INTRODUCTION

Walthamstow Hall places great value on educational visits for all of its pupils, including the very youngest, recognising that they provide a unique opportunity to enhance the curriculum and to extend and support class based work. This policy has been produced, along with the policies for ‘School Visits’ and ‘Educational Visits for EYFS Children’ in response to our concern for keeping all members of our school safe.

At Walthamstow Hall we acknowledge that we are legally required to have risk assessments in place that cover a great many of activities, including the many educational visits and trips made by all of our pupils. We further recognise that the EYFS Statutory Framework places additional requirements for our youngest pupils. It states that “Children must be kept safe whilst on outings. For each type of outing, providers must carry out a full risk assessment, which includes an assessment of required adult: child ratios. This assessment must take account of the nature of the outing, and consider whether it is appropriate to exceed the normal ratio requirements…. in accordance with providers’ procedures for supervision of children on outings. The assessment must be reviewed before embarking on each specific outing.” (Page 24, the Early Years Foundation Stage Statutory Framework)

This policy has been written with reference to the following documents:
- The Early Years Foundation Stage Statutory Framework, 2008
- The Health and Safety of Pupils on Educational Visits: A Good Practice Guide, DCSF guidance
- Early Years Foundation Stage (EYFS) Checklist and Monitoring Reference for Inspectors, September 2009
- A Guide to the Law for School Governors, April 2009
- General Inspection Queries, but with particular reference to EYFS, Independent School Association (ISA) guidance: an ISBA Briefing Document, February 2009
- Minibus and Coach Seats: DFT guidance

The guidance documents prepared by the following public bodies, charities and not for profit organisations have also been considered in the writing of this policy:
- The Department for Children Schools and Families (DCSF)
- The Independent Schools’ Inspectorate (ISI)
- The Office for Standards in Education (OFSTED)
- The Health and Safety Executive (HSE)

CONTENTS OF POLICY

This policy is intended to be read in conjunction with the policy for ‘School Visits’ and “Educational Visits for EYFS Children”. It concentrates on our practical processes for
carrying out risk assessments. Taken together, the two documents provide a framework for taking the children on outings from the Nursery up to Year 6 classes.

WHAT IS A RISK ASSESSMENT?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A **hazard** is something with the potential to cause harm.
- A **risk** is an evaluation of the probability (or likelihood) of the hazard occurring.
- A **risk assessment** is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
- **Risk control measures** are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits and insurance).

THE STARTING POINT

The starting point for conducting a risk assessment on an outing is to consider the following in turn:

- **Identify** all of the potential hazards, such as a child getting lost, or run over, a traffic accident, a child falling over, sun burn, getting cold or wet on an outing.
- **Who might be affected by the hazards?** The children, staff, volunteers, school property, school reputation. Children with SENs will need to be considered separately.
- **What safety measures will reduce the potential impact of the hazard?** Examples include: using a higher staff ratio on all outings than are used inside the school, ensuring that one member of the party is qualified in Paediatric First Aid for Early Years outings and for overseas trips, frequent head counts, a clear missing child policy that is known to all, taking a first aid kit and water, asking parents to send appropriate protective clothing to mitigate impact of weather, sound preparation in advance, including briefing all of the adults (staff and volunteers) on their respective roles. Emergency procedures should be rehearsed in advance with the accompanying staff.
CONDUCTING A RISK ASSESSMENT

There are several possible techniques. The model for outings that we use, known as the “Traffic Lights Model” is set out below:

<table>
<thead>
<tr>
<th>HAZARD</th>
<th>SEVERITY</th>
<th>LIKELIHOOD</th>
<th>INITIAL RISK RATING</th>
<th>FURTHER ACTIONS</th>
<th>RESIDUAL RISK RATING</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>List each. Carry out actions 2-6 for each hazard</td>
<td>Rate each 1 – 6 in ascending order of severity</td>
<td>Rate each 1 – 6 in ascending order of likelihood</td>
<td>Multiply severity with likelihood (Col 2 x Col 3)</td>
<td>List measures to reduce severity for each hazard</td>
<td>Adjusted Numerical score (Must be no higher than 11)</td>
</tr>
</tbody>
</table>

Date: 
Signature: 
Signature of Education Visits Coordinator:

On completion of the risk assessment, the residual risk score is coloured coded as follows:

- **Red** – scores of 24-36
- **Amber** – scores of 12-23
- **Green** – scores of 0-11

Our policy is **not** to carry out any activity with Junior School children which is rated as **red** or **amber** after the risk reduction measures have been put into effect. Activities involving our pupils will only be carried out, if they can be awarded a residual score of green. **Green activities can be:**

