



## RISK ASSESSMENT

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## 1. INTRODUCTION

We offer tailor made educational tours for schools and despite educational visits being statistically one of the safest environments for children to be in, this guide was written in response to the large number of group leaders that were seeking help with the demands being made of them for risk assessments of their visit. Group Leaders should recognise the importance of always referring to their employer's guidelines and this document seeks to illustrate, in nontechnical terms, common basic principles and how they can be effectively used to benefit their own group management plans. The information and advice in this guide is suitable for all schools, state-managed or independent, and it seeks to complement the current support and training being offered to all schools via Outdoor Education Advisors at LEA level through Educational Visits Co-ordinator (EVC) and Leader Training.

## 2. POLICY STATEMENT

Within the context of school travel, a risk assessment is consistent with a group management plan. In other words, the means by which leaders 'steer' their group through to the objective of arriving home safe and sound. Whilst there are many types of risk assessment, it is important to recognise that the concept is quite simple:

- Somebody identifying a hazard
- Recognizing somebody is at risk from the hazard
- Putting some judgement on the potential likelihood and severity of the harm that might befall them
- Then critically putting in place the necessary control measures to rectify the problem.

A hazard is the potential of an activity to cause harm. A risk is the likelihood of the activity causing harm and is linked to the severity of that harm. It is important to recognise that you already risk assess many, many times in an average working day. For example:

Teacher A walks into a room and sees Tracy balancing back on the back legs of her chair	
Hazard Identification	Teacher A identifies the hazard - a fall
Person at Risk	Tracy is the person at risk
Likelihood & Safety	Likelihood of a fall and potential for harm are high
Control Measures	Tracy told to sit straight on chair and observed to do so

An important consideration is that the action – the control measure – is usually dependent on the person not the hazard. For example, if the person at risk was unlikely or unable to follow the simple instruction, "sit straight", the teacher may have felt another control measure was appropriate.

This simple example shows how common the process is; what is uncommon is to write risk assessments down, but even then, the steps remain the same.

## 3. USING A TOUR OPERATOR

Use of a properly selected tour operator can substantially reduce liabilities and workload. It is our responsibility to carry out checks on all the component parts of your trip - such as the accommodation, transport and excursions - and so we can assist you with the local information that you need to develop your trip management plans.

By handing over this part of the visit, organising leaders can better allocate their time to developing their own management plan and the delivery of the educational content of the visit. Also, you are further protected by the law as accountability then lies with IBT Travel Ltd as the tour operator rather than yourself. As assured members of the School Travel Forum we conform to the School Travel Forum's Code of Practice, which ensures the above requirements are met.

## What IBT Travel Ltd does for you

Our auditor's check the following areas:

### Accommodation

- Compliance with all Local and National Governing Body or Licensing Authority requirements.
- Operating Licence & Indemnity and public liability insurance
- Fire & safety arrangements including electrical and gas equipment
- Food hygiene
- Hotel security & general safety
- Swimming Pool safety

### Transport

#### **Coach Operators**

- A valid Operating Licence for UK and Europe as required.
- Evidence they are in possession of valid indemnity, public liability insurance and transport specific insurances.
- Fleet age and specification (including seat belts, DVD players etc.)
- Vehicle maintenance, breakdown cover and emergency procedures.
- Driver suitability including CRB (or equivalent) check where appropriate.

#### **Air, Sea & Rail Operators**

- All air, rail and sea transportation provided as part of a tour complies with regulations set down by the appropriate Maritime and Coastguard Agency, Civil Aviation Authority or equivalent regulatory body in the country of operation.

#### **Please note:**

- Use of/standards of public transport used by groups or individuals during a tour is outside of our control.
- All UK sourced coaches will be provided with seat belts. Please be aware however it is not a legal requirement in many overseas destinations for coaches and buses to be fitted with safety restraints.

### Excursions & Visits

We check that all activities and excursions you wish to visit have evidence they are in possession of a valid operating licence plus appropriate indemnity & public liability insurance. We also check that they are inherently safe and conform to our own internal guidelines including, if applicable, the suitability of any equipment to be used and the level of instructor qualification and competence.

### Monitoring Feedback

In addition to the above we constantly monitor the performance of our suppliers through spot checks and feedback from our groups. The work we do is designed to constantly encourage a positive attitude to health and safety in all the destinations we operate in.

