



Policy for Educational Visits, Outdoor Learning and Adventurous Activities: December 2021- December 2024

Introduction

This policy sets out the establishment procedures within which all employees must operate. Further details can be gained by referring to the Employer Policy as detailed in Section 2.

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting and different experiences to help them learn.

It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning beyond the classroom adds much value to classroom learning.

1. Scope and responsibilities

This policy applies to all educational visits, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.

The Headteacher [retains the role of the](#) Educational Visits Co-ordinator. They will have the training and experience to enable them to competently discharge their responsibilities as listed in The Employer Policy.

The Educational Visits Co-ordinator is: [Headteacher](#)

Administrative tasks will be carried out by: [School Administrator](#)

2. Establishment policy and procedures

The [Brompton & Sawdon CP School](#) Policy for Educational Visits, Outdoor Learning and Adventurous Activities (March 2018)

[\[For community or voluntary controlled schools\]](#) is the employer's policy. Specific local procedures will be in line with, but not duplicate this policy.

Where there is conflict with non-statutory guidance or advice from other sources the employer policy will take precedence with clarification sought from the Headteacher, and if required from North Yorkshire Educational Visits Advisory Service.

Consent

Routine acknowledgement: Whilst it is not a legal requirement to gain parental consent for curriculum activities, written acknowledgement will be gained on enrolment for routine local visits and activities which are a part of our normal educational provision during the school day and information regarding the nature of the types of visit will be included [in September Information Packs sent to parents](#) We will always aim to fully inform parents by [letter](#) of the nature of each visit, activity or series of a similar nature, remind parents that they have acknowledged this, and give

opportunity to update information and emergency contact details. On occasions a curriculum opportunity may become available at short notice and we will always aim to notify parents that their child will be offsite but this may not be possible.

Non-routine consent: Written consent [\[which may be electronic via Parent Pay\]](#) will be gained on enrolment for those visits which are non-routine visits and activities and those visits which fall outside of normal hours. We will fully inform parents of the nature of each visit, activity or series of a similar nature.

Specific consent: Written consent [\[which may be electronic via ParentPay\]](#) will be gained for every individual visit, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities. We will fully inform parents of the nature of each visit, activity or series of a similar nature.

Medical information: We will use the medical information on record in our Student Information Management system alongside any updated information which parents will be given the opportunity to provide for most visits and activities. Where visits or activities involve a higher level of risk it may be appropriate for separate medical information and consent forms to be completed.

[Staff competence](#)

Records will be kept of induction, training, relevant qualifications and competence using the 'My Details' section of Evolve.

To ensure sustainability of important visits deputy leaders will be appointed in order that contingency plans can be put in place should a visit leader be indisposed.

[EVC Training](#)

The Educational Visits Co-ordinator will attend appropriate training and revalidation as required by the employer.

[Visit Leader Training](#)

Visit leaders will be approved by the Headteacher and will have attended appropriate training as required by the employer.

3. Planning and approval procedures

Visit leaders should follow the employer policy, establishment policy, guidance, local procedures and standard assessments of risk.

Risk management is a vital part of planning and assessing benefits and risk associated with visits and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a visit or activity in order that young people can be kept safe from harm. Generic or event specific risk assessments will be used to record significant findings.

External providers: Wherever possible visit leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge. Alternatively assurances will be gained through a Provider Statement as detailed in the employer policy

4. Visit Planning and Management System

Evolve is the NYCC web-based system used to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own account which is set up by the Educational Visits Co-ordinator.

The default option is a day visit within the United Kingdom. Visits can be further categorised as follows:

- On-site or local learning area
- Joint visit
- Overseas
- Residential
- Adventurous (provider led)
- Adventurous (self-led)

Visits will be recorded as detailed in the summary table below.

Approval of visits will be made as detailed below. Initial approval in principal will also be gained as required in the employer policy.

