the vehicle
- those involved are insured appropriately
- Where leaders or parents choose to transport young people in their cars,

The Group Leader must:

- be satisfied that the vehicle is roadworthy, licensed and insured for the purpose
- seek the agreement of the parents of the young people involved
- satisfy themselves that private car users do not carry more passengers than the number of seat belts available.

GROUP LEADERS PLEASE NOTE THAT WHERE A BUS OR OTHER MEANS OF TRANSPORT HAS SEATBELTS THESE MUST BE WORN AT ALL TIMES BY ALL MEMBERS OF THE GROUP

10. INSURANCE COVER

St Louise's College is protected from negligence claims by third parties (including pupils), for injury or damage, under a Public Liability policy held by the Trustees/CCMS. Cover applies worldwide and automatically applies to all school organised activities, subject to policy terms and conditions.

ADDITIONAL INSURANCE

The employing authority and or insurance company can advise on particular types of insurance requirements and cover arrangements, for example:

- personal injury - medical cover for leaders and group members - third party in relation to loss or damage to property - specialised risk activities (often excluded from standard policies) Additional arrangements may be necessary to obtain insurance cover for:
- activities abroad and activities of a potentially hazardous nature - participants with medical conditions - cancellations or other emergency situations
- The Group Leader should scrutinise carefully the conditions, list of exclusions and limits on cover, in any policy provided by an outside organisation. If there is any doubt, the insurer should be asked for clarification before departure.
- The Group Leader may need to seek further advice from the employing authority if he/she is not completely satisfied with the insurance cover.
- The term 'External Providers' refers to other organisations or companies which provide a service that is outside the direct control of the Employing Authority e.g. Tour Operators, Specialist Activity Providers, Residential Centres etc. If the Group Leader has opted to use the services of an 'External Provider' he/she must ensure that: providers are reputable and have the necessary insurance in place for the services they provide; staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection; adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

These prerequisites should be ascertained as part of a risk assessment.

Note: A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Group Leaders should therefore take cognisance of their chosen provider's licence and note the activities which they are licensed to offer. Not all activities require a licence.

Further details can be obtained from the Adventure Activity Licence Authority.

There is no such requirement or structure in place at present for the licensing of outdoor activity providers in Northern Ireland.

11. EMERGENCY PROCEDURES

Despite risk assessments in place and careful planning, things sometimes go wrong. To mitigate any further risk and recover the situation to normality as soon as possible, the following guidelines must be applied:

- emergency procedures must be established by the group leader and must be communicated to and understood by all members of the party;
- the group leader should ensure that adequate First Aid provision is available.
- in the event of a young person becoming ill or being injured, specialist help must be sought as appropriate and parents informed as soon as possible. Where the illness/accident/injury is serious the principal should be contacted. Responsibility for informing relevant authorities rests with the principal;
- if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the principal in conjunction with the governing body should make arrangements for them to do so.

A 'missing pupil policy' should be known in advanced by every member of the group including:

- action to be taken if separated from the group or lost;
- advice on where assistance may be sought;
- notifiable personnel and contact details;
- notification of safe return.

If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified.

Contingency Planning

Group leaders must create a contingency plan for each visit/trip. All leaders and supervisors must be aware of the plan and senior staff remaining in school must also be aware and hold a copy of the contingency plan. The contingency plan should be informed by the risk assessment.

The group leader should initiate the contingency plan if any of the following circumstances arise or there is a high likelihood of them occurring before the trip returns to school or home:

- an **immediate threat to the physical and emotional safety and well-being** of the pupils and staff on the visit;
- an **unplanned closure** of the venue/destination for a period of time;
- a **significant disruption to travel arrangements** due to unforeseen circumstances (eg cancelled flights, mechanical breakdown etc.)
- an **injury, illness or fatality involving a pupil or member of staff on the visit ;**
- a sudden **serious illness, injury or fatality** of a pupil, member of staff or close relative **back at school or home;**
- a **criminal incident** involving group members or leaders;
- involves the school/organisation having to provide a **response to the media** relating to any of the above.

It should be noted that this list is not exhaustive and group leaders should liaise with the Principal if in any doubt about a situation.

Contingency plans should provide prompts for actions to be taken in the event of an identified situation arising. As part of the planning process group leaders should identify possible situations that could impact on the visit and then create a list of possible actions and contacts to be consider if the identified situation were to arise.

