



**PODAR ORT
INTERNATIONAL SCHOOL**

Study Trip Handbook

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Study Trip Handbook

Confucius around 450 BC said, “Tell me, and I will forget.

Show me, and I may remember. Involve me, and I will understand.”



According to Experiential Learning Theory, by physically doing something, not just reading or hearing about it:

- I find out how I feel doing it.
- I discover what it means to me, maybe some of my strengths and weaknesses.
- I'm emotionally involved in the learning process.

Objectives :

1. To provide opportunities for outdoor experiential learning
2. To provide a relaxed atmosphere for classmates to get acquainted with each other.
3. To provide an outdoor experience away from the campus.
4. To provide opportunity in living without all the modern conveniences.
5. Learn responsibility for jobs you might not otherwise do.

To summarize: Fun, fellowship, and learning in the outdoors.

Students' Expectations

- They will be assigned project work which will integrate their learning on the trip.
- They will have to maintain a record book that is a mandatory requirement for IAYP.
- Every child must take responsibility for his/her own belongings, so **travelling light is essential**.
- Furthermore, if you bring any cash, expensive items such as **cell phones, iPods, electronic games, cameras and binoculars or other electronic gadgets** you will be expected to take responsibility for it. If you bring these items it would be good if you were to deposit the same with your chaperones for its safe custody.
- Cell phones would be only for Grade 8 and above and they need to be deposited it with the chaperones at night during lights out time. Its usage during the day will be notified to you by the chaperones.

- At the discretion of parents, students may also carry a pocket allowance of not more than Rs. 2000 should they want to pick up souvenirs along the way.
- Each student will keep a daily record of the trip in an SIS notebook and should have pens handy to take notes.
- Each student will need a small shoulder bag or waist pouch to carry these items, along with a water sipper.
- We have a full schedule of activities every day which will be notified every morning night by the chaperones/camp organizers. It is expected that all follow the guidelines for their safety and enjoyment.
- The camp organizers on reaching the camp site do not permitted junk food & aerated drinks in the camp.
- Good food (including snacks) and bottled drinking water in hygienic packing will be provided all through the trip, tailored to the children's dietary requirements.
- Drinking clean water and in good quantity is necessary to avoid dehydration and keep you fit.
- During travel by train or bus students should be seated in their allotted seats both for safety and taking head count.
- More so since e-tickets have been purchased it is **MANDATORY** to carry **school ID** card.
- It is mandatory to wear CCA T-shirt and jeans during travel time so that students can be easily identified.
- First Aid box is available with the chaperones. Any specified medicine needs to be sent by your parents to the chaperone through you with a note. Your parents need to specify any kinds of ailments if any such asthma, allergies etc.
- No one will leave the campsite without the permission of the chaperones.
- SIS notebook, covered in plastic, with student's name and class written on the cover – Trolleys labeled as per the trip e.g. "Delhi – IAYP Rajgarh Solan Trip"
- Report to the chaperones for any ailments
- Code of Conduct – as listed in student handbook needs to be adhered to in the trip.
- During train journey no one will get off the station except at the final destination.

Swimming Rules

Swimming at hike destinations and camps is permitted under the following conditions:

1. Students have parent permission for swimming.
2. Swimming is allowed only in swimming pool (which has the provision for life guard) with permission and under chaperone's direct supervision.
3. An adult chaperone is present.
4. If the adult is not a qualified swimmer, a student trained in life saving is present.
5. Students follow the basic swimming rules:
 - Never swim alone.
 - Wait an hour after eating.
 - Operate with a buddy system

Student Clothing and other Item List

1. WALKING SHOES (comfortable, sturdy trainers or similar shoes)
2. FIVE (5) SETS of CLOTHES (lightweight long pants, including one pair of track pants or elastic-waist athletic shorts to wear on the train), t-shirts or cotton shirts, 1 long-sleeved shirt)
3. CCA UNIFORM: 2 house shirts (wear one on the train) and jeans
4. Cardigan, hoodie, or jersey (for cool nights)
5. Undergarments,
6. Socks,
7. Handkerchiefs
8. Towel
9. Torch
10. Tissues and toilet roll
11. Waterproof jacket or poncho
12. Toiletries (toothbrush & paste, comb, towel, sunscreen/sun block, mosquito repellent)
13. Plastic bags (for laundry, shoes, etc.)
14. Shoulder bag or waist pouch to carry notebook, pens, water sipper,
15. Stationery: Writing pens (blue or black ink) and colored pencils or pens for sketching
16. Floaters/Flip-flop
17. for travel purposes: Track pants or shorts & CCA shirt (to wear as night suit)
18. Swim wear
19. Cap
20. Bed sheet for the camp

Optional items

- Playing cards,
- travel board games
- Books

NOTE FOR THE TRIP LEADER

- Have planning meeting with your chaperones on the trip
- Facilitate the division of duties of the chaperones.
- Collect the First Aid box from the Infirmary

- From Pritha collect student contact information, medical information, food preference, caution money, student and chaperone list, project information and study trip booklet.
- After the chaperone meeting the next day have a meeting with the students and chaperon

Chaperoning Duties

These duties of care is linked to the fact that the teacher is acting *in loco parentis* (in the place of the parent) and is therefore expected to act like a diligent and sensible parent.

Communication

1. When tours/excursions are planned, the teachers in charge shall have the complete Study Tour Information Sheet and parents will have a copy of the same.
2. All chaperones will be carrying their mobiles so that anyone can be contacted, if there is any need for it.
3. All the chaperones need to have a list of the students 'mobile number.
4. Contact school personnel listed below in case of any emergencies, change of plans or advice.

Organizational Duties

1. Take roll call whenever you are embarking or disembarking a bus/train or coming or leaving a place.
2. Remind students about their belongings whenever they are leaving a place /bus/train.
3. Set definite gathering points.
4. Check meal times and menus with cook ahead of each meal & let the students know about it.
5. Expect to be active and participate with the students. Be available.
6. On any outing students should be carrying water bottle and be wearing caps.
7. At least one chaperone must be present wherever students are swimming.
8. In the event of an accident or injury, one teacher must accompany the injured student. The other teacher remains back with the rest of the group and may call for back-up if required.
9. There should be division of duties among the chaperones such as students under their direct supervision. Finance, first aid, night/activity supervision need to be handled by different chaperones so duties can be done without causing overburden to anyone.
10. Daily de-brief with each other.
11. Student lists needs to be carried by all the chaperones and it is advisable to keep multiple copies. If traveling in bus then stick the students list in the bus.
12. It would be good to know from the fieldtrip operators which are the nearest hospitals/doctors in the places you go to.
13. Carry the first aid kit to all the places apart from having it handy during travel time.
14. Gadgets and cash needs to be kept under your safe custody
15. It is advisable that each teacher has a folder for the relevant documents & list can be kept.
16. Keeps a close tab over students having any kinds of ailments such as asthma etc or special dietary issues.

Discipline matters

1. Responsible for student discipline.
2. Students need permission to leave the camping area. Be aware of where students are.
3. All students should be at all meals unless out on arranged hikes. Take roll call.
4. Set realistic times for all to be in at night and see that all are in. Fix time for lights out/wake up time/meal time/use of mobile timings.
5. The tent and the seat allocation during travel times shouldn't be changed unless you would like that to
6. Enforce all regular school rules. Tell the students that discipline cards will be issued as per the school policy set in the handbook. Please carry the student handbook with you.
7. Be patient in handling students and carry the reflection sheet with you.
8. You may need to take a periodic check of the students to pre-empt any breach of discipline.
9. Confiscate any use of gadgets/phones during times when they are not supposed to carry them along such as when activity is being undertaken.
10. The clothes worn should be modest and appropriate to the climatic conditions.