Governing Body:

[\[Community and voluntary controlled schools\]](#)

The governing body has a strategic role to set the vision and direction of the school and has responsibility for its educational and financial performance. To enable this it will hold the Headteacher to account by oversight of learning beyond the classroom opportunities to ensure that the educational experiences are of high quality, that best value is obtained and financial regulations are adhered to.

Adviser: Visits abroad and all self-led adventurous activities regardless of location. (As detailed in guidance).

Headteacher: [\[Visits abroad, all adventurous activities, residential visits and non-local day visits\]](#) [or](#) [\[All visits and activities – when they are also the EVC\]](#)

Visit planning approval summary table for Brompton and Sawdon Community Primary school

	Planning/Recording Process	Risk Management	Final Approval
On-site/Local Learning Area	Through local Risk Assessment completed by school staff and reviewed yearly (in Summer term). Recorded as local learning visit on Evolve / parents informed / Head teacher informed (or EVC in absence) / consideration of local area risk assessment: see appendix.	LLA risk management supplemented by specific documentation where necessary	EVC/Head
Day Visit outside Local Learning Area	Recorded on Evolve	School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	EVC/Head
Overseas	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Adviser
Residential	Recorded on Evolve	LLA risk management and supplemented by specific documentation necessary	Head
Adventure, provider led	Recorded on Evolve	Provider risk manages activities School risk manages journey and non-provider led activities using LLA risk management supplemented by specific documentation where necessary	Head
Adventure, self-led	Recorded on Evolve	Local Learning Policy/Specific Risk Management	Adviser

5. Incident Management

In the case of an incident during a visit all members of staff will follow the establishment's incident management plan as detailed in the appendix.

6. Monitoring of visits and procedures

Governors will monitor the implementation of this policy by acting as a critical friend in monitoring the implementation and effectiveness of the policy.

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities.

7. Charges for Off-site Activities and Visits

Charges for educational off-site visits and adventurous activities, including charges for visits and transport, requests for voluntary contributions and remission of charges are made in line with DfE guidance. Reference should also be made to [Brompton and Sawdon Primary school's charging and remissions policy](#)

8. Inclusion & SEND

We endorse the principles for young people of a presumption of entitlement to participate, accessibility through direct or realistic adaption or modification and integration through participation with peers.

We acknowledge that it is unlawful to treat a young person with a protected characteristic less favourably or fail to take reasonable steps to ensure that young people with protected characteristics are not placed at a substantial disadvantage without justification.

We also acknowledge that expectations of staff must be reasonable, so that what is required of them (to include a young person) is within their competence and is reasonable. Reference should also be made to [Brompton and Sawdon Primary school's SEND policy](#)

9. Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits. Visit Leadership Teams should:

- As part of planning, liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues
- Have access during a visit to the DSL (or trained deputy) either directly or through the Base Contact.

Any volunteers who accompany any visit or activity will be vetted and be directly supervised by a member of staff. If they are to have significant unsupervised access to young people then an enhanced DBS disclosure will be obtained and they will undergo induction and training in their role and responsibilities as detailed in employer and school policies and local procedures. Reference should also be made to [Brompton and Sawdon Primary school's safeguarding policy](#)

10. Insurance

Young people participating in visits and activities will have [annual travel insurance provided under an annual Schools Journey Insurance policy](#). Any differences to this will be notified to parents/carers as appropriate before any consent or payment is made.

11. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and staff must follow any specialist guidance provided by your employer.

Appendix 1- Local Learning Area

Boundaries

The boundaries of the locality of the local learning area includes the boundaries of the villages of Brompton and Sawdon. This area includes the following frequently used venues: e.g.