As an example if a member of staff was required to return home during the trip the contingency plan should identify how this would be accommodated and should identify a member of staff who can be released at short notice to join the visit.

Where an incident involving a pupil or group of pupils arises (eg illness, injury, criminal) their parents/guardian must be directly contacted as soon as possible to inform them of the situation. Where possible all efforts should be made to enable the pupil to talk directly with their parents/guardian in a private setting. The contingency plan should identify who will initiate this contact and this person should have immediate access to the emergency contact numbers for all pupils and staff on the trip.

Once a contingency plan has been activated the situation should be monitored continuously until it is resolved or until the group has returned home.

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: <http://citizenaid.org/>

All leaders and staff accompanying educational visits should download this key resource for use in emergency situations.

What should we do about visits given the current threat of terrorist attacks?

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. To provide some perspective - the UK government identifies five levels of threat from 'low' to 'critical'. Since 2006, when this level was first published, it has never been below 'substantial' – the middle level.

The understandable anxiety of parents, teachers, children and young people is particularly heightened following an incident. As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit. The following guidance for visit planning explains how we may reduce our vulnerability while carrying on as normally as possible.

When planning any visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack. It is sensible to:

- Be aware of the latest news relating to your destination.
- In the UK know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>.)
- When travelling abroad check the FCO website www.fco.gov.uk in the early stages of visit planning, at regular intervals and immediately prior to leaving.
- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

- When visiting crowded places such as a major city, venue or event, where the risk of attack may be greater, consider within your planning:
- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy venues. Where to wait and gather for head counts.
- How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry.
- Are staff phones charged and numbers shared?
- Do all leaders have all group information? Will they be spaced apart?
- A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment
- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
- Do you need to leave the site immediately with the crowd at the end of the visit event?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items.
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers

12. CONTACTS AND ADDITIONAL INFORMATION

General advice and guidance on the planning and implementation of educational visits can be accessed from the following personnel and organisations.

Organisation Contact details

EA Belfast Office

40 Academy Street BELFAST BT1 2NQ

Tel: 028 9056 4000

Fax: 028 9033 1714

e-mail: info@belb.org.uk

The website of the National Counter-Terrorism Security Office:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: <http://citizenaid.org/>

For further clarification on specific issues or activities the following publications should be consulted:

- Pastoral Care in Schools –Child Protection – DENI (1999), DENI (2001) and supplements (2002).
- Health & Safety of pupils on Educational Visits - DFEE (1999) DFES
- Safe Practice in Physical Education - BAALPE (1999)
- Group Safety at Water Margins – Central Council of Physical Recreation (CCPR) and the (DFES) (2003)
- Health and Safety in Primary Science and Technology - Association for
- Science Education (2001)

In addition, more detailed information on specific activities can be obtained from:

- Subject associations e.g. Geographical Association
- British Association of Advisers and Lecturers in Physical Education
- Consortium of LEAs for the provision of Science Services
- National Governing Bodies e.g. British Canoe Union, Mountain Training UK
- National Association of Field Studies Officers- Good practice guide for quality' safety and sustainability

APPENDIX 1

PLANNING CHECKLIST

| | YES | NO |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| The Proposed visit has clear educational objectives. | YES | NO |
| The nature of the visit has been established. | YES | NO |
| The target group has been identified. | YES | NO |
| All the relevant information regarding the proposed educational visit has been presented to the SMT and SMT has approved the proposed visit. | YES | NO |
| A risk assessment has been undertaken for all aspects of the visit and appropriate control measures have been put in place and recorded, hazards have been identified, people who may be at risk have been identified, evaluation of the risk has been undertaken, additional safety and/or control measures have been established, information has been disseminated to all relevant persons and appropriate records maintained | YES | NO |
| Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons. | YES | NO |
| The number of leaders in attendance has been agreed: a staff member has been identified as Group Leader, accompanying staff have been identified, volunteer supervisors have been identified and police checks have been undertaken (where necessary). | YES | NO |
| Leaders are made fully aware of: their roles and responsibilities, the standard of conduct required of them during the visits | YES | NO |
| Students and parents/guardians have been informed/briefed and understand the implications of their participation in the visit. | YES | NO |
| Parents/guardians have given their written consent to the students participating in the educational visit. | YES | NO |
| All relevant information (medical, dietary and contact details) pertaining to the students participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary. | YES | NO |
| The transport arrangements for the group are appropriate for the nature / type of journey(s) planned. | YES | NO |
| Adequate insurance is in place to cover all aspects of the educational visit, including transport. | YES | NO |
| Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of: its suitability for the group, its compatibility with the objectives of the visit | YES | NO |

Where the educational visit involves outdoor or adventurous activities, the Education Visits' co-ordinator and Group Leader are satisfied that: appropriate management structures and systems are in place in relation to child protection / health and safety, staff are competent to provide the activities, all relevant checks have been undertaken to ensure the above are in place

YES NO

The Educational Visits' Co-ordinator has approved the operational arrangements for the visits.

