



## 16a - Risk Assessment Policy

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### Introduction

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

### 1 Policy statement

1.1 This is the risk assessment policy of St Augustine's Priory. It applies to all pupils at the school including those in EYFS.

### 2 Responsibilities

The Governors have overall responsibility for safeguarding and promoting pupil welfare and well-



being at the School.

At an operational level, the Head will;

- ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that staff are appropriately trained to deal with pupil welfare issues;
- ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
- consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;
- ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.

3 Those named in paragraph 4.4 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

## **4 Pupil welfare**

4.1 The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

4.1.1 To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);

4.1.2 To protect pupils from harm and neglect;

4.1.3 To recognise that corporal punishment can never be justified;

4.1.4 To provide pupils with appropriate education, training and recreation;

4.1.5 To encourage pupils to contribute to society;

4.1.6 To ensure that pupils are provided with a safe and healthy environment (and to improve the physical environment of the School in order to improve its provision for disabled pupils);

4.1.7 To manage welfare concerns effectively.

4.2 The School addresses its commitment to these principles through:

4.2.1 Prevention - ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:



- (a) Ensuring through training that all staff are aware of and committed to this policy and the values set out;
- (b) Establishing a positive, supportive and secure environment in which pupils can learn and develop;
- (c) Including in the curriculum, activities and opportunities for PSHEE which equip pupils with skills to enable them to protect their own welfare and that of others;
- (d) Providing medical and pastoral support that is accessible and available to all pupils.

4.2.2 Protection - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:

- (a) Sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;
- (b) Monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to support packages for those pupils.

4.3 The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, behavioural and health issues.

4.4 The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs.

Policy	Responsibility
Designated Safeguarding Lead (Child Protection)	Deputy Head (Pastoral) (Seniors)
Anti-bullying	Deputy Head (Pastoral) (Seniors)
Behaviour	Deputy Head (Pastoral) (Seniors)
Health and Safety Policy	Bursar
First Aid Policy	Bursar
Supervision	Bursar
Educational Visits Policy	Deputy Head (Seniors)

## 5 Risk assessment

5.1 Risk assessment is aimed at promoting children's welfare. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and then regularly monitored and reviewed.

5.2 The format of risk assessment as to pupil welfare may vary and may be included as part of the School's overall response to a welfare issue or using a risk assessment form. Regardless of the form used, the School's approach will be systematic with a view to promoting pupil welfare and will run through the stages identified in 4.1.



5.3 The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

5.4 Risk assessments are completed as follows:

Action	Drawn up by	Checked by
School Event	Member of staff in charge	Deputy Head or Bursar
Prospective Parents Event	Registrar	Head
School Trip or Outing	Member of staff in charge	Deputy Head
Health and Safety issue	Member of staff in charge	Bursar

## 6 Safeguarding/Child Protection

6.1 With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education (September 2019) and Working Together to Safeguard Children (2018) and Part 3 of the ISSRs, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the Police, health services and other services, where necessary.

6.2 Full details of the School's safeguarding procedures are set out in the Child Protection policy.

## 7 Anti-Bullying

7.1 The School has a written Anti-bullying Policy which covers the School's approach to the management of bullying and cyber bullying.

## 8 Behaviour

8.1 The School has a written Behaviour Policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

8.2 This policy contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made to pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.

## 9 Health and safety

9.1 In accordance with its obligations under the Health and Safety at Work etc. Act 1974 and with Part 3 of the ISSRs, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

9.2 The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations and its health



and safety policies set out at 3.4.

### Appendix 1 - Guidance on risk assessment

There is no prescribed format for this record but any record produced should be simple and focused on control measures and the steps the School proposes to take to manage the risk. At St Augustine's this may take the form of a Pupil Action Plan.

A risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should do more to prevent harm.

The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks- those that are most likely to occur and/or will cause the most harm if they do.

When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a pupil, to include cyber-bullying or abuse;
- the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if they are.

#### Step 1: Identify the issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

#### Step 2: Decide who might be harmed and how

Identify individual pupils or groups who might be harmed and how they might be harmed by the concern raised.

#### Step 3: Evaluate the risks and decide on precautions

Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare.

#### Step 4: Record your findings and implement them

Make a written record of your significant findings- the issue, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

#### Step 5: Review your risk assessment and update if necessary

Review what you are doing for the pupils identified and across the school generally and monitor the efficacy of the measures you have put in place on a regular basis, or as required



### Appendix 2 - Off-site Visits Policy

#### Responsibilities of the Governors

- The Governors under the Health and Safety at Work Act 1974 have a duty to ensure, as far as is reasonably practicable:
- the health, safety and welfare of staff
- the health and safety of students
- the health and safety of its visitors, e.g. parents and volunteers who are involved in their activities.