- Brompton Hall School
- Brompton Cricket Pitch
- Forest school
- Brompton Village
- Village Hall
- Sawdon Village

We use our Local Learning Area on a regular basis for a variety of learning activities, and visit leaders are allowed to operate in this area by [inputting visits on EVOLVE using the Local Learning Area option, provided they follow the below Operating Procedure](#)

Operating Procedure for visits to the Local Learning Area

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Risk of falling into the water
- Activity specific issues when doing environmental fieldwork / Forest school (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, or OC in his absence, must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. (this will depend on which area we are in)
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will make the office aware of all pupils and staff, a proposed route, and an estimated time of return.
- A mobile is taken with each group (by each adult) and the office have a note of the number/s.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- **Staff have considered and understand the Risk Assessments for the Village Hall, PE lessons (Brompton Hall), Forest School, Road Crossing all outlined below**
- Safe boundaries are clarified for all pupils appropriately. Pupils who require additional monitoring and supervision to ensure safety are planned for and receive an appropriate level of this.
- **Additional supervision to be given when pupils are crossing roads, especially near the bridge (near Graves) and across the busy roads en-route to Brompton Hall School – see Policy below**

Appendix 2- Safe Crossing of Roads

Safe Crossing of Roads Policy

This document should be read in conjunction with the 'Staff Handbook', 'Staff Code of Conduct' and 'Health & Safety Policy'.

1. RATIONALE

1.1 Road accidents are the greatest single threat of death or injury facing children. Furthermore, according to The Royal Society for the Prevention of Accidents¹ (RoSPA), more deaths occur on rural roads than on urban ones. "Per billion vehicle miles, motor vehicles on minor roads create more pedestrian casualties than motor vehicles on major roads."²

1.2 Brompton & Sawdon Community Primary School is surrounded by a variety of roads, junctions and footpaths. The school is served mainly by a busy A-road that, although has footpaths, does not have a pedestrian crossing, apart from a 'pedestrian refuge'. Cayley Lane, the road on which the school is situated, is a less busy road, but acts as a service route for traffic exiting/entering the A170, with a route passing the main school entrances at the south and east end of the building. Cayley Lane has footpaths in parts, but, as with a lot of rural roads, requires pedestrians to enter the road. This is the case at both of the main entrance/exit points at Brompton & Sawdon Community Primary School, where there is no footpath at boundaries of the school premises.

1.3 With the introduction of more innovative teaching and to enhance student learning, Brompton & Sawdon Community Primary School has explored learning opportunities in its locale. For example, the school often uses: Brompton Village Hall; Brompton Hall School's all-weather pitch and field; a Forest School site at the Manor House on Ings Lane, as well as local walks/visits. This means that the school and its staff are often transporting students/classes around and across Brompton-by-Sawdon's roads.

1.4 This policy explains the supervision procedures in place for students when they are crossing the road when in the care of school staff. This not only includes the safe crossing procedures around Brompton-by-Sawdon, but extends to the safe procedures required when supervising students on and around all roads (e.g. on trips).

2. AIMS

2.1 To ensure students, staff and other members of the school community cross roads safely and with appropriate supervision, following 'The Highway Code', where practical³ (see Appendix 1).

2.2 To ensure staff are aware and adhere to safe crossing procedures, whenever possible, so they can continue to fulfil their duty of care as part of their job role (See Appendix 2 for Teacher Standards). These are in addition to the 'Rules for Pedestrians' outlined in 'The Highway Code'.

2.3. To ensure staff are aware of the safest routes around the school's locale, to avoid putting students at unnecessary risk.

3. SUPERVISION OF STUDENTS – LEGAL REQUIREMENTS

3.1 The Governing Body and the Headteacher are required to ensure, as far as is practicable, adequate supervision of students throughout the school day to ensure their health, safety and welfare. They are also required to ensure, as far as is practicable, that the school is a safe place of work for employees and for others who enter the site.

4. DUTY OF CARE – HEADTEACHER'S AND STAFF'S RESPONSIBILITIES

4.1 Staff at Brompton & Sawdon Community Primary School have a duty of care to all students in the school. It is the Headteacher's responsibility to ensure that high standards of behaviour and discipline are maintained throughout the time that students are present on the school grounds, as well as during activities either on or off the site. It is also their responsibility to ensure that there is effective supervision of the school buildings, and that the site is secure.

4.2 A member of staff (for the purposes of this document) refers to any person employed by school as a teacher, teaching assistant, midday supervisor, a member of the administrative support staff or a teacher/coach who the school has agreed may run or assist with a charged-for activity.