First Aid Box - Contents

The FIRST AID BOX should contain the following:

1. **Bandages**
 - 1" Wide – 2 rolls
 - 2" Wide – 2 rolls
2. **Dressing** –
 - a) Gauze dressing – 1 pack.
 - b) Gauze pads – 1 pad.
 - c) Cotton Wool – 1 small roll.
 - d) Safety Pins – 6.
 - e) Dressing Scissors – 1 pair.
 - f) Band Aid – 6 Strips.
3. **Medicines** –
 - a) Disprin – 2 strips.
 - b) Marzine/Avomin, depending on the number of students
 - c) Gelusil - strip.
 - d) Crocin for fever.
 - e) Cosavil for colds.
 - f) Strepsil for coughs.
 - g) Baralgin for stomach aches.
 - h) Sequil for nausea.
 - i) Levocet – cold/running nose/allergy
 - j) Electrol for heat exhaustion.
 - k) Reducin 200 mg for swelling.
 - l) Ciplox D - Eye and Ear

- m) Notravin - Nose drops
- n) Lomitol – upsetstomach
- o) Iodex Spray

4. Antiseptics/ others -

- a) Antiseptic Cream.
- b) Adhesive plaster.
- c) Iodine.
- d) Dettol/Savlon.
- e) Calamine lotion.
- f) Glucon D

Note :

- Special medication for any student should be kept separately in this box
- We need to have a list of students who have any particular ailment such asthma etc and that needs to be in this box and referred to in case of administrating medication.
- The person in charge of first aid must make a note of what has been given as medication to the student so that proper dose of medicine is given.

First Aid Guide

1. Artificial Respiration (The Kiss of Life) -

What is it?

The most effective way of giving artificial respiration, and easiest to use, is the MOUTH-TO-MOUTH method of forcing air into the victim's lungs – know as the kiss of life'. In the case of a small child, the rescuer blows in to the victim's mouth and nose. LACK OF OXYGEN CAN CAUSE BRAIN DAMAGE WITHIN ONLY 3 to 5 MINUTES AND IF THE BRAIN IS STARVED OF OXYGEN FOR A LONGER PERIOD, THE VICTIM WILL DIE. Breathing can stop due to many reasons: Drowning, Electric Shock, Poisoning, Suffocation or a Heart Attack.

1. Lay the patient on his back.
2. Turn his head to one side.
3. Clear and obstruction from mouth.
4. Turn his head upwards.
5. Place a folded coat under his shoulders.
6. Angle his head by pressing his forehead down and lifting his chin up.
7. Pinch his nostrils closed (expect in the case of small children).
8. Take a deepbreath.
9. Cover the victim's mouth with yours (for a child, cover the nose also).

10. Blow gently.
11. Look for the rising of the chest.
12. Remove your mouth.
13. Take another deep breath while the victim's chest deflates.
14. Repeating blowing procedure six times quickly, then ten times a minute. (For a child, twenty shallow breaths a minute).
15. When breathing restarts, place victim in the recovery position.

Note: Recovery position

Place victim on his stomach, turn his head to one side and draw up the arm and leg of that side and keep him in that position.

When to give Artificial Respiration?

Lose no time. Treatment should be given immediately you discover that someone is not breathing- it can be given to a drowning person while he is still in the water to save what could be a few vital seconds.

2. Bleeding - What to do?

- a) Control the loss of blood from the circulation – the loss of more than 2 pints, especially in a short time, can be serious.
- b) For external bleeding, apply pressure over or around the wound.
- c) For a nose bleed, pinch the nostrils.
- d) For internal bleeding, keep the victim quiet and still while someone else calls a doctor or e) an ambulance Do NOT give the victim anything to eat or drink, even if he asks for it.

3. Burns and Scalds - What to do?

- a) Relieve the pain and minimize the possibility of shock by holding the burnt area in cool, slowly running water.
- b) After pain subsides, prevent the damage spreading and minimize the risk of infection by applying a dry dressing.
- c) If the burn is severe, wrap the victim in clean sheets and take him to hospital at once. If transport is not available and the trunk is badly burnt, put him in a bath of cool water. DO NOT leave him in case he loses consciousness.

DON'TS

- a) Do NOT apply cotton wool or any fluffy dressing.
- b) Do NOT apply butter, soap or any kind of ointment to a burn or a scald – it is painful to the victim when the dressing has to be removed.
- c) Do NOT burst any blisters.
- d) Do NOT attempt to remove clothing from a burn unless it is smoldering.
- e) Do NOT give the victim anything to drink unless there is likely to be a delay of more than 30 minutes before medical help arrives. If such a delay is likely, give him a little water or weak tea if he wants a drink – no more than half a cup.

4. Choking - What to do?

Quickly dislodge the object that is blocking the throat and preventing normal breathing.

- a) Give the victim a hard slap between the shoulder blades.
- b) If not successful, put him face down on a table with his head and chest hanging downwards and give him another hard slap.
- c) Do NOT try to remove the object with your fingers, as you are likely to push it further down the throat, or further choke him.
- d) If not successful, take him to a hospital. Remember TIME is all important.

5. Drowning - What to do?

- a) Restore breathing, with the 'KISS OF LIFE'.
- b) Give ARTIFICIAL RESPIRATION – as soon as possible. See point No. 1.
- c) Send for Medical help.

6. Electric Shock - What to do?

- a) DO NOT touch the victim while he is still in contact with the electric current. Switch off the main and move him away very carefully.
- b) If victim is not breathing, give him the 'KISS OF LIFE' – see point no. 1 (Artificial Respiration).
- c) If breathing, but unconscious, lay him on his stomach with his head turned to one side and the arm and leg of that side drawn up in the RECOVER POSITION.
- d) Call a doctor.

7. Exposure - What to do?

- a) Get the victim to rest and shelter immediately.
- b) If he is conscious, remove wet clothing and dry him. Wrap him in blankets to keep him warm.
- c) Give him a hot drink (not alcohol) and call a doctor.

8. Eye Injury - What to do?

- a) Before touching anyone's eyes – including your own – wash your hands to avoid the risk of infection.
- b) Wash the eye in flowing water, with the eye fully open so that the water can wash out the foreign object – if not dislodged, use corner of handkerchief. If unable to remove the object, take him to hospital.

9. Fainting - What to do?

- a) Restore the blood supply to the brain. If someone feels faint, get him to lie down/sit down – with his legs apart – push his head down between his knees. Straighten him up after a few minutes. Repeat the head down posture if he still feels faint.
- b) If he faints, lay him on his stomach, turn his head to one side and draw up the arm and leg of that side.
- c) Loosen any tight clothing round victim's neck, chest and waist and undo any shoe laces.

10. Fracture - What to do?

- a) Stop any bleeding and call for medical help.
- b) Except for a broken arm or collar bone, leave him where he is unless he is in further danger.
- c) Fractures are of two kinds – a. Simple b. Compound.
- d) DO NOT attempt to straighten a broken limb. Tie a padded plinth using a sling if possible.

11. Poisoning - What to do?

- a) Call a doctor.
- b) If victim is not breathing, give him the 'KISS OF LIFE' – Artificial Respiration, see point no.1.
- c) If unconscious but breathing, or may vomit, place him on his stomach, turn his head to one side and draw up his arm and leg of that side and draw and keep him in that position (the Recovery Position) till medical help arrives.
- d) Keep the victim warm till the doctor arrives.