### What can't we do?

Whilst we can provide you with some of the information you require to complete a trip Risk Assessment, we are unable to complete the assessment on your behalf. The Group Leader has a responsibility under the Management of Health & Safety at Work Regulations (which also applies to educational visits) to ensure risks are assessed and appropriate control measures put in place. Whilst we are familiar with our suppliers, we are not familiar with your group members and/or the dynamics of your group, and this knowledge is integral to accurately assessing the level of risk a supplier might present to you and your group.

### **Example – One venue, same hazards, two correct solutions.**

Consider two groups visiting a large amusement park in Europe. Group A is a primary school with students aged 9 –10; Group B is from a secondary school with students aged 13 - 15. From a Generic viewpoint, the hazards will be somewhat consistent with any other large amusement park. The significant hazards might include:

- Getting lost
- Other members of the public
- Sickness
- Trips & minor injuries
- Petty theft

However, the control measures used to protect the children would vary, because of the age and experience of the children. Group A may decide the appropriate control measure is to divide the group up according to their leader/ pupil ratio (which in itself will also be influenced by the age of the children). Thereafter each leader stays in close control of their own group. Group B may feel that such close control was inappropriate, particularly since one of the objectives of the visit may be to educate the pupils in the management of their own safety. They may decide to allow more remote supervision, by providing more pupil instruction, establishing a base to which pupils could always return, patrolling or stationing leaders as appropriate.

The example clearly indicates that the unique dynamics of the group, and the individuals within it, dictate reasonable and appropriate control measures. Therefore, it is inappropriate for anybody without intimate knowledge of the group to attempt to complete this phase of the group management plan.

## **4. WHAT GROUP LEADERS MUST DO**

Essentially, leaders need to be duly diligent in preparing a management plan for their visit, but they do not have to demonstrate superhuman powers of precognition. They simply have to deal with what is reasonably foreseeable and respond within a reasonable range of measures.

Leaders should concentrate on significant risks; there is no expectation for insignificant risks to be included in a formal risk assessment. Professional judgement, particularly when backed by experience, is sufficient to deal with such situations within schools and it is no different when off-site.

Where examples of current good practice exist (as with the DfE guidelines), leaders should ensure they are followed. If alternative practice is to be followed it should be of an equivalent standard or better, not worse.

It is recommended that at least two or more leaders participate in the planning process. Two professionals considering a range of options strengthen the argument that the measures taken have been reasonable.

Finally, the natural discipline of writing down agreed plans and the potential need to evidence the process are good reasons to ensure decisions are recorded formally. Of key importance, it also means that the management plan can be readily shared as an active dynamic document.

### **The Risk Assessment Process – Getting Started**

Any school tour can be broken down into a small number of 'instances'. Once you have risk assessed one excursion, for instance, you will easily be able to apply the same logic to a similar excursion. Similarly, once you have risk assessed one accommodation, you will be able to apply your logic for this to the accommodation you use on your next tour. Where factors are repeated and common across many tours, your future Group Management Plans will take less time to complete as you will be able to use past risk assessments as your starting point. Once established, generic risk assessments can be used again and again or shared. Likewise, they may come from elsewhere within your school or local authority.

## Identify General Hazards

If we stop thinking of the Eiffel Tower as itself but see it as a “public monument on an open site, featuring close proximity with other members of the public, potential crowd situations, access restrictions, height and lots of stairs/trip hazards”. On consideration, the hazards to a group are common to many similar public monuments and may include:

- Children getting lost/group being split
- Children acting inappropriately
- Strangers
- Petty theft

And perhaps, to also consider:

- Trips on stairs
- Fear of heights

Therefore, the best risk control measures relate to group management NOT management of the Eiffel Tower itself.

## Decide Upon Appropriate Control Measures

When deciding on how to control a group in any situation, it is useful to consider a range of measures that work together - Supervision – Protection – Training

For example, some measures that may be considered for a field trip to a local wood:

### **Supervision**

- Pupil/teacher ratios
- Appropriate dispersal of teachers throughout the group

### **Protection**

- Suitable clothing
- Sun protection
- Safe walking routes

### **Training**

- Agreed code of conduct
- Pre-visit briefing

Note that all categories of controls might not be required on all occasions.