¹ <https://www.rospace.com/rospaweb/docs/advice-services/road-safety/drivers/rural-road-safety-factsheet.pdf>

² 2 Aldred, R. (2018) 'Motor traffic on urban minor and major roads: impacts on pedestrian and cyclist injuries', Proceedings of the Institution of Civil Engineers- Municipal Engineer, <https://doi.org/10.1680/jmuen.16.00068>

³ <https://www.gov.uk/guidance/the-highway-code/rules-for-pedestrians-1-to-35>

- 4.3 This policy describes what the school feels is best practice to ensure the safety of the students in our care when there is a need for them to cross a road. However, it is acknowledged that the policy cannot pre-empt every possible scenario and, therefore, **the school expects staff to act in a manner appropriate to the situation at the time to ensure the best possible care and safety of the students in their charge and the staff personally.**

5. SAFE CROSSING PROCEDURES

- 5.1 No student is allowed to cross a road unaccompanied, whilst under the charge of a member of staff.

5.2 Staff should, where practical, always try to use the safest route possible, to avoid crossing or walking on roads without pedestrian crossings, footpaths and/or proper visibility (e.g. on blind bends). **This is particularly apt for the route surrounding the east end of the school (starting at the main gate to the playground), where Cayley Lane bends around the eastern boundary of the school and where visibility is poor due to the obstruction of the school building & walls and the gradient of the road. This route should only be used when transporting small groups of 4 or fewer students or when there is an emergency and/or no other route is practical. WHOLE CLASSES OF MORE THAN 4 STUDENTS SHOULD NOT USE THIS ROUTE IN EITHER DIRECTION – the safest route is through the school's southern entrance (front door).**

- 5.3 Staff should, where practical, follow 'The Highway Code', especially the 'Rules for Pedestrians' (see appendix). However, the following procedures are in addition to this.

When crossing a minor road which has light traffic staff members should follow the following procedure:

5.4 Crossing a group of more than 4 students

- Students are always instructed, where possible, to walk in a line. Pupils are instructed to walk in an orderly quiet manner, as far from the road as possible and ensure that they do not block the pavement to other users. When crossing the road, the students remain in their line.
- It is up to staff to determine how to order their line, as appropriate to the age/nature of the group they are supervising. For example, staff may wish to pair students together and/or get pairs to hold hands. Staff should make it explicit to students and accompanying staff before travel the method they wish their group to employ.
- The students should be stopped on the pavement, in as safe a place as possible, in preparation to cross the road.
- The students should be clearly instructed to wait at this location, as far away from the kerb as possible, in an orderly quiet line ensuring they are not blocking the pavement to other users.
- The member of staff should give clear instructions to the students: not to cross until told, to cross the road safely walking silently, without hesitation, following the 'Green Cross Code' where possible (to encourage road safety awareness). The students should also be given a clear instruction of what to do on the other side of the road. When a class is crossing, this will usually mean giving the line leaders a definite place to stop and wait. The students will be trained to wait on the other side of the road as far away from the kerb as possible, in an orderly line not blocking the pavement
- With the students waiting safely, the member of staff approaches the kerb and decides when the road is safe to cross.
- The member of staff then position themselves in the centre of the road and continues to check both ways for traffic.
- When sure the road is safe to cross, the instruction to cross is given to the students. The students then cross the road, walking quietly without hesitation.
- The member of staff remains in the middle of the road until the last student has passed them.
- Should a car approach whilst students are crossing, staff will need to assess the situation and make a professional decision as to whether it is safer to continue the crossing of the remaining students or not.