12. Unconsciousness - What to do?

- a) Act quickly. Concentrate only on mainly aiming life until the necessary medical help arrives.
- b) If not breathing – give him Artificial Respiration.
- c) If breathing – lay him face downwards with his head on one side and the arm and leg of that side drawn up. (the Recovery Position)
- d) Cover victim to maintain body heat and stay with him.

School Contact

In case of any emergencies or change of plans any of the following may be contacted:

- **Mr Kaiser Dopaishi, Principal - 09930066005**
- **Mr Vishal Poddar, Executive Director- Operations - 09930066006**
- **Mr Mukesh Gupta, Head of Pastoral Care- 08898222750**
- **Ms Cecilia Romer - Warden (Girls) -09930066015**
- **School Number (8.00 am to 5.00 pm Mon-Fri)-02228285200**

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1. GENERIC RISK ASSESSMENT - ALL EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly.	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	Ensure supervising staff competent and understand their roles. <input type="checkbox"/> Sufficient supervision <input type="checkbox"/> Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). <input type="checkbox"/> Discuss itinerary and arrangements with pupils. <input type="checkbox"/> Briefing to all on what to do if separated from group. <input type="checkbox"/> Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups.	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<input type="checkbox"/> First aid cover accessible and appropriate <input type="checkbox"/> Leaders know how to call emergency services. <input type="checkbox"/> Pupils and parents are reminded to bring individual medication and this is securely kept. <input type="checkbox"/> First aid and travel sickness equipment carried. <input type="checkbox"/> Mobile phones carried if available. <input type="checkbox"/> Emergency contacts arranged	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioral, educational.	Illness, injury.	Pupils	Obtain information from parents <input type="checkbox"/> Take advice from Learning Support Dept. if appropriate <input type="checkbox"/> Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary.	Use parental consent form.	Low
Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic	Injury, death.	Pupils	Check location as suitable for this mode of supervision. <input type="checkbox"/> Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). <input type="checkbox"/> Clear guidelines and emergency procedures set and understood. <input type="checkbox"/> Pupils remain in pairs or groups (buddy system – each responsible for	Included in information to parents.	Medium

sites, etc)			<p>named other).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rendezvous points and times set. <input type="checkbox"/> Pupils know how to contact staff. <input type="checkbox"/> Staff understands they are still responsible. <input type="checkbox"/> Parents informed and consent given. 		
Leader's own children.	Injury or death.	Pupils, other children, staff.	<p>If staff (teachers or volunteers') families join group, pupil supervision must not be compromised.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low

2. GENERIC RISK ASSESSMENT - TRAVEL ON EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<p>Trained Coach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coaches have seat belts that staff ensure are reused. <input type="checkbox"/> Buses without seatbelts are avoided if possible and never used on high speed roads. <input type="checkbox"/> Sufficient supervision <input type="checkbox"/> Suitable embarkation points used (for example, coach park, onto wide pavement). <input type="checkbox"/> Close supervision and head counts during any breaks in journey and getting on and off coach. 	Contact DCC passenger transport dept.	Low
Use of private vehicles.	Injury, death.	Pupils, staff.	<p>All use in compliance with the rules</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seatbelts worn at all times. <input type="checkbox"/> Specific permission obtained from parents. 	Refer to driving at work policy	Low
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<p>All use in compliance with rules of Minibuses' and legal requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Care always taken in parking in suitable place for disembarkation. <input type="checkbox"/> Close supervision and head counts during any breaks in journey and getting in and out of bus. 		Low
Service station and other breaks in journey	Injury, death, left behind/ separated from group.	Pupils	<p>Brief pupils on:</p> <ul style="list-style-type: none"> * purpose and timings of stop. * how and where to contact staff. <input type="checkbox"/> Remain in pairs or threes (buddy system – each responsible for named other) <input type="checkbox"/> Remind about moving traffic (driving on right abroad). <input type="checkbox"/> Careful head count before departure. 		Low

erry crossing.	Injury, death, drowning, separated from group.	Pupils	<p>Close supervision on vehicle deck.</p> <ul style="list-style-type: none"> <input type="checkbox"/> „Rules’ established and pupils briefed, especially about open deck area. <input type="checkbox"/> Remain in pairs or threes (buddy system – each responsible for named other). <input type="checkbox"/> Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck). <input type="checkbox"/> Careful head count before disembarkation. <input type="checkbox"/> Planned procedure for missing pupils – for example, member of staff to leave as foot passenger. 	Arrange procedures with staff and pupils before arrival at ferry.	Low
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On foot.	Injury, death.	Pupils and staff.	<p>Work on foot planned to avoid fast roads wherever possible.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. <input type="checkbox"/> Pupils are briefed about hazards and behavior required. 	Planning	Medium
Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<p>Journey is planned and assessed – key risk points identified.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Careful supervision, particularly in crowded areas and entry, exit and change points with head counts. <input type="checkbox"/> Large groups divided into small groups each with leader(s). <input type="checkbox"/> Pupils know their group and leader(s). <input type="checkbox"/> Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	Planning	Low

3. GENERIC RISK ASSESSMENT - RESIDENTIAL VISIT ACCOMMODATION

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURE	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Fire	Death	Pupils, staff.	<p>Briefing to all pupils about expected standards and code of behavior.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify requirements at time of booking and check during pre visit and on arrival. <input type="checkbox"/> Check that a fire risk assessment has been completed and meets the requirements of the fire safety <input type="checkbox"/> Check that there are: <ul style="list-style-type: none"> <input type="checkbox"/> Automatic fire alarms on each floor and in public areas, which can be heard inside rooms. <input type="checkbox"/> Fire extinguishers available on each floor and in public areas. <input type="checkbox"/> Fire exits clearly marked. <input type="checkbox"/> More than one exit from upper floors of the building. <input type="checkbox"/> Torches available if emergency lighting is not provided. <input type="checkbox"/> A walk through fire practice takes place on arrival to include assembly point, lay-out of accommodation, key personnel and routines. <input type="checkbox"/> A group list is held by staff to ensure registration of whole party after an evacuation of the building. <input type="checkbox"/> Decide whether or not pupils doors should be locked from the inside (see intruder section) <input type="checkbox"/> A group list is held by staff to ensure registration of whole party after an evacuation of the building. <p>Discuss with accommodation manager any shortcomings in provision e.g. locked fire doors</p>	<p>Pre-visit check and/or check of information/assurance from reputable tour operator. Check on arrival. Take up any issues, such as locked fire doors, with management. Inform group about fire procedures on arrival.</p>	Low
Attack or disturbance intruder	Injury, death, abduction	All	<ul style="list-style-type: none"> <input type="checkbox"/> Check that security arrangements have been assessed and reasonable steps taken to prevent unauthorized persons entering the accommodation <input type="checkbox"/> Ensure the hotel or similar accommodation is locked at night or that there is a night porter on duty. <input type="checkbox"/> Ensure that all windows and doors can be securely shut from the inside. 	<p>Pre-visit check and/or check of information/assurance from reputable tour operator. Briefing of students</p>	Low