## Generic Risk Assessments

You will find a number of generic risk assessments covering the main areas of an educational tour at the end of this document. They should act as a starting point from which you can build your own individual Group Management Plan. It is at this stage that a site visit is useful. There is no substitute for first-hand knowledge. Think of a pre-visit as ‘walking the course’, such pre-visits add the fine detail to the group management plan. Site visits are also useful when developing the educational outcomes for the visit. Ask your IBT Sales Consultant for details of how we can assist you in this area by organising a preview visit to your chosen destination.

## Having an Alternative - Plan B's

It is important to think of the obvious ‘What ifs?’ Again, leaders are not required to consider all the many, minor details that could possibly change, but for example:

- What if a venue is weather dependent and can't be used?
- What if there is a sick child, how will the sick child be looked after and what's the effect on the rest of the group?
- Trips on stairs
- What if one of the members of staff falls sick?

One of the hardest decisions for a leader to make is to stop an activity at short notice with a group of excited, expectant pupils without a pre-prepared alternative.

## Emergency Procedures

The ultimate Plan B is an Emergency Procedure for worst-case scenarios. These are usually already established by the school or LEA and must be considered. Remember to ask about a tour operator's emergency procedure and check how it fits into yours.

## On-Going and Dynamic – Making the Plan Work

Armed with the group management plan (including Plan B's), leaders will have a well-considered approach to the visit. However, the world is a dynamic place and circumstances change. Leaders must monitor the effectiveness of control measures and if need be adapt. Well considered 'What ifs' and Plan B's will help here, but inevitably, on the spot decisions will need to be made.

Management of safety 'on the ground' is key and appropriate skills and experiences are called for. However, you probably already deal with such instances in your daily work routine.

For many situations, the group management skills exercised within schools are suitable, particularly if the process is backed by a good planning process. If the activity or circumstance is very 'technical' or outside a leader's experience, consideration should be given to recruiting expert help. This might be in the form of a local guide or instructor. It is important to discuss the coming day's plans and possible variations before setting out. Again, after you return, review the day and look forward to the next. These meetings can be short and informal and jotting down any changes on the management plan forms a useful and easy record of the decisions made.

## Review

As the majority of educational visits follow similar patterns, it is very good practice when the tour is finished to get together with colleagues, reflect and review the planning process/risk assessments used. These can be used to inform next year's or other visits.

The following is for guidance only. If you have any specific queries regarding any aspect of your school tour, then please contact our office on 01292 477771 or by email to [info@ibt-travel.com](mailto:info@ibt-travel.com).

We would recommend that you consult the latest DfE guidelines on “Standards for LEAs in Overseeing Education Visits” on the website [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

## 5. TOUR ORGANISATION

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Travel arrangements being cancelled or changed plus financial loss of all money due to failure of suppliers and/ or tour Operator/ travel company	Medium	Use of reputable tour operator who is bonded by ABTA & ATOL.  IBT Travel Ltd is a long-established provider of school trips to schools and is bonded with: ABTA – No. V0847 ATOL - No. 5916..	Low

## 6. REMOTE SUPERVISION FOR ALL VISITS & EXCURSIONS

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Lost/abduction Road traffic accident Medical emergency Theft/assault Abuse by public Given Drugs	High	If staff are unfamiliar with the location to be visited, a Pre-visit of town/area is strongly recommended.  Information of the location obtained from the local tourist board.  Weather forecasts checked and pupils advised on the suitability of clothing and/or the use of sun creams/blockers  Group leader discussed area to be visited and any associated hazards  If required, Group leader issued Information handout to pupils and staff  Clearly defined boundaries communicated to pupils.  Staff advised pupils regarding vigilance & awareness of surroundings  Pupils told not to talk to strangers, if approached and to inform a member of staff.  A central, permanently staffed meeting point established and communicated to all pupils.  Adults patrolled the defined area as appropriate  Pupils placed into designated groups/pairs and informed of need to stay together  The maximum and minimum size of a group specified.  Pupils given emergency contact information and shown/ instructed how to raise an alarm (if abroad this could be a card with emergency numbers on and provision of a mobile phone together with instruction on how to use it)  Pupils advised on keeping bags held tightly secure  Consideration given to measures which easily identify group members, e.g., coloured caps, school sweatshirts etc Ensured no name badges are worn by pupils  Pupils told to attend the central meeting point for periodic check in/ head count, dependant on length of remote supervision	Low