- **A hazard that is highly likely but is of low residual rating.** For example

  The **likelihood** of a coach in a city being stuck in traffic would be rated as 6
  The **severity** of leaving teachers, teaching assistants and children waiting outside in hot sun/wet weather for an unknown period of time would be rated as 2.
  The **initial risk rating** would be **12** (Amber).
  But putting all of the following measures in place reduces its **severity** to 1, leaving a **residual risk rating of 6** (Green):
- Teacher in Charge and Driver are in mobile phone contact
- Staffing ratio is appropriate to the age of the children and the nature of the outing 1:10, 1:8, 1:6 or 1:4 (instead of the normal 1:6) and supplemented further by parent volunteers from a different year group
- Teacher in Charge has made a reconnaissance visit, and discovered where the party can wait out of the rain/sun
- Bottled water is carried
- All staff carry visit packs, and can phone the school to advise that there will be a delayed return
- All parents’ emergency contact details are available to the School Office, who contacts them and explains that the coach has been stuck in traffic; but there is nothing to worry about
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

- **A hazard may be fairly likely and have a low residual rating.** For example:

  The likelihood of a child falling over and grazing a knee on a walk in the countryside would be rated as 4.
  The initial severity would be 3.
  **The initial risk rating would be 12** (Amber)
  But putting the following measures into place reduces the severity to 2, leaving a residual risk rating of 8 (Green):

  - Teacher in Charge has First Aid kit
  - One member of staff is qualified in First Aid (Paediatric First Aid for EY)
  - Teacher in Charge has mobile phone
  - All members of staff (including other adult helpers) had held a meeting to discuss the outing and the risk assessment beforehand

- **A hazard may be very unlikely; but have a high severity rating.** For example:

  The likelihood of a child going missing on an organised school outing headed by a qualified Teacher and was appropriately staffed would initially be rated as 3.
  The severity would be 6.
  **The initial risk rating would be 18** (Amber).
  But putting the following measures into place reduces the likelihood to 1, leaving a residual risk rating of 6 (Green):

  - Children have been briefed about the purpose of the visit and the expectations of behaviour
  - All children understand where they should go if they accidentally become separated from the rest of the group
  - Teacher in Charge and other staff carry mobile phones
  - Staffing ratio is appropriate to the age of the children and nature of the outing e.g. for EY 1:4 (instead of the normal 1:6) and
supplemented further by parent volunteers from different year groups
  o Teacher in Charge has made a reconnaissance visit, and planned the route inside the location (e.g. museum) in advance
  o Children are divided into groups e.g. of 4 each supervised by one member of staff, assisted by an adult volunteer
  o All members of staff had held a meeting to discuss the outing and the risk assessment and the Missing Child Policy beforehand
  o All members of staff know what to do in an emergency
  o All volunteers have been briefed thoroughly on their respective roles.
  o All children are wearing school uniform and are readily identifiable. School staff are wearing normal ‘smart’ work clothes so are readily identifiable by the children or anyone who needs the attention of a member of school staff.
  o Head counts are taken on leaving the classroom, on sitting in the coach, on leaving the activity and on returning to the coach. The coach does not leave until everyone is accounted for.

Conclusion
The three examples quoted above are intended to illustrate that everyday risk assessments for school outings are no more than practical tools that are designed to assist teachers who are in charge of an outing. The issues:

  ● What if the coach is delayed?
  ● What if a child falls over and injures him/herself?
  ● What if a child goes missing?

can arise, and need to be anticipated in advance. However, conducting risk assessments on outings does not require specialist knowledge.

ROLE OF THE EDUCATION VISITS COORDINATOR (Head of Junior School)
The role of the Education Visits Coordinator (EVC) in training and supporting staff who are involved in taking and leading visits of EYFS children is explained in the companion model policy: “Educational Visits for EYFS Children”.

Every risk assessment is checked and approved by the EVC as part of the process of approving each outing.

ROLE OF THE TEACHER IN CHARGE
Again, the role of the Teacher in Charge, and the training given to those who take on that important role is explained in the companion model policy: “Educational Visits for EYFS Children”. All Teachers in Charge are given training with conducting risk assessments as part of staff INSET, with emergency procedures (a copy of the Incident Management Procedure must be carried by the Teacher in Charge on all school outings). They understand the importance of setting clear procedures for everyone in the group – staff, volunteers and children. Assistance in completing risk assessments may be sought from members of the Senior Management Team.
LIBRARY OF RISK ASSESSMENTS

a “library” of risk assessments is kept in the school office which may be drawn on by anyone planning an outing.

This policy has regard to the guidance issued by the Secretary of State.

_Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements._

Last Updated December 2010
Next Review Date June 2011

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

Mr I E Philip
Chairman of Governors