			If windows lead onto balconies, ensure that staff or reliable pupils occupy these rooms.	regarding expected behaviour and actions	
			<input type="checkbox"/> If other guests share the accommodation seek sole occupancy of the floor if possible, and have designated staff rooms adjacent to pupils. <input type="checkbox"/> Decide whether or not pupils doors should be locked from the inside – consider the balance between ensuring pupils wake up if fire alarm sounds during the night. <input type="checkbox"/> Ensure pupils understand that they inform staff in the event of an emergency. <input type="checkbox"/> Check pupils at “lights out”. <input type="checkbox"/> Designate responsibilities and roles for individual members of staff including dormitory /floor groups. Carry out additional risk assessment if this is not possible		
Safeguarding	Injury, death, abduction, abuse	Pupils and staff.	School has exclusive use of sleeping accommodation. <input type="checkbox"/> Separate male and female sleeping accommodation <input type="checkbox"/> Staff accommodation adjacent and same floor as pupils. <input type="checkbox"/> Students can easily contact staff throughout night. <input type="checkbox"/> Students are checked into rooms at „lights out”. <input type="checkbox"/> All adults are appropriately trained in safeguarding/child protection and standards regarding access to bedrooms/ changing areas etc are agreed <input type="checkbox"/> Pupils know what to do if concerned	Pre-visit check and/or check of information/ assurance from reputable tour operator.	Low
Domestic hazards.	Injury, death.	Pupils and staff.	<input type="checkbox"/> Accommodation has tourist board rating/other external validation of standards. <input type="checkbox"/> Visual inspection of balconies, stairways, electrical fittings, hazards in grounds or immediate surroundings. <input type="checkbox"/> On arrival, staff and pupils to report any faulty items found in rooms.	Pre-visit check and/or check of information/ assurance from reputable tour operator. Check on arrival.	Low
Hygiene	Illness	Pupils and staff.	Tourist board rating/environmental health endorsement or similar. <input type="checkbox"/> Visual inspection of washing facilities, lighting, heating, ventilation, catering.	Pre-visit check and/or check of information/ assurance from reputable tour operation.	Low
Night time tendencies.	Injury, death.	Pupils	Information gained from parents about pupils' illnesses, sleepwalking, etc. <input type="checkbox"/> Suitable supervision arranged to meet needs of pupils.	Use recommended parental consent form.	Low

Additional needs.	Injury	Pupils and staff.	Accommodation meets any additional needs of anyone in the group.	Pre-visit check as necessary.	Low

4. GENERIC RISK ASSESSMENT - USE OF A PROVIDER/TOUR OPERATOR (for example, visit to adventure centre, use of freelance instructor, cultural tour abroad)

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Provision does not meet authority standards/ best practice.	Injury, death.	Pupils, staff.	<p>Check organization is reputable, competent and safe.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check literature provided. <input type="checkbox"/> Gain information from other users. <input type="checkbox"/> Pre-visit centre. <p>Leader maintains on-going assessment throughout visit.</p>	Leader/EVC to check and raise any concerns	Low/medium.
Programme does not meet needs of group.	Injury, death.	Pupils, staff.	<p>School gives necessary information to provider about age, ability and any special needs in group.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programme is agreed with provider before visit. 		Low
Lack of clarity about split of responsibilities between school and provider.	Injury, death.	Pupils, staff.	<p>Ensure clear programme agreed and separate responsibilities for school and provider clear and that all aspects of visit, travel, accommodation and activities are properly planned and risk assessed by school or provider.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where school is undertaking responsibility for activities (for example, evening activities, town visits) , these are properly planned and risk assessed. 		Low

5. GENERIC RISK ASSESSMENT - SKI TRIP

This risk assessment assumes a school ski trip or holiday organized through a tour operator. All skiing, snowboarding and all other activities must be taught by staff qualified in the specific activity.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Hazards while skiing/ during snow activities.	Injury, death.	All	<p>Skiing and snow activities arranged through a reputable ski school</p> <ul style="list-style-type: none"> ☐ Students only taught by qualified ski instructors, leaders or supervisors. ☐ Other supervision provided by school staff pre approved but only agreed by party leader on site after consideration of all risk factors. ☐ Students understand independent skiing without instructor/qualified leader is not allowed. ☐ Students briefed that sensible behavior (following of resort skiing code) essential, including use of lifts – consequence of unacceptable behavior – sanctions agreed. <ul style="list-style-type: none"> ☐ Leaders understand their supervision responsibilities, including for sick or injured students. instructors can contact staff. ☐ Equipment obtained from reputable supplier and specifically fitted for each person. Students told not to swap equipment. 	<p>Ski provider checked.</p> <p>Briefing of students.</p> <p>Necessity of sensible behavior and following instructions included in pupil/ parental information and consent form.</p> <p>puts student or others at risk, student must be</p> <p>And/or lift pass removed. Emergency plan agreed And staff and students Briefed</p>	Medium
Cold injury, hypothermia, effects of sun.	Injury, death.	All	<p>All briefed about suitable clothing and equipment and importance of protection against cold and sun.</p> <ul style="list-style-type: none"> ☐ Students clothing and equipment monitored by staff. 	Parents and students briefed.	Medium

Hazards in ski resort.	Injury, death.	All	<p>Specific risk assessment for resort completed by leader and code of practice for „free time“ agreed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students briefed about low risk places/areas in resort they may go and times allowed away from hotel and return times. 	Completion of resort risk assessment by leader either on pre-visit or on arrival. Agree code of	Medium
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			<p>Students know value of foreign currency, warned of dangers of icy surfaces and traffic driving on right.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No alcohol may be bought or drunk by students (possibly agree other rules for over-age pupils). <input type="checkbox"/> Students stay in pairs/groups (buddy system). <input type="checkbox"/> Students know where and how to contact staff member and what to do if separated from group. <input type="checkbox"/> Leaders know when they are „on duty“ and understand they have responsibility for pupils at all times. 	practice and brief staff and students.	
Hazards during après ski/evening activities.	Injury, death.	All	<p>Check that any activities provided by tour operator are covered by, and suitably risk-assessed by, tour operator.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities arranged by school leader must be risk-assessed by leader. <input type="checkbox"/> Leader considers activities suitable for group and provides sufficient school staff supervision. 	<p>Risk assessment.</p> <p>Check that all students attend or otherwise Supervised.</p> <p>Staff understand their supervision responsibilities.</p>	Medium

6. GENERIC RISK ASSESSMENT - SCHOOL 'EXCHANGE' VISITS WITH A SCHOOL ABROAD

1. Home stays

Visit leaders using this document should ensure that they have read and understood the content of "Overseas Visits" in section 7.

2. Rationale

The single most effective way of understanding a different country, culture or language is to experience it firsthand. Given our dependence on a global economy, an understanding of the wider world has never been more important. An exchange visit involving the placing of young people in a family home stay setting has traditionally been seen as one of the best ways of enabling this.

Such experiences help young people to develop self-esteem, self-confidence and independence, while developing their knowledge base and broadening their horizons. Staying with a host family gives young people both an insight into the culture and a firsthand opportunity to use their language skills in a real context.

Home stays may also take place between host families in the UK to provide young people with accommodation during a visit.

3. Management arrangements

The visit leaders do not directly supervise young people whilst they are with host families. Therefore, home stays require careful planning to ensure everyone involved is clear about both their responsibilities and the supervision arrangements. Home stays can occur under a variety of management arrangements. For example they may be organized as „remote' supervision, where establishment staff remains responsible for young people throughout the visit. Alternatively, they may be organized with the host family (and/or an accommodation agent) as third party provider(s) who have delegated responsibility during some activities and periods of the visit.

It is essential that all parties involved fully understand the management and supervision arrangements and are clear about who is responsible for what and when. Young people must be appropriately supervised throughout and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed.