## 7. COACH TRAVEL

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Vehicle/driver suitability &/or driver fatigue	Medium	Hired a reputable coach operator. Rest stops agreed with driver Pupils told of the rules of behaviour &, if applicable, cultural (foreign travel) differences are clearly explained to pupils.	Low
During travel	Low	Bucket/sick bags, paper towels and disinfectant on-board Clearly defined boundaries communicated to pupils. Pupils/accompanying staff advised on RTA emergency procedures. Chosen safe locations (embark and disembark) & provide adults supervision. Clear safety instructions given (Includes for UK or travel abroad). All members of the group are wearing seat belts (at all times). Pupils told not to sit behind or distract the driver. Staff seated at varied locations throughout coach (especially exits). Pupils are not be seated at emergency exits. First aid kit available.	
During rest stops (accident/abduction/loss)		Pupils supervised across the car parks/roads. Pupils informed of a meeting point (permanently staffed). Pupils told of the clearly defined areas in which to stay. Pupils told to stay together in pairs (min.) when they go to the toilet. If required, adults patrol where pupils are & monitor toilet entrances/exits. Pupil head count taken before escorting back and before the coach leaves.	Low
Arrival	Low	Staff chosen safe locations to disembark and supervise. Check luggage and manual handling assistance may be offered if required. Pupils supervised across any car parks/roads.	Low

## 8. FERRY TRAVEL

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Awareness of emergency procedures – (panic/injuries)	Low	Pupils told about the hazards associated with this type of travel.  Group members listened to safety announcements given by ferry staff.  Muster points shown to pupils prior to sailing..	Low
Heavy/bulky Luggage (Manual handling injuries)	Low	Staff advised pupils about limiting amount and weight of luggage.	Low
Adverse weather (Falling overboard, drowning. Sea sickness)	Medium	Pupils not allowed on deck if conditions are too rough/windy  Advice obtained from ferry staff where necessary.  If pupils are allowed onto the deck, the areas should be clearly defined before the pupils access them. These areas should be supervised by staff.  No climbing on guardrails allowed.	Low
Walking on the boat-deck (Falling overboard)	Medium	The areas clearly defined and supervised, if pupils are allowed onto the deck.  Pupils instructed not to stand, climb on or lean over edge protection.  A designated person to give information regarding evacuation procedures and the location of any buoyancy devices & give instruction on use  Any additional procedures:  Staff checked the location & suitability of fire fighting equipment.  Staff confirmed all exit routes are clear, immediately upon arrival and at regular intervals throughout the ferry trip.	Low
Strangers/Violence/ Abduction	Low	Confirmed pupils are closely supervised during embarking/ disembarking.  Confirmed adults sit with pupils in one area as far as possible.  If pupils are allowed to walk around, they will be in groups, never in less than pairs and the maximum number in a group stipulated.  Pupils told to report any unwanted contact immediately to a member of staff and/or ferry staff.  A central meeting point made known to group members and permanently staffed.  Regular check-in times arranged, and head counts conducted before embarkation, during trip and after disembarkation.  Pupils reminded to keep money/valuables out of sight.	Low

**8. FERRY TRAVEL cont.**

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
On board accommodation (if applicable)	Low	<p>Knowledge of the accommodation obtained.</p> <p>Checked that cabins are suitable and security / locks in working order.</p> <p>If not en-suite check location and suitability of toilet/washroom facilities..</p>	Low
FIRE (Evacuation procedures, exits etc)	Low	<p>Pupils and staff made aware of the fire alarm, escape routes, and emergency exits upon arrival.</p> <p>Staff checked the location &amp; suitability of fire fighting equipment.</p> <p>Staff confirmed all exit routes are clear, immediately upon arrival.</p> <p>Identical checks conducted at regular intervals throughout the stay.</p>	Low

## 9. AIR TRAVEL

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Check In & Passport Control  (Lost party member/ documents)	Medium	Members of the party will be instructed to assemble together in order to negotiate through check in, security and passport control procedures as a party.  Divide party into administrative groups with each member of staff being responsible for all documentation and registering/ check-in of a sub-group.  If necessary, staff will use the airport announcement system to relay a message.  The remote supervision procedure will apply within the airport.	Low
Before departure - Lost party member, lost/ unattended baggage.	Low	All baggage (checked and hand luggage) to be kept by party members and not to be left unattended  All baggage to be clearly labelled, using the baggage labels provided.  Check in to be undertaken on arrival so that all hold baggage is transferred into the airlines care and responsibility.  Follow remote supervision procedure.	Low
Delayed departure	Low	Communicate with Travel Company and school contact regarding delay so that revised ETA (if known) can be given to tour suppliers at destination for necessary adjustments of arrangements to be made and to school so that information can be given to parents.	Low
Flight accident / security incident		During the flight the party will be in the jurisdiction of the aircrew. Therefore, they will be expected to listen carefully to the flight instructions given at the beginning of the flight and in the event of an incident to follow any further instructions issued by the flight crew.  Communicate with Travel Company / School as soon as possible to begin emergency communication procedures.	Low