YES NO

APPENDIX 2:

CONSENT FORM

Date:

I consent to my son / daughter* _____ taking part in the educational visit to be held on _____

I confirm that she is medically fit to participate.

Please give details of:

1. Any current medical condition/any medication being taken

2. Any other relevant information which may affect his/her participation in the visit (including allergy or dietary requirements)

3. Emergency contact numbers:

Home:

Work:

Mobile:

Other:

I accept the established code of conduct for the educational visit and agree to the arrangements (including costs) relating to my son/daughter being sent home early from the visit.

I agree to my son/daughter receiving emergency medical treatment, including anaesthetic, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed (Parent/Guardian): _____

Date: _____

APPENDIX 3: AREAS TO BE ADDRESSED DURING BRIEFING OF LEADERS, PUPILS AND PARENTS PRIOR TO VISIT

Prior to any educational visit (categories 3-5) the group leader should brief all leaders, pupils and parents. Parents should normally be invited to school for a group meeting where all relevant information is disseminated and parents have an opportunity to ask questions.

Leaders

Supervision of pupils is paramount. The roles, responsibilities and detailed duties of all leaders must be worked out well in advance of a visit. Unless otherwise agreed, it must be assumed that leaders are on supervisory duty at all times. It is essential that all accompanying staff and volunteers should be fully briefed before agreeing to participate in an educational visit.

The briefing should include the following key areas:

- educational purpose;
- make-up of participating group;
- details of all planned activities, including any that are hazardous;
- expected level of participation in activities;
- arrangements for supervision, including details of rotas;
- roles and responsibilities of leaders and pupils;
- an agreed code of conduct (including the use of mobile phones and social media);
- health and safety rules;
- procedures e.g. emergency, First-Aid etc;
- cash handling arrangements, where necessary.

Parents of all pupils must be asked to sign a consent form giving:

- permission for their son/daughter to participate in activities;
- details of any medical or behavioural condition which may affect their participation including medications, allergies etc;
- emergency contact number;
- advance permission for urgent medical treatment if this is judged to be necessary by medical authorities.

The briefing of volunteers is particularly important as they are not part of the everyday life of the school and may not fully understand normal practices.

Therefore, volunteers must be:

- Notified of and complete vetting procedures prior to participation
- Provided with guidance on the expectations and boundaries of their behaviour whilst participating in the educational visit.

Pupils and Parents

Pupils and parents should be fully briefed before participating in an educational visit.

Information regarding the following should be provided:

- educational purpose(s) of the visit;
- date(s);
- departure and return times;
- transport arrangements;
- address/location/accommodation;
- details of all planned activities, including any that are hazardous;
- health and safety rules;
- responsibility for themselves and others (see pupils responsibilities Appendix 6);
- arrangements for supervision;
- role and responsibilities of leaders and pupils;
- an agreed code of conduct (including the use of mobile phones and social media);
- procedures e.g. emergency, First-Aid etc;
- any special clothing or equipment needed;
- recommended maximum pocket money, if appropriate;
- liaison arrangements with school including an emergency telephone number;
- details of arrangements relating to any participant returning home early
- procedures in the event of a pupil getting lost or separated from the rest of the group.

Parents of pupils must put in place suitable arrangements for the pick-up and set down of their son/daughter prior to and after the educational visit. These must be agreed with the school in advance.

Only by direct contact with a parent and with the agreement of the school may an alternative to the scheduled pick up or set down locations be arranged.

The group leader or leaders of an educational visit must not make ad hoc pick up or set down arrangements with a member of the group.