7. Key questions relating to home stays

When organizing this type of educational experience, you should consider the following questions. The questions will also assist parents entering into a private arrangement between families to host young people:

- Are families and young people carefully matched for gender, age, diet, religious belief, special needs etc?
- How well are families known to the host establishment?
- Has the host establishment confirmed the host families as suitable and that they have been selected through a process appropriate to the length and nature of the home stay arrangements, including police checks where appropriate?
- In case it is necessary to move a young person at short notice, are contingency plans in place?
- Has consideration been given to the safety and well being of the young people during travel, and does this include appropriate drivers and transport whilst with the host family?
- Are young people and host families aware of a 24 hour contact number and are they fully briefed as to procedures should problems arise?
- Do leaders have daily contact with all young people?
- Is there an agreed emergency „keyword‘ between leaders and young people, for when young people want assistance but feel unable to speak freely in front of their host family.
- Will young people have access to a phone or mobile phone to call or send text messages to their establishment staff?
- Have the young people and their parents/guardians been briefed about personal safety, and have they been issued with written guidance on this topic? See the Child-Safe publications mentioned below.
- Does work experience feature as part of the exchange? If so, has an appropriately competent person assessed the safety management systems of the work environment, and is there appropriate insurance in place?
- Have 'acceptable‘ and 'unacceptable‘ activities on ‚family days‘ been agreed prior to the visit? e.g. is there an opportunity to go skiing, cycling or horse riding, or a visit to a beach with swimming? If such, or similar, activities are to form part of the experience, parental consent is required.

Where an exchange visit is arranged for the first time, or involves a significant number of new staff, a preliminary visit is recommended. Face-to-face dialogue between exchange partners provides an opportunity to agree aims, objectives and activities and consider a specific risk-benefit assessment at first hand. As a minimum, any agreement should include a commitment to the health, safety and welfare of the young people involved.

8. Vetting and Official check

School will need to determine whether host families that are providing accommodation for young people are engaged in regulated activity, and therefore whether or not an official check is required. School clearly have a duty to take all reasonable steps to ensure that young people are placed in appropriate homes.

It must be understood that an official check, in itself, is no guarantee of the suitability of an individual to work with young or vulnerable people. When an establishment places an adult in a situation of professional trust with young or vulnerable people this should always be subject to a robust engagement procedure, which may include references, interview, induction, training and monitoring, as well as an official check if this is appropriate.

It is critical that Visit Leaders ensure that the overseas host school, or agency, has a vetting procedure in place to assess the suitability of home placements. If the host school or placing agency does not have appropriate measures in, the Visit Leader should seek further assurances and/or reconsider whether the visit should take place.

The vetting of host families should include:

- Criminal record checks where required and if available.
- Verification of the host family structure.
- Checking the suitability of the host family home, including the privacy of sleeping and toilet arrangements.
- Home visit checks.
- Agreeing allowable family activities, within the scope of parental consent.
- Checking transport (including drivers) is suitable and covered by parental consent.

1. Monitoring

The Visit Leader should have procedures in place to sample monitor the home stay. There should be arrangements for effective communication with young people and hosts, and a process for checking that accommodation, work placements and other locations used during the visit are as planned.

The Visit Leader should ensure that feedback and review is built into the homestay arrangements. This should involve the young people, parents, host families, leaders and partner organisations, and can help with the celebration of success, as well as contributing future planning

2. Exchanges involving work experience

Any exchange visit that includes work experience should be considered in the context of the employer's own work experience policy. Where this does not cover work experience abroad, special arrangements may need to be made, in which case, organizers are recommended to contact their employer at the earliest possible stage of planning.

9. Final Checks for EVCs and Visit Leaders

- The establishment has used its judgment in the selection of appropriate hosts for young people, taking into account benefits and risks, and has decided whether host families require an official check.
- Where the home stay is a private arrangement between families, there has been correspondence or dialogue between host families and the families of those visiting so that there is an understanding of the suitability of the arrangements.
- Appropriate training on safeguarding issues has been provided to relevant staff.
- Young People have been provided with suitable advice.
- Appropriate information about any young or vulnerable person's additional needs has been shared with all who need it.
- Travel arrangements are in place and appropriate.
- The supervision plan, including who is responsible for what and when, as well as arrangements for remote supervision 24/7, has been approved.

- 'House Rules' and agreed standards of behavior are in place covering such things as alcohol, smoking, drugs, sexual relationships, videos, internet use, social media, curfews, bedtimes etc.
- Host families have been given names and contact details, including 24/7 emergency numbers, and there is an invitation to leaders to home visit.
- Both routine and emergency communication systems are in place - specifically a young person is able to contact visit leaders in an emergency.
- For the overseas leg of an exchange, the detail and arrangements have been agreed and fully shared with any host country establishment.
- For the overseas leg of an exchange staff and young people are aware of the cultural and legal differences and sensitivities of the host country.

Visit Leaders may find it useful to refer to the role-specific checklists elsewhere in this guidance.

10. GENERIC RISK ASSESSMENT - WALKS IN NORMAL COUNTRY

Normal country = parks, enclosed farmland and fields (NOT moorland, mountain and/or where possible to be more than 30 minutes from a road) Leader appropriately trained

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATIO
Falls, drowning.	Injury, death.	Pupils, staff.	<p>Leader experienced of walking in terrain and of leading groups.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Route researched and pre-walked – significant hazards (cliffs, water hazards, quarries, etc) avoided or carefully assessed. <input type="checkbox"/> Weather forecast obtained and conditions monitored; route changed if necessary. 	<p>Leader competence approved (see above).</p> <p>Leader completes specific risk assessment for each walk as necessary.</p> <p>Ongoing assessment by</p>	Low

Getting lost.	Injury	Pupils, staff.	<p>Leader has sufficient navigational skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group size as low as possible and sufficient <input type="checkbox"/> Large groups are best split into small groups each with competent leader. <input type="checkbox"/> Head counts. <input type="checkbox"/> Briefing of pupils and staff. 	Leader competence approved (see above).	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<p>One leader with each group first aid trained.</p> <ul style="list-style-type: none"> <input type="checkbox"/> First aid kit. <input type="checkbox"/> Information about pre-existing medical conditions and medication carried. <input type="checkbox"/> Leaders are briefed and have planned emergency procedures. <input type="checkbox"/> Communications arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<p>Daily weather forecast obtained.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All participants have suitable footwear, clothing and equipment to match expected conditions. 	Parents and pupils given checklist – kit checked before departure.	Low

11. GENERIC RISK ASSESSMENT - WALKS IN REMOTE TERRAIN WHERE IT IS POSSIBLE TO BE MORE THAN 30 MINUTES FROM AROAD

(ASSUMES LEADER WITH GROUP – IF OTHERWISE SEE INDIRECTLY SUPERVISED WALKS).

In addition to evidence of recent and relevant experience in type of terrain to be walked, leader should be appropriate trained:

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<p>Leader experienced walking in terrain and of leading groups.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Route researched and, if necessary, pre-walked – specific hazards (cliffs, water hazards, etc) risk assessed. <input type="checkbox"/> Weather forecast, ongoing assessment of conditions and adjustment of plans by group leader. 	Leader provides evidence of competence specific risk assessment for each walk as necessary.	Low
Getting lost.	Injury	Pupils, staff.	<p>Leader has sufficient navigational skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group size ten or less, second adult with most groups. <input type="checkbox"/> Head counts. <input type="checkbox"/> Briefing of pupils and staff. 	Leader competence.	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<p>Leader first aid trained HSE 16 hours minimum.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Second adult with most groups. <input type="checkbox"/> First aid kit. <input type="checkbox"/> Information about pre-existing medical conditions and medication carried. <input type="checkbox"/> Leader has planned emergency procedures. <input type="checkbox"/> Communications (mobile phones?) arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<p>Daily weather forecast obtained, on-day conditions assessed and plans adjusted as necessary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All participants have suitable footwear, clothing and equipment for expected conditions. <input type="checkbox"/> Emergency equipment carried, including group shelter. 	Parents and pupils given checklist of clothing and equipment – kit checked before departure.	Low