5.5 When crossing a road with an individual student or a group of 4 or fewer students

- The students should be stopped on the pavement, in as safe a place as possible, in preparation to cross the road.
- The students should be clearly instructed to wait at this location, near but not on the kerb, in an orderly quiet line ensuring they are not blocking the pavement to other users.
- The member of staff should give clear instructions to the students not to cross until told, then to cross the road safely: walking silently, without hesitation.
- With the students waiting safely, the member of staff approaches the kerb and decides when the road is safe to cross.
- When the member of staff sure the road is safe to cross, the instruction to cross is given to the students. The students cross the road, walking quietly without hesitation, with the member of staff walking alongside the students.
- Should a car approach whilst students are crossing, staff will need to assess the situation and make a professional decision as to whether it is safer to continue the crossing of the remaining students or not.

5.6 Crossing major roads or a road with heavy traffic

When crossing a major road or a road with heavy traffic staff members should follow the following procedure:

- There must be at least two members of staff present.
- All the above procedures should be followed.
- In addition:
 - When the road is clear one staff member must stand in the middle of each lane of traffic, facing the oncoming traffic.
 - Whenever possible, the entire group of students should be crossed at one time. Should the pedestrian crossing lights change to indicate that pedestrian crossing should stop staff will need to assess the situation and make a professional decision as to whether it is safer to continue the crossing of the remaining students or not.

Appendix 3: Example Risk Assessment for walks/visits around Brompton-by-Sawdon

Risk Assessment and Risk Management Record Brompton & Sawdon Primary School Educational Visits and Off-Site Activities			
Date: On-going - weekly visits	Name of Visit: Forest Schools	Establishment: Outdoor site Manor House, The Butts, Brompton by Sawdon	
Leader: M Watts	Other Adults: Staff: O Cooper A Chilcott J Martin D Mitchell S Sadler G Robinson		
Mobile No.			
<i>Identifying the hazard – assessing the risk</i>		<i>Control measures – reducing the risk</i>	
Site and its environment	Risk Rating	Action:	Outcome
Walking to our site Crossing the bridge/road	Low	<p>Chn are reminded of their behaviour expectations.</p> <p>Pupils to walk in pairs and to stay in line with the rest of the group along the route. Chn have walked this route multiple times previously and are familiar with the expectations of keeping pace and not going near the edge of the pavement. They will be reminded before each trip.</p> <p>The route takes under 5 minutes and requires the crossing of 1 main road. On crossing the road staff to check first, cross to halfway and guide chn across the road in their groups (other adults to assist). Adults to supervise chn in their groups on opposite pathway.</p> <p>Staff to lead and Staff to supervise from back, other adults to walk with groups.</p> <p>In the event of an accident, Staff will administer first aid. In the event of a serious injury, emergency services to be called. JL and parents will be alerted immediately via mobile phone. Staff is the designated adult to accompany children to the hospital.</p>	Risk manageable
Slippery paths/uneven surfaces/trips and falls	Medium	<p>Staff to lead at appropriate pace - not running and avoiding slippery surfaces where possible. Wheelchair users to be pushed on firm ground.</p> <p>The route to the site is a flat pavement all of the way until we reach the entrance to the site.</p> <p>If the site is wet and boggy during wet months, chn will be advised to take additional care. Wheelchair users will be supported to walk or be pushed around the site by Staff</p> <p>Chn are required to wear appropriate footwear as part of their Forest Schools kit.</p>	Risk manageable
Getting lost Getting separated from the group	Medium	<p>Chn will be shown clear boundaries of the site which they must not pass. We will spend a great deal of time making the chn familiar with these boundaries using games and activities.</p> <p>Chn will be shown a way of shouting out to contact adults if they are in need of help or support.</p> <p>The site is away from public access and will only be accessed by the land owner and/or their family.</p> <p>TH at school will be informed by mobile phone if a child becomes separated from group and is unable to be found. The rest of the group will be supervised by Staff whilst Staff initiates steps to finding the lost child(ren).</p>	Risk Manageable