TRIP FORMS

EVP Educational Visit Proposal:

To be completed to seek approval for a Category 3, 4, 5 trips

TF1

To be completed for a Category 1, 2 trips

TF2

To be completed for a Category 3, 4, 5 trips

TF3

To be completed for Category 3,4, 5 trips

TF4

To be completed for Category 3, 4, 5 trips

TF5

To be completed for all trips

TF6

To be completed for Category 3, 4, 5 trips

TF7

To be completed for Category 3,4, 5 trips

TF8

To be completed for all trips

Educational Visit Proposal Form: EVP

| | |
|------------------------------------------|--------------------------------------------------------------|
| Place to be visited | |
| Educational objectives of visit | |
| Total number of students involved | |
| Staff Involved | |
| Date of Visit | |
| Category of visit (Circle) | 1 2 3 4 5 |
| Nature of activities | |
| Organising Company | |
| Group Leader's Signature | Date |
| Principal's Signature | Date |

SCHOOL JOURNEYS TF1

(This form should only be completed if the trip is a Category 1 or 2 trip)

Group Leader: _____ Other teachers: _____

Destination: _____

Educational Purpose of Trip: _____

Method of Transport: _____

Transport meets all statutory requirements (please tick)

Date of trip: _____

Time Out: _____

Time Back: _____

Name and Class of Pupils

| | | | |
|----|-------|----|-------|
| 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 | _____ |

Approved by: _____

Please tick the following before submitting this form:

1. I have obtained permission from the Principal for this trip.
2. I have informed parents/guardians of the details of the trip and have collected a parental consent form for each girl
3. I have carried out a risk assessment for this trip (see overleaf)
4. I have read the school's policy on school journeys and confirm that the arrangements for this trip comply with the policy.
5. I have informed the relevant Heads of Year and the teacher in charge of Rota about the trip.
6. All participants are aware of the code of conduct for this trip

Signed: _____ Date: _____

EDUCATIONAL TRIP FORM TF2

(This form should be completed for Category 3, 4 and 5 trips)

Group Leader: _____ Other teachers: _____

Destination: _____

Educational Purpose of Trip: _____

Method of Transport: _____

Date of trip: _____ Time Out: _____ Time Back: _____

1. TRANSPORT ARRANGEMENTS

Name(s) of transport company: _____

Please tick that you have checked that the transport company meets the legal statutory requirements:

2. INSURANCE COVER

a. Schools Public Liability Cover Policy Number _____

b. Additional Insurance (essential for overseas trips):

Insurance Company: _____

Type of Policy: _____

Policy Number: _____

Emergency Contact Number
of Insurance Company: _____

3. DETAILS OF ACTIVITIES

Hazardous (please circle)

- | | |
|----------|--------|
| a. _____ | Yes/No |
| b. _____ | Yes/No |
| c. _____ | Yes/No |
| d. _____ | Yes/No |
| e. _____ | Yes/No |

4. NAMES OF STAFF AND QUALIFICATIONS RELEVANT TO TRIP/ACTIVITIES:

St Louise's Staff

- a. _____
- b. _____
- c. _____
- d. _____

Centre/Resort Staff

- a. _____
- b. _____
- c. _____
- d. _____

Volunteers

- a. _____
- b. _____
- c. _____
- d. _____

Please tick that all of above have been subject to appropriate vetting procedures to enable them to work with or have access to young people.

5. ORGANISING COMPANY/AGENCY (if relevant)

Name: _____

Address: _____

Telephone: _____

Licence No: _____

6. ACCOMMODATION TO BE USED:

Name: _____

Address: _____

Telephone: _____

Name of Manager of Centre/Hotel: _____

Please tick that the Centre/Hotel meets required legal and insurance obligations

7. EMERGENCY CONTACT:

Name: _____

Telephone: _____

8. SIZE AND COMPOSITION OF GROUP:

Number of boys _____

Number of girls _____

Age range: _____

Adult to pupil ratio _____

Approved by: _____

Date: _____

EVALUATION OF THE VISIT TO BE COMPLETED BY THE GROUP LEADER FOR FUTURE REFERENCE TF3

| | |
|--------------------------|---------------------------------------------|
| School/Youth Group: | |
| Group Leader: | |
| Number in Group: | Boys: Girls: Supervisors: |
| Date(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 | | |

| | Rating out of 10 | Comment |
|-------------------------------------------------------------------------------------------|------------------|---------|
| 7. Accommodation: | | |
| 8. Food: | | |
| 9. Evening activities: | | |
| 10. Courier/Representative: | | |
| 11. Other comments and evaluation including "close calls" not involving injury or damage: | | |