12. GENERIC RISK ASSESSMENT - INDIRECTLY SUPERVISED WALKS (International Award for Young People expeditions and similar)

In addition to evidence of recent and relevant experience in type of terrain to be walked, leader must hold have appropriate qualification

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Insufficient pupil competence or supervision.	Injury, death.	Pupils	Pupils are trained appropriately before the venture and their competence to work independently is assessed by the leader. Monitoring continues in the field. The indirect supervision arranged is flexible and may become tighter or looser as the situation dictates.	Leaders are aware they remain responsible for pupils at all times. Necessary monitoring of pupils is maintained.	Medium
Falls, drowning.	Injury, death.	Pupils, staff.	Route researched and, if necessary, pre-walked – specific hazards (cliffs, water hazards, etc) risk assessed and, if necessary, avoided.	Specific risk assessment for each walk as necessary.	Low
Getting lost.	Injury	Pupils, staff.	Pupils have sufficient navigational skills. <input type="checkbox"/> Briefing and training of pupils. <input type="checkbox"/> Staff remains in sufficient contact with pupils to prevent significant errors.	Level of supervision must be appropriately matched to pupil competence.	Low
Injury, illness or emergency.	Injury, death.	Pupils, staff.	Pupils and leader trained in emergency procedure and first aid. <input type="checkbox"/> Group carries first aid kit and is sufficiently trained to deal with incidents <input type="checkbox"/> Information on medical conditions, medication carried. <input type="checkbox"/> All are clear on planned emergency procedures. <input type="checkbox"/> Communications arranged.	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	Daily weather forecast obtained. <input type="checkbox"/> All participants have suitable footwear, clothing and equipment.	Parents and pupils given checklist of clothing and equipment – kit checked before departure.	Low

13. GENERIC RISK ASSESSMENT - RIVER WALKS, GORGE STREAM SCRAMBLE OR SIMILAR (PLANNED ENTRY INTO WATER AS AN ADVENTURE ACTIVITY).

In addition to evidence of recent and relevant experience of activity, leader must have training/qualification relevant to nature and location of activity. In remote terrain, leader must hold relevant walking award, and to use ropes, a rock climbing award or site-specific training. Some situations may require lifesaving, white water rescue qualifications.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold water.	Cold, injury/death.	Pupils, staff.	Seasonal (usually April – October) activity, consideration of forecast and prevailing conditions on day, suitable clothing and equipment, dry spare clothing and emergency equipment available.	Pre-planning, equipment lists to group, kit checked before departure.	Low
Deep and/or fast-flowing water.	Drowning, injury.	Pupils, staff.	Each stream must be individually risk assessed by leader with advice from technical adviser (MIA or otherwise approved) – written control measures and/or operating procedure produced. <ul style="list-style-type: none"> <input type="checkbox"/> Deep, fast flowing water may require life saving and/or other water based activity qualifications <input type="checkbox"/> Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast, strength of water, conditions on day. <input type="checkbox"/> Clear guidelines ie water depth, on what conditions lead to cancellation <input type="checkbox"/> Swimming ability of pupils known and assessed 	Written specific risk assessment and/or operating procedure. Ongoing assessment by leader at start and during activity.	Low
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	From site-specific risk assessment decision made regarding necessary equipment – helmets (usual), type of footwear etc. <ul style="list-style-type: none"> <input type="checkbox"/> Close supervision by experienced staff. <input type="checkbox"/> Ropes, or terrain requiring ropes, may only be used by 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low

14. GENERIC RISK ASSESSMENT - FIELD STUDY BY/IN WATER (RIVER, STREAM STUDY OR POND DIPPING).

In addition to evidence of recent and relevant experience of activity leader must in remote terrain hold relevant walking award.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold water.	Cold, injury/death	Pupils, staff.	Consideration of forecast and conditions of day, provision of suitable clothing, footwear and equipment, dry spare clothing and emergency equipment.	Pre-planning, equipment lists to group, kit checked before departure.	Low
Proximity to water.	Drowning	Pupils, staff.	<p>Risk awareness of route, banks, crossings, etc.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness that water levels change and need to assess conditions before and during activity. <input type="checkbox"/> Other route MUST be taken if route (for example bank-side path, stepping stones) unsafe. <input type="checkbox"/> Good supervision of pupils to ensure sensible behavior. <input type="checkbox"/> Method of extraction from water in place 	Pre-planning and assessment on day.	Low
Planned activity IN water (for field studies etc)	Drowning, injury	Pupils, staff.	<p>Each location must be individually risk assessed by leader.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use sites where: <ul style="list-style-type: none"> * easy access and exit from water * no significant hazards on banks, for example, water flowing onto overhanging trees * no immediate significant down-stream hazards (waterfalls etc) * pupils can stand easily in water to be entered * pupils can be seen and supervised by staff. <input type="checkbox"/> Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast, strength of water and conditions on day. 	<p>Written specific risk assessment and/or operating procedure in place</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium

Weil's disease pollution.	Disease	Pupils, staff.	Do not use obviously contaminated sites. Obtain and follow guidelines about Weil's disease. Take sensible hygiene precautions: cover wounds, grazes, etc. Do not drink river water. Wash hands before eating.	Take advice from Environment Agency if necessary.	Low
Informal swimming.	Drowning	Pupils, staff.	Never allow impromptu swimming or paddling – always risk assesses the proposed venue in advance for currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils and staff and activities proposed. You must arrange:	Written specific risk assessment required.	Medium
			<ul style="list-style-type: none"> * safe area * signals for distress and recall * lifesaver and observers (adults to stay out of water) * head counts * briefing of pupils and staff. 		

15. GENERIC RISK ASSESSMENT - ROCK CLIMBING

In addition to evidence of recent and relevant experience, leader must hold site-specific approval (for artificial walls only), and be appropriately trained for Climbing Walls.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Avoidable objective/unsuitable location for ability of group.	Disabling or fatal injury.	Pupils, staff.	Location is specifically assessed by leader. If completed by SPA, assessment approved by MIA technical adviser. <input type="checkbox"/> Climbing walls checked on an agreed/recorded schedule	Written site-specific risk assessment and/or operating procedures.	Low
Equipment failure, inappropriate use of equipment.	Disabling or fatal injury.	Pupils, staff.	Qualified supervision as above. <input type="checkbox"/> Instruction/monitoring of use of equipment. <input type="checkbox"/> Equipment used in compliance with manufacturers recommendations, regularly checked and log maintained.		Low
Fall from height, objects falling from above, trips and slips at foot of face,	Disabling or fatal injury.	Pupils, staff, other people at venue.	Qualified supervision as above, instructors working within remit of qualification. <input type="checkbox"/> Group size and ratios suitable (single pitch usually up to 12 students plus extra adult). <input type="checkbox"/> Appropriate specialist climbing equipment used (ropes, helmets, harnesses, etc). <input type="checkbox"/> Proper briefing of pupils, behavior monitored and managed appropriately, vigilance of all staff during activity. <input type="checkbox"/> Helmets worn whilst at base of rockface.		Low
Exposure to environmental factors – heat, cold, rain, wind.	Disabling or fatal injury.	Pupils, staff.	Adequate protective clothing and equipment. Check weather forecast. Ability to change plans if weather inappropriate.	Kit list to parents; kit checked before departure.	Low
Illness or injury.	Disabling or fatal injury or illness.	Pupils, staff.	<input type="checkbox"/> 1 st aid cover accessible and appropriate for venue <input type="checkbox"/> Information about existing medical conditions known by staff. <input type="checkbox"/> Accident/emergency procedures known by leaders. <input type="checkbox"/> First aid equipment carried by party.		Low