Woodland environment Falling Trees Falling dead branches Branch face whip Poke in eye Slippery logs Wasp/bee sting - bites and irritations Poisoning	Medium	Avoid woods in very strong winds. Do not push on standing dead trees. Check for and avoid hanging branches with significant splits or cracks, particularly in breezy conditions. If the wind is too high, Staff will return the children and adults back to school. Chn will be reminded to hold branches for person behind or leave a big gap. Warn chn of eye level branches. Remind chn to step over logs, not on them. Chn will be wearing appropriate footwear. Chn will be told to avoid any nests of insects. Chn will be told to only eat items specified by group leader. If an accident occurs Staff will administer first aid. In the event of a serious injury, emergency services to be called immediately by staff on site. Head teacher and parents will then be alerted by mobile phone. Staff is the designated adult to accompany children to hospital.	Risk manageable
Water Drowning	Medium	There are some areas of water around the site - Brompton Butts and a shallow boggy area within our site. During the summer months this area dries up. Chn will be informed of where the water is and this will be made a clear boundary that must not be passed during activities. Collecting water will be done in pairs, and under the supervision of an adult. If an accident occurs Staff will administer first aid. In the event of a serious injury, emergency services to be called by staff on site. Head Teacher and parents will be alerted immediately using a mobile phone. Staff is the designated adult to accompany children to hospital.	Risk Manageable
Group Needs Behavioural issues First Aid Chn with asthma	Low	Chn have been on multiple outings in the village where behaviour expectations have been set. They are aware of what is expected - and will be reminded regularly. In the event of a child demonstrating challenging behaviour they will be moved to Staff's group for the remainder of the session. In the event of behaviour which puts other chn at risk, Head teacher will be contacted to collect this child and return them to school immediately, supported by TH. First Aid Bags will be taken by Staff Inhalers for every child will be taken in the First Aid Bag of their class teacher. If an accident occurs then Staff will administer first aid. In the event of a serious injury, emergency services to be called. Head teacher and parents will be alerted immediately using the mobile phone. Staff is the designated adult to accompany children to hospital.	Risk manageable
Completed by: _____ Signed by Headteacher.....			

Activity/ Situation	PE LESSONS (Including General Lessons, Dance Activities, Field Events, Gymnastics, Invasion Games, Over the Net and Wall Games, Striking and Fielding Games, Indoor Activity Spaces)			
Location	Village Hall (see separate RA) / Brompton Hall school			
Persons at Risk	Pupils <input checked="" type="checkbox"/>	Employees <input checked="" type="checkbox"/>	Visitors <input checked="" type="checkbox"/>	Contractors <input type="checkbox"/>