Signed: _____

Date: _____

Group leaders' full name: _____

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

CHECKLIST FOR PUPILS GOING ON A VISIT TF4

| | ANSWER |
|------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <ul style="list-style-type: none"> • Who is the group leader? | |
| <ul style="list-style-type: none"> • Where am I going to visit? | |
| <ul style="list-style-type: none"> • How can I contact my group leader? | |
| <ul style="list-style-type: none"> • How do I use the phone if help is required? | |
| <ul style="list-style-type: none"> • What will be done to keep me safe and secure on the visit? | |
| <ul style="list-style-type: none"> • What should I do if I get lost or into difficulties when not with the group leader? | |
| <ul style="list-style-type: none"> • What is written in the code of conduct for my visit? | |
| <ul style="list-style-type: none"> • What do I do to keep my money and valuables safe? | |
| FOR RESIDENTIAL VISITS AND EXCHANGES: | |
| | DO I KNOW: |
| <ul style="list-style-type: none"> • The address(es) and telephone number(s) of the place(s) where I shall be staying? | |
| <ul style="list-style-type: none"> • How should I behave (house rules) where I am staying? | |
| <ul style="list-style-type: none"> • Where am I to sleep and where am I to dress? | |
| <ul style="list-style-type: none"> • What do I do if I am worried/unhappy about anything when staying with a host family? | |

PARENTAL CONSENT FOR A SCHOOL VISIT TF5

School/Group:

1. **Details of visit to:** _____

From: _____ Date/Time: _____ To: _____

I agree to _____ (name) taking part in this visit and have read the information sheet. I agree

to _____'s participation in the activities described. I acknowledge the need for _____ to behave responsibly.

2. **Medical information about your child**

a. Any condition requiring medical treatment, including medication? YES/NO
If YES, please give brief details:

b. Please outline any special dietary requirements of your child and the type of pain/flu relief medication your child may be given if necessary.

For residential visits and exchanges only

c. To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious? YES/NO

If YES, please give brief details:

d. Is your son/daughter allergic to any medication? YES/NO
If YES, please specify:

e. When did your son/daughter last have a tetanus injection?

I will inform the Group Leader/Head Teacher as soon as possible of any changes in the medical or other circumstances between now and the commencement of the journey.

3. Declaration

I agree to my son/daughter receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Contact telephone numbers:

Work: _____ Home: _____

Home address: _____

Alternative emergency contact:

Name: _____ Telephone number: _____

Address: _____

Name of family doctor: _____ Telephone number: _____

Address: _____

Signed: _____ Date: _____

Full name (capitals): _____

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

SUMMARY OF INFORMATION ABOUT PUPILS AND ADULTS PARTICIPATING IN A VISIT TF6

| SURNAME | FORENAME | DATE OF BIRTH | ADDRESS | NEXT OF KIN | CONTACT PHONE NUMBER | RELEVANT MEDICAL INFORMATION |
|---------|----------|---------------|---------|-------------|----------------------|------------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

EMERGENCY CONTACT INFORMATION TF7

To be completed before the visit. Copies to be held by the group leader and school home contact

1. School/group: _____
2. Name of group leader: _____ Home Phone No: _____
3. Visit departure date: _____
4. Return Information: Date: _____ Time: _____ Location: _____
5. Group: Total Number: _____ Adults: _____ Group Members: _____
6. Do you have an emergency contact list for everyone in the group? YES/NO
(If no, obtain one. If yes, attach it to this sheet).
7. Emergency contact information:
 - a. During school hours:
Head Teacher: _____ Tel: _____
Deputy/Other: _____ Tel: _____
 - b. Out of school hours:
Head Teacher: _____ Tel: _____
Deputy/Other: _____ Tel: _____
 - c. Travel Company:
Name/Address: _____ Tel: _____ Fax: _____
Company Travel Rep: Name: _____ Tel: _____ Fax: _____
Insurance/Emergency Assistance: _____ Tel: _____ Fax: _____
Hotel: _____
Address: _____
_____ Tel: _____ Fax: _____
Hotel contact (e.g. Rep/Manager): _____
 - d. Other emergency numbers: _____
(e.g. telephone tree) _____

Risk Assessment TF8

| Potential hazard | Name of students at particular risk | Evaluation of risk (High, Medium, Low) | Measures to mitigate hazards |
|------------------|-------------------------------------|----------------------------------------|------------------------------|
| | | H M L | |
| | | H M L | |
| | | H M L | |
| | | H M L | |
| | | H M L | |
| | | H M L | |
| | | H M L | |