16. GENERIC RISK ASSESSMENT - SWIMMING DURING EDUCATIONAL VISITS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Use of swimming pools	Drowning, injury.	Pupils, staff.	Refer to latest guidelines on swimming at www.dorsetforyou.com/schoolsafety <input type="checkbox"/> Preferably use pools during lifeguarded sessions. <input type="checkbox"/> If swimming in other than LA pools, ensure requirements as above are in place.	Pre-visit – site-specific risk assessment.	Low
Swimming in sea or other natural waters.	Drowning, injury.	Pupils, staff.	Preferably, swim on lifeguarded beaches. Never allow impromptu swimming or paddling – always risk assess the proposed venue in advance for tides, currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils – parental confirmation of swimming ability is often unreliable. Arrange: <ul style="list-style-type: none"> * safe area * signals for distress and recall * lifesaver and observers (adults to stay out of water) * head counts * Briefing of pupils and staff. 	Pre-visit – site-specific risk assessment.	Medium

17. GENERIC RISK ASSESSMENT - SCHOOL VISITS TO COASTAL LOCATIONS **Leader must have recent and relevant experience of venue.**

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold injury/death.	Pupils, staff.	Consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment.	Pre-planning, Equipment lists to group, kit checked before departure.	Low
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	Drowning, injury	Pupils, staff.	<p>Each venue must be visited and individually risk assessed by leader with advice from coast guards/other local „experts‘, if necessary.</p> <ul style="list-style-type: none"> ☐ Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. alternative activities are available. ☐ Paddling and swimming are not allowed except if organized according to policy and risk assessment. 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<p>From site-specific risk assessment decision made regarding route, supervision, location of activities, footwear etc.</p> <ul style="list-style-type: none"> ☐ Close supervision by experienced staff. 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low
Group control	Drowning, injury, death.	Pupils, staff.	<p>Close supervision, large groups split into small groups each with leader known to pupils.</p> <ul style="list-style-type: none"> ☐ Overall leader remains in touch with all groups and can recall effectively. ☐ No impromptu swimming or paddling allowed, see swimming risk assessment. 	Pre-planning of activities and supervision.	Medium

18. GENERIC RISK ASSESSMENT - SCHOOL VISITS TO FARMS

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences.	Injury, death.	Pupils, staff.	<p>Site is pre-visited by leader and risk assessed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan visit and supervision to minimize risks. <ul style="list-style-type: none"> * Avoid moving machinery. * Do not climb on bales, walls or fences. * Keep away from slurry tanks. * Do not touch barbed wire or electric fences. * Do not touch or feed animals unless the farm personnel are supervising/give permission. <input type="checkbox"/> Note: arrangements at farms can change daily. Re-assess at start of visit. 	<p>Pre-visit, site risk assessment planning of visit briefing of staff and pupils.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Infection and illness including E-coli 0157.	Illness, death.	Pupils, staff.	<p>Follow basic hygiene rules at all times.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoid transmission of infection from hand to mouth. <input type="checkbox"/> Check hand washing facilities on pre-visit. <input type="checkbox"/> Wash hands thoroughly before eating. <input type="checkbox"/> Change or clean footwear before leaving site, wash hands <input type="checkbox"/> Pregnant women avoid contact with lambing ewes. 	Briefing of staff and pupils.	Medium
Group control.	Injury, death.	Pupils, staff.	<p>Close supervision, large groups split into small groups each with leader known to adults.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leader of each group understands hazards and control measures. <input type="checkbox"/> Overall leader remains in touch with all groups. 	Pre-planning of activities and supervision.	Medium

19. GENERIC RISK ASSESSMENT - ACTIVITY LEAD BY SCHOOL - CYCLING

Depending on venue, leader must be regular cyclist and have cycled route. For 'mountain biking' on steep terrain, training required. For remote locations, other qualification required.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident.	Injury, death.	Pupils, staff.	<p>Suitable route off-road or on quiet roads.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each route must be pre-cycled and individually risk assessed by leader with advice from LA cycling officer, if necessary. <input type="checkbox"/> Supervision arranged: small groups usually maximum of 12, two leaders, who are competent cyclists. <input type="checkbox"/> Supervision planned for any serious road junctions etc. <input type="checkbox"/> Helmets worn. 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Mechanical fault.	Death, injury.	Pupils, staff.	<p>Cycles used are road/route worthy.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If pupils are using own bikes, cycles brought to school for inspection by leader prior to day. <input type="checkbox"/> Unsuitable cycles not permitted. <input type="checkbox"/> Simple tools and spares carried. <input type="checkbox"/> Breakdown plan agreed. <input type="checkbox"/> Pupils must not be left on their own. 	<p>Information to parents stating standards required. Check size, steering, brakes, cycles, gears, helmets, etc.</p>	Low
Group control, lost pupil.	Injury, death.	Pupils, staff.	<p>Close supervision, two leaders with each group.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maps carried. <input type="checkbox"/> Large groups split into small groups each with leaders known to pupils. <input type="checkbox"/> Overall leader remains in touch with all groups and can re-group effectively at agreed points. 	<p>Pre-planning of route and supervision.</p>	Medium

20. GENERIC RISK ASSESSMENT -STANDING CAMPS

Leader must have recent and relevant experience and training in camping and equipment to be used.

Possible qualifications; SWMMLTS Coastal and Countryside Camping Endorsement, MLTE WGL Award/ Mountain Leader

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold, injury/death.	Pupils, staff.	Seasonal (usually April – October) activity, consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment.	Pre-planning, equipment lists to group, kit checked before departure.	Low
Hazards on site and immediate surrounds.	Drowning, falls, injury, death.	Pupils, staff.	Site must be visited and individually risk assessed. <input type="checkbox"/> Camp rules or operating procedure agreed to minimize risks. <input type="checkbox"/> Appropriate supervision arranged	Written specific risk assessment and/or operating procedure. Ongoing assessment by leader during camp.	Medium
Site security – unauthorized entry by intruder or exit by pupil.	Death, injury.	Pupils, staff.	Site chosen with minimal public access. <input type="checkbox"/> Leaders sleep in tents close to pupils <input type="checkbox"/> Close supervision by experienced staff. <input type="checkbox"/> Local police informed of location if not using an established camp site.	Risks reduced but pupils and parents understand all risks cannot be eliminated.	Low
Equipment failure.	Injury	Pupils, staff.	<input type="checkbox"/> Equipment used has been properly maintained and checked before use. Erected by competent staff.		Low
Fire, heat hazards.	Injury, burns, scalds, death.	Pupils, staff.	Cooking tent is isolated from sleeping tents by at least three times height of tent. <input type="checkbox"/> No smoking or naked flames in sleeping tents. <input type="checkbox"/> Fire procedure understood by all. <input type="checkbox"/> Fire extinguishers and fire blankets available. First aider trained in burn treatment. <input type="checkbox"/> Flammable fuel and equipment only used by trained competent staff. <input type="checkbox"/> Operating procedures agreed for use of cook tents.		Low/medium
Hygiene	Illness	Pupils, staff	Good practice followed. <input type="checkbox"/> Leaders using kitchen have attended Basic Food Hygiene training or, at		Low

			minimum, understand and follow guidance provided. <input type="checkbox"/> „Elsan' type toilets are managed to ensure hygiene standards met <input type="checkbox"/> Toilets have adequate hand washing facilities. <input type="checkbox"/> Hands are always washed before handling food.		
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21. GENERIC RISK ASSESSMENT - LIGHTWEIGHT CAMPING

Leader must have recent and relevant experience and training in camping and equipment to be used.