## 10. ACCOMMODATION

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Fire Precautions / Safety	Medium	<p>Group leader have gained prior knowledge of the accommodation.</p> <p>Pupils and staff made aware of the fire alarm, escape routes, location of fire fighting equipment, and emergency exit upon arrival.</p> <p>Staff confirm all exit routes are clear, immediately upon arrival &amp; check throughout stay.</p>	Low
Strangers / Unknown area / Abduction	Medium	<p>If windows have no restrictors/locks fitted, pupils made aware of safety and security dangers of opening windows plus the need to secure balcony doors.</p> <p>Pupils made aware of out of bounds areas on arrival and appropriate rules of behaviour.</p> <p>Pupils not to leave rooms once they have been checked in for the evening.</p> <p>Pupils instructed not to open room doors to anyone unless they know who is there.</p> <p>Staff patrol areas where students are sleeping until all pupils are settled.</p> <p>N.B. If staff need to enter pupil's room, the door is kept open with another member of staff present at the doorway.</p>	Low
Electrical equipment	Low	<p>Visually inspected electrical equipment used by staff and pupils prior to use and taken out of service (or brought to the attention of the proprietor) if faulty.</p>	Low

## 11. SWIMMING IN PUBLIC & HOTEL POOLS

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
WATER (Drowning/ Slips, trips, fall)	Medium	<p>Parents made aware of the swimming activity taking place during the visit.</p> <p>The pupils given information on the possible hazards associated with the activity.</p> <p>The pool or hotel notified in advance of the visit and of the numbers to expect.</p> <p>Qualified lifeguards provided in appropriate ratios by the pool. Please note: When swimming:</p> <p>LIFEGUARDS ARE NOT INCLUDED in the School's supervisory ratio.</p> <p>Pupils under constant supervision.</p> <p>Pupils warned NOT to run because of slippery surfaces!</p> <p>School staff act as additional spotters, with staff in the water and staff on poolside.</p> <p>Pupils restricted to different zones of the pool, dependent on their swimming ability.</p> <p>Non-swimmers directly supervised in a safe area at all times.</p> <p>Regular head counts taken, appropriate to length of activity and layout of pool.</p> <p>N.B. If no lifeguards are provided, at least one member of staff should have a National Pool Lifeguard qualification (issued by the Royal Life Saving Society). If no member of staff has this qualification and there are no pool lifeguards present, SWIMMING WILL NOT TAKE PLACE.</p>	Low
UNKNOWN PEOPLE (Child abuse / violence / abduction)	Medium	<p>Changing areas supervised while being used by pupils.</p> <p>Head counts taken when pupils enter/leave changing rooms and when leaving the swimming pool building.</p>	Low