HAZARD(S)	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✖ Slips, Trips and Falls ✖ Collision with Apparatus and Other Pupils ✖ Blocked Escape Routes ✖ Personal Injury e.g. Strains, Fractures, Over Exertion etc. ✖ Dance Activities ✖ Field Events ✖ Invasion Games 			
	CONTROL MEASURES	ADDITIONAL INFO	YES	NO
<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>				
General				
Staff will follow the agreed route to the field/pitches at Brompton Hall	Main road entrance for disabled access	X		
Staff will take a first aid kit with the group	Fluorescent bag in each class	X		
Staff will have access to emergency, school and parent contact details	To contact school office /other staff in case of emergency in school time so that school can contact parents	X		
Staff to be aware of cars moving in Brompton Hall car park		X		
Staff to be aware that sometimes people congregate behind the church – to supervise children past as appropriate		X		
Pupils are included in discussion about health and safety issues before, during and after the activity		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff will only teach pupils a PE activity they are competent to manage - particularly when using apparatus		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soft flooring or mats are used where appropriate as hard floors can cause damage to joints or muscles through constant jarring		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are supervised at all times		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accidents, minor injuries and near misses are recorded and sent to appropriate people	Using accident book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An adequate first aid kit and appropriate medication is available e.g. access to inhalers etc.	Each class takes own bag with appropriate medicine.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An emergency plan is in place and staff made aware of procedures	See School Evacuation Plan. If off-site, evacuate to nearest exit and return to school. Village Hall – follow evacuation plan for this building.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All equipment is checked that it is in good condition before use	Report to HT if equipment breaks and do not use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular documented maintenance and inspection procedure for recognition of faults, defects, damage to equipment and records are kept	Continental	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lighting is well maintained and inspected daily	External facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
All lighting is covered to protect against impact from sports equipment	External facilities – covered where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Slips, Trips and Falls				
Clothing and footwear is suitable to the activity, surface and weather conditions or activity takes place in bare feet (tights or socks are not permitted)	Teachers to check before activity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If indoors, floor is dry to prevent slips, trips etc.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floors are maintained in good condition with no loose boards, splinters, cracks and lifting edges or irregular surfaces.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School fields are reasonably level with no acute hollows, holes or bumps		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Netting does not extend beyond the area covered by the base of the football/ hockey/badminton/tennis etc. posts		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and drink is prohibited in activity areas		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collision with Materials and Objects				
Playing area is large enough for the activity to take place safely, with no overcrowding		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obstructions are removed before activity takes place		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portable goal frames and posts/nets are stable when in use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where applicable competent person to assemble any equipment that may be used before pupils start the activity and ensure it is safe for use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apparatus is arranged safely with enough space between each piece of equipment and walls, doors etc.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
'One way' system is ensured when moving as a group around the room to prevent collision with other pupils where appropriate		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocked Escape Routes				
All escape routes are signed and remain clear at all times		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Injury e.g. Strains, Fractures, Over Exertion etc.				
Warming up exercises precede any activities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning ensures that the activity is appropriate and safe for age, ability and previous experience of pupils		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers adapt the activity for children with special needs		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity is planned to ensure no severe or uneven physical stress or moving of joints beyond pupils normal range		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long hair is tied up		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jewellery and other personal effects are removed by the pupil		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sweets or gum is not to be chewed during the activity	Incl. those who use as ADHD or other support mechanism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protection against synthetic surfaces may be considered to reduce the risk of friction burns		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular documented visual checks of playgrounds, hard play surfaces and playing fields to ensure free of loose grit, needles, glass etc.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual handling risk assessments for movement of equipment are in place		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If pupils move equipment, it must be under supervision only		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance Activities				

The range and demands of dance activities are appropriate for the nature of the floor surface, environment and space		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Events				
The number of events taking place at one time is controlled to ensure manageable safe levels of participation		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurements are taken before the next throw takes place		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throwing implements are taken from designated areas only and away from spectators and onlookers.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retrieval of throwing implements will be controlled with implements being carried back along throw line		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invasion Games				
Personal Protective Equipment is used accordingly e.g. shin pads – hockey/football etc.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
What is the level of risk for this activity/situation with existing control measures		High <input type="checkbox"/>	Med <input type="checkbox"/>	Low <input checked="" type="checkbox"/>
Is the risk adequately controlled with existing control measures		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Have you identified any further control measures needed to control the risk and recorded them in the action plan		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
ACTION PLAN (insert additional rows if required)	To be actioned by			
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date		
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment		High <input type="checkbox"/>	Med <input checked="" type="checkbox"/>	Low <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Is activity still acceptable with this level of risk?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If no, has this been escalated to senior leadership team?		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Assessor(s): Position(s):	G Robinson Headteacher	Signature(s):	G Robinson	
Date:	10/09/2021	Review Date:	10/09/2022	

Activity/ Situation	VILLAGE HALL (Used for a variety of activities including PE and dining for example)			
Location	Brompton Village Hall			
Persons at Risk	Pupils <input checked="" type="checkbox"/>	Employees <input checked="" type="checkbox"/>	Visitors <input checked="" type="checkbox"/>	Contractors <input type="checkbox"/>