For non-remote sites possible qualifications; SWMMLTS Coastal and Countryside Camping Endorsement, MLTE WGL Award/ Mountain Leader For remote sites the leader must be appropriately qualified to lead and „wild“ camp. E.g. SWMMLTS Moorland Leader plus camping endorsement. MLTE Mountain Leader

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold or sun/heat injury.	Cold, injury/death.	Pupils, staff.	Consideration of forecast and amendment of plans if necessary, use of suitable clothing and equipment, dry spare clothing and emergency equipment.	Pre-planning, equipment lists to group, kit checked before	Low
Insufficient supervision of pupils.	Injury, death.	Pupils	Competence of pupils is assessed and monitored. <input type="checkbox"/> Pupils are provided with sufficient supervision for their competence, age and behaviour. <input type="checkbox"/> Pupils know how to contact staff/summon help.	Pre-assessment of competence, particularly if remote supervision is planned.	Medium
Hazards on route and campsites used.	Drowning, falls, injury, death.	Pupils, staff.	Route is pre-planned, risk assessed and appropriately supervised (see appropriate walking or cycling risk assessment). <input type="checkbox"/> Each camp site used pre-visited and risk assessed by leader. <input type="checkbox"/> Sufficient supervision is provided at camp site (indirect supervision is acceptable for competent pupils.)	Written specific risk assessment and/or operating procedure	Low
Site security – unauthorised entry by intruder or exit by pupil.	Death, injury.	Pupils, staff.	Sites chosen with minimal public access. <input type="checkbox"/> Leaders sleep on site unless pupils trained and assessed as sufficiently competent to camp under indirect supervision.	Risks reduced but pupils and parents understand all risks cannot be	Low

Fire, heat hazards.	Injury, burns, scalds, death.	Pupils, staff.	<p>Use of flammable substances is at least two times height of tents away from tents.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equipment used has been properly maintained and checked before use. <input type="checkbox"/> No smoking or naked flames in sleeping tents. <input type="checkbox"/> Fire procedure understood by all. <input type="checkbox"/> Leader (or if indirectly supervised, pupils) trained in burn treatment. 	Training in use of stoves must be provided by ML, WGL or BELA qualified staff.	Medium
			<p>Flammable fuel and cooking equipment only used by trained competent staff and pupils (or by pupils under close supervision of trained and competent staff).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Procedures agreed for use of stoves and refuelling. 		
Hygiene	Illness	Pupils, staff.	<p>Good practice followed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Groups are trained in basic hygiene. <input type="checkbox"/> Hands are washed before handling food. 		Low

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Avoidable objective dangers/unsuitable location.	Disabling or fatal injury.	Pupils, staff.	<p>Location has been specifically assessed by technical adviser Ability/experience of group taken into account.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weather forecast obtained, weather and water conditions constantly monitored and activity adjusted accordingly. 	Written site-specific risk assessment (and operating procedures if	Low
Water environment	Drowning, injury.	Pupils, staff.	<p>The leader holds the appropriate BCU qualification for the water (inland or sea) and conditions prevailing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of pupil swimming ability / water confidence known. <input type="checkbox"/> Pupils supervised in BCU recommended ratios by qualified staff. <input type="checkbox"/> The leader holds first aid and resuscitation awards. <input type="checkbox"/> Personal buoyancy meets BCU recommendations and leaders check buoyancy always worn correctly when afloat. <input type="checkbox"/> All boats have suitable buoyancy. <input type="checkbox"/> Equipment as recommended by BCU is carried and used as appropriate. Participants are appropriately trained in use. 		Low
Equipment failure.	Drowning	Pupils, staff.	All equipment is checked before use; an equipment log is maintained and an annual maintenance programme is undertaken.	Monitoring programme in place.	Low
Head injury.	Injury	Pupils, staff.	Helmets used if conditions dictate.		Low
Water quality.	Illness	Pupils, staff.	<p>Local advice taken about water quality.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Open cuts and sores covered. <input type="checkbox"/> Pupils and parents briefed about Weil's disease and action to take if appropriate. 		Low
Exposure to weather.	Hypothermia	Pupils and staff.	<p>Suitable clothing and footwear and change of clothes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spare clothing and emergency equipment available to group. <input type="checkbox"/> Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. <input type="checkbox"/> Weather forecast obtained, wind and water conditions constantly monitored and activity adjusted accordingly. <input type="checkbox"/> Emergency telephone available. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low

In addition to evidence of recent and relevant experience, the leader must hold the appropriate qualifications for the activity proposed.

References:

1. SCHOOL 'EXCHANGE' VISITS WITH A SCHOOL ABROAD www.oeapng.info
2. Risk Management and Outdoor Education: a practical approach to ensuring positive outcomes
3. Danny Parking and Genny Blades
4. <https://www.cumbria.gov.uk/eLibrary/view>
5. Dorset county council

22. OUTDOOR EVENT RISK ASSESSMENT FORM

OUTDOOR EVENT:

LOCATION:
.....
.....

EVENT ACTIVITY:

NO. OF PERSONS EMPLOYED/STAFF/STEWARDS:

ASSESSOR (print):

ASSESSMENT DATE: SIGNATURE:

ASSESSMENT DISCUSSED AND AGREED WITH EVENT ORGANISER:

ORGANISER NAME (print):

AGREEMENT DATE:

ORGANISER'S SIGNATURE:

RISK ASSESSMENT

HAZARD AND RISK IDENTIFICATION

EVENT:

LOCATION:.....

DATE:

SHEET No:..... OF.....

SIGNIFICANT HAZARDS IDENTIFIED	PERSONS AT RISK	RISK RATING			CONTROL MEASURES	DATE ACTIONED and SIGNATURE
		Hazard	x Risk	= Risk Level		

SIGNIFICANT HAZARDS IDENTIFIED	PERSONS AT RISK	RISK RATING			CONTROL MEASURES	DATE ACTIONED and SIGNATURE
		Hazard	x Risk	=Risk Level		

RISK ASSESSMENT (EXEMPLAR)

HAZARD AND RISK IDENTIFICATION

EVENT:
DATE:

LOCATION :
SHEET No :..... **OF**.....

SIGNIFICANT HAZARDS IDENTIFIED	PERSONS AT RISK	RISK RATING			CONTROL MEASURES	DATE ACTIONED and SIGNATURE
		Hazard	Risk	= Risk Level		
Slippery underfoot for runners due to frost on road.	Participants, public, road marshals.	4	3	12	Stewarding, inform runners and marshals. Warn runners of conditions.	28/7/09 JH
Adverse weather closing in resulting in drop of temperature, hypothermia, high winds, etc.	Participants, public, stewards.	5	2	10	1. check weather forecast 72, 48 and 24 hours before event; 2. inform participants; 3. arrange shelters along route; 4. inform emergency services.	
Low water temperature for swimmers – hypothermia and cramp risk (November swim).	Participants.	5	4	20	1. sufficient number of safety boats; 2. emergency shelters available; 3. constant monitor of swimmers; 4. adequate number of first aiders and ambulances available.	
Cables running across show ground between marquees – trip hazard	Public, stewards, staff.	3	2	6	1. bury where possible; 2. clearly mark in high visibility; 3. provide warning signs.	28/7/09 JH

Risk Rating		
Hazard (Severity)	Value	Risk (Likelihood)
Negligible	1	Unlikely
Slight	2	Possible
Moderate	3	Quite Possible
Severe	4	Likely
Very Severe	5	Very Likely

Hazard Value x Risk Value = Risk Level

Ranking of Risk (Risk Level)	
1 – 4	Low Risk
5 – 15	Medium Risk
16 - 25	High Risk

Low Risk – risk can be acceptable.

Medium Risk – acceptable with adequate control measures in place.

High Risk – action must be prioritized and timetabled to reduce risk to an acceptable level.