## 12. SKIING/SNOWBOARDING (ON PISTE)/SLEDGING

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Weather & Snow conditions (Avalanche, Icing, Falls).	Medium	<p>Weather conditions and snow &amp; skiing/snowboarding/sledging conditions checked before commencement and, if required, instructors consulted.</p> <p>Appropriate clothing worn for the existing conditions.</p> <p>The pupils given information on safety procedures e.g., hill evacuation and comprehension of safety signs and signals.</p> <p>Lift operators will decide if it unsafe to ski. The lifts will be closed, and the mountain swept if conditions deteriorate.</p> <p>All uplift equipment is checked daily, by operators at the ski centre.</p>	Low
Chair Lift and tows: i.e. Falls from height/Struck by and/or Entangled in moving equipment	Medium	<p>The pupils given information on the possible hazards associated with the activity.</p> <p>Pupils instructed how to get on and off the chair lift and tow.</p> <p>Adults take the first and last lift and supervise pupils mounting and dismounting the chairs and tows.</p>	Low
Skiing / Snowboarding / Sledging - Travel at speed/Contact with objects or people on or near slope.	Medium	<p>Ski instructors hold the relevant instruction qualification.</p> <p>Skiing/snowboarding only allowed when under the direct supervision of said instructors or appropriately qualified members of school staff.</p> <p>Pupils not allowed to attempt activities beyond their competence.</p> <p>The pupils given information on the possible hazards associated with the activity.</p> <p>Pupils speed of travel monitored</p> <p>Pupils made aware of the International Ski Federation rules of personal behaviour. Skiers whose behaviour endangers their own or others safety caused the Group Leader to consider withdrawing them from the slope.</p> <p>Only one sledge allowed on the slope at any one time</p> <p>An adult available off the slope to provide supervision if required.</p> <p>Pupils look after each other while skiing – buddy system – and know what to do if separated from group.</p> <p>Meeting points agreed for teachers, group and instructors at end of ski sessions.</p> <p>A central meeting point made known to group members and permanently staffed.</p>	Low
Ski / snowboard equipment injury / failure	Low	<p>Equipment hired from a reputable supplier and is specifically fitted to each pupil by a qualified technician.</p> <p>Helmets with chin straps should be worn whilst skiing/ snowboarding and/or Sledging.</p> <p>The equipment checked prior to use and at regular intervals as necessary by a competent person for condition and fit.</p> <p>Pupils know safe procedures for carrying skis/walking in ski boots</p> <p>Pupils do not swap equipment with each other.</p>	Low

### 13. ADVERSE WEATHER CONDITIONS (in addition to those mentioned in section 12)

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Ice and Snow (slipping and falling)	Medium	Grit/clear at least one designated access/egress route. Ensure people are aware of cleared route. Ensure an appropriate gritting/clearing schedule is established setting out routes to be dealt with first, which second etc, based on priority of use. Ensure that car parking areas are gritted/cleared. Information and instruction on the above schedule given to all operatives Restrict access to areas which have not been gritted/cleared (e.g., playground).	Low
Manual handling injuries whilst gritting/removing snow.  Musculo- skeletal injuries due to moving, transporting, and applying grit and clearing and moving of snow.	High	Provision of a device (barrow, trolley or similar) for transporting grit, or snow to desired destination. Strong, slip resistant footwear to be worn by operatives. A manual handling assessment of the operation should be carried out and findings communicated to all relevant persons.	Medium
Extreme heat/sun (Sunburn, heat exhaustion, dehydration)	Medium to High	Plan outdoor activities to avoid the hottest/sunniest parts of the day, particularly where these involve physical activity (e.g., sports days). Make use of any available shade. Consider erecting shades, e.g., gazebos where appropriate. Wear long sleeved, loose fitting clothing and hats which offer face and neck protection. Encourage the use of sunblock/sunscreens as per previously issued guidance. Provision should be made for staff and pupils to take liquids when required. For indoor areas ensure adequate ventilation is maintained to provide a comfortable temperature. Allow for regular breaks for staff carrying out physical operations in high temperatures.	Low
Strong winds	Medium	Restrict access to areas where there is a possibility of items being blown into the area (e.g., playgrounds with large trees adjacent to them). Do not carry out work at height or use ladders, steps and scaffold towers in high winds. Avoid carrying large flat objects which could act like sails in high winds. Secure doors and windows known to be affected by high winds (i.e., prone to slam shut) (NB this must not hinder fire escape if the doors are designated fire exit doors).	Low
Heavy Rain	Medium to Low	Ensure adequate precautions are taken to ensure safety if leaks are identified i.e., mop up wet floors, appropriate signage of wet areas and barriers where necessary. Isolate any electrics affected by leaking water and do not re-use until checked by a competent electrician and declared safe. Identify areas where leaks are occurring and ensure they are repaired. Ensure soak aways are regularly checked for blockages, i.e., leaves etc.	Low