HAZARD(S)	<p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✗ Safe Access and Egress ✗ Manual Handling ✗ Slips, Trips and Falls ✗ Security ✗ Hazardous Substances ✗ Fire ✗ Emergency Arrangements 			
	CONTROL MEASURES	ADDITIONAL INFO	YES	NO
<p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p>				
Safe Access and Egress				
Staff are advised of agreed safe route from school to village hall		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Handling				
Manual handling risk assessments for equipment have been completed		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slips, Trips and Falls				
Hall floor inspected prior to use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area is free from trip, slip and fall hazards		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any hazards (e.g. kitchens, pillars, staging) that pose hazard to free movement etc. have been identified		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security				
Staff are advised of security measures, gaining access, ensuring security while in use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is access to emergency communication with school/emergency services, e.g. radios/phones		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Details of contact numbers for Hall caretaker/manager are available and formal communication of defects faults etc. are recorded		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous Substances				
All hazardous substances are securely stored		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire				
All staff are advised of fire exits, assembly points and evacuation drills are completed and recorded for hall use		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire Safety Risk Assessment reviewed and control measures brought to the attention of staff and users		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Arrangements				
First aid equipment, emergency medication (e.g. Asthma Spray) is available on site during use of the hall, and full address of Hall is prominently displayed and access available for emergency vehicles.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All play/PE equipment is subject to a documented annual service by a competent contractor		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment	Yes <input checked="" type="checkbox"/>		No <input type="checkbox"/>	
What is the level of risk for this activity/situation with existing control measures	High <input type="checkbox"/>	Med <input type="checkbox"/>	Low <input checked="" type="checkbox"/>	

Is the risk adequately controlled with existing control measures		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Have you identified any further control measures needed to control the risk and recorded them in the action plan		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
ACTION PLAN (insert additional rows if required)		To be actioned by	
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	Name	Date	
State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment		High <input type="checkbox"/>	Med <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is activity still acceptable with this level of risk?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If no, has this been escalated to senior leadership team?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assessor(s):	G Robinson	Signature(s):	Gareth Robinson
Position(s):	Headteacher		
Date:	7/5/2021	Review Date:	May 2022
Distribution: all staff			

Appendix 4: Emergency response

Off-site emergencies – roles & responsibilities

Action list for Activity/Visit Leader

Keep an
accurate log

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of pupils and staff.	
Establish if anyone is injured or missing.	
Call the emergency services if necessary.	
Be aware that you and others may be suffering from shock.	

Next steps	Tick
During school hours contact the Headteacher or nominee: < insert number here >	
Outside school hours contact the Headteacher or nominee or the Emergency Planning Unit: < insert number here >	
Give clear details of what has happened and who is involved.	
Discuss with the Headteacher or nominee, and Police where necessary, who should inform parents and next-of-kin of pupils and staff.	
The Headteacher or nominee should contact the Local Authority if necessary – if they are unavailable you may have to do this. During office hours, call your Local Authority emergency contact: 01609 532234 .	
Outside office hours, call the Local Authority emergency contact 08450 349437. (Do not give this number to anyone except school staff or emergency services.)	
Avoid speaking to the media – if necessary direct them to your Local Authority communications staff.	
Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones and/or social networking sites).	
It is vital to keep a log of what has happened, the timing and your actions. This will assist you when the incident is later considered.	
Keep in contact with the Headteacher or nominee.	

Stand down and recovery
To both in school & off site emergencies

Keep an
accurate log

As soon as possible after the emergency	
Visit injured pupils/staff.	
Liaise with parents regarding plans for attendance at funerals.	
Liaise with parents regarding plans for attendance/representation at memorial services.	
Arrange debriefing meetings with the School Emergency Management Team (SEMT). Take advice from bodies such as Education Psychology, Health & Safety, School Governors etc.	
Arrange debriefing meetings for staff and pupils.	
Monitor and support high-risk pupils and staff.	
Promote discussion of the emergency in class.	
Consider the need for individual or group support.	
Help affected pupils and staff to return to school.	
Seek advice on legal issues from Local Authority legal staff.	

In the longer term	Tick
As soon as is reasonably practical, hold an incident debrief for staff who were involved in the response.	
Consider, in light of the incident, whether a review of the school emergency plan is necessary, evaluating the school's response and incorporating any lessons identified.	
Consider staff and decide whether and how to mark anniversaries.	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.	
Remember to make any new staff aware of which pupils were involved and how they were affected.	