## 14. GENERAL EXCURSIONS/APRÈS SKI

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
All Après Ski activities	Medium	<p>Check that any activities provided by the tour operator are suitably risk assessed by tour operator. The IBT Travel Group only provide entertainment that is covered by our insurance and in premises that are bound by local fire and safety laws.</p> <p>Any activities arranged by group leader must be risk assessed by group leader.</p> <p>Group leader considers activities suitable for group and provides sufficient establishment staff supervision.</p> <p>Check that all young people attend or otherwise supervised. Staff understand their supervision responsibilities.</p>	Low
Ice Skating (ill fitting boots/ falls / minor cuts and bruises)	High	<p>All students to be given information on the possible hazards associated with the activity prior to commencement. A manual handling assessment of the operation should be carried out and findings communicated to all relevant persons.</p>	Low
Disco evening: Abduction Medical emergency Crushing in the event of Emergency Interference from locals	Medium to High	<p>Clearly defined boundaries will be communicated to all students. Adults to patrol the defined area as appropriate.</p> <p>Pupils to be made aware of the location of adults.</p> <p>All students to be made aware of the emergency exits, fire procedures and central meeting point. All students to be advised to remain calm in the event of an emergency.</p> <p>Ensure all students are instructed to avoid contact with people outside the group, with all contact being reported to a member of staff.</p> <p>Students informed not to accept food or drink from strangers.</p>	Low
Bowling: Back strain/pulled muscles	Medium	<p>All students to be made aware of the possible hazards associated with the activity.</p> <p>Students to be made aware of location of staff and first aid provision.</p>	Low
Injury due to mishandling /dropping bowling balls or slipping	Medium	<p>Request that a member of the bowling alley staff speaks to the participants about how to play the game, the rules of the game and the acceptable procedures to ensure a safe activity. Also, a demonstration of how to lift and deliver the bowl including where to release the bowl and what to do after the bowl has been released.</p> <p>Participants should be aware if the bowls are automatically returned to players or not and they should be made aware of the location of the return area.</p> <p>Participants should only remove bowls from the "source area" when the bowls are stationary.</p>	Low

#### 14. GENERAL EXCURSIONS/APRÈS SKI cont.

Hazard(s) observed	Risk before control measures implemented	Control measures to be considered. (School to adopt measure as appropriate)	Risk rating if controls implemented
Adverse weather conditions / walking around resort	Medium	<p>Ensure students are aware of cleared routes. Students to be informed of out of bounds areas.</p> <p>Weather warnings to be observed at all times and scheduled events to be changed as necessary. Remote supervision guideline in action.</p> <p>Pupils stay in pairs/groups (buddy system).</p> <p>Pupils know where and how to contact staff member and what to do if separated from group.</p> <p>Staff know when they are "on duty" and understand they have responsibility for pupils at all times.</p>	Low
Ice and snow (Slipping and falling)	Medium	Appropriate footwear and clothing to be worn at all times..	Low

## FURTHER ADVICE

Your Authority will have its own policy and guidance for supporting visits which you should request this if you do not have a copy. Many Authorities have an advice and approval process that their schools are required to follow. Initially seek guidance from your Educational Visit Coordinator (EVC) in school or your Local Authority Outdoor Education Adviser.

## ACKNOWLEDGEMENTS

### Health & Safety Executive (HSE)

Five steps to risk assessment – INDG163 (rev3), revised 06/11  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)

School trips and outdoor learning activities  
[www.hse.gov.uk/services/education/school-trips.pdf](http://www.hse.gov.uk/services/education/school-trips.pdf)

### School Travel Forum (STF)

Demystifying Risk Assessment – 10.02.05 v2  
[http://www.schooltravelforum.com/media/1333/demystifying\\_risk\\_assessment.pdf](http://www.schooltravelforum.com/media/1333/demystifying_risk_assessment.pdf)

### Outdoor Education Advisers' Panel National Guidance (OEAPNG)

National Guidance for Outdoor Education – 4.3c Risk Management  
[www.oeapng.info/](http://www.oeapng.info/)

### British Activity Providers Association (BAPA)

British Activity Holiday Association Members' Code of Practice 2011 / 2012  
[www.thebapa.org.uk/safety.aspx](http://www.thebapa.org.uk/safety.aspx)

### Council for Learning Outside the Classroom (CLOtC)

National guidance for planning learning and recreational activities that involve taking groups of children and young people to settings such as:

- the local environment
- places further afield e.g. visits to local libraries, museums and theatres etc.
- residential venues
- learning ventures abroad

[www.lotc.org.uk/](http://www.lotc.org.uk/)

### NASUWT

Educational Visits, May 2004

### NUT

Health & Safety Briefing: School Visits, March 2005

### HSE

Five Steps to Risk Assessment, Jan 2001

### Mr Chris Lowe

Chair, Educational Visits Advisory Council