The duty is owed when activities take place on and off site. It is therefore incumbent on the Proprietor to ensure that clear and sufficient arrangements for educational visits are in place.

Governors should be consulted and give their approval to visits overseas, those involving travel by air or by sea and those involving at least one night's absence. Such visits will be made known to Governors as part of the Risk Matrix present to Governors annually, usually in the Lent Term. They should be satisfied that the EVC/group leader shows how the plans comply with regulations and guidelines; including the school's health and safety policy document and that the EVC/group leader reports back after the visit.

The following information ought to be conveyed to governors when their approval is sought:

- the nature/purpose/length of the visit
- the number and ages of the students
- the number of staff and volunteers who will be present
- the experience of the volunteers
- the name and relevant experience of the party leader.

Governors should satisfy themselves that a sufficient number of staff will remain to run the school effectively when educational visits take place during term time.

Written procedures for approval of educational visits should be in place. Approval could be given by the full governing body by the Chair on its behalf or through the Health and Safety sub-committee.

#### Responsibilities of the Headteacher

The Headteacher is responsible for the internal organisation, management and discipline in school and for consulting their employers to ensure that satisfactory arrangements are made for educational visits. The Headteacher delegates many of these responsibilities delegated to the Educational Visits Co-ordinator (EVC). The Headteacher must ensure this delegation is reasonable and the person concerned should have received appropriate training, information and support to enable them to carry out their duties competently. It should be ensured that:

- all preparatory work, including travel arrangements and risk assessments, are completed
- The bursary have overseen the financial planning for the trip, including initial costings before they are presented to parents
- adequate child protection measures are in place
- the group leader has sufficient experience and time to organise the visit
- training needs have been considered by a competent person where necessary



- any necessary approval has been given to ensure adult: student ratios are appropriate as per the Health and Safety Policy.
- first aid facilities are adequate and in the correct ratios as per the Health and Safety Policy.
- arrangements are in place for those with special educational and/or medical needs
- appropriate insurance cover is in place
- all consent forms have been signed
- the group leader/supervisor and nominated persons have a list of all the students and adults on the visit, the contact details of each of them and a copy of the
- procedure to be followed in an emergency
- the address, telephone number and name of contact person at the venue are obtained
- a contingency plan is in place which caters for any changes in the itinerary or for any delays.
- a member of senior staff has been allocated as emergency contact for the visit. The Headteacher and EVC will also keep copies of all information regarding the visit for the duration of the visit.

### The Educational Visits Co-ordinator

The Headteacher shall designate a member of staff to act as the School's Educational Off- site Visits Co-ordinator (EVC), and the member of staff so designated shall be responsible for overseeing all matters relating to the arranging and organising of off-site visits, except for any matters specifically designated to another member of staff.

The delegated EVC will have received sufficient training and resources to enable him/her to carry out his/her functions capably. Among other things, the functions of the EVC alongside the leadership of the deputy head of the senior school are to:

- work with the group leader to obtain the consent or refusal of parents
- advise and help staff with the organisation of paper work and EVOLVE training
- oversee the organisation of trips across the year
- keep records of individual visits (including reports of accidents and 'near-misses')

### Group leaders

If you are the group leader of an educational visit, you will have overall responsibility for the group at all times. Before a visit, the group leader should:

- obtain approval for the visit as required by the 'Approval of Off-Site Visit' form
- Obtain the consent or refusal of parents
- undertake or secure a risk assessment of the proposed visit, including appropriate contingency and emergency arrangements ('Plan B')
- decide what the staffing, supervision and training needs are in conjunction with the Deputy Head Seniors
- ensure that the visit is insured adequately, in accordance with school arrangements
- inform parents and obtain parental and medical consent
- prepare students for the visit
- conduct an exploratory visit where appropriate.

During a visit, the group leader must ensure that:



- she/he takes general charge of the visit and activities and considers the risks involved in any decisions to follow the normal course of the visit, or in implementing any alternatives
- accompanying adults fully understand their supervision responsibilities
- staff maintain a safe and appropriate professional distance with pupils
- on residential visits that adults only enter pupil's room in the company of another adult (one of whom is female) when absolutely necessary.
- staff never share a room with a child while on a residential visit except in exceptional circumstances (illness for example) and with the agreement of the School Contact and the parents
- that accompanying adults and staff adhere to the School's Code of Conduct
- regular head counts are carried out
- supervision is on-going during downtime before, between and after activities
- the accommodation is safe and secure
- there is proper supervision and basic safety during travel
- on-going risk assessments are undertaken
- everyone understands/agrees the emergency procedures
- following the visit report back on the trip and provide the necessary details on the Off-Site Visit' form.
- they have seen the school's Designated Safeguarding Lead to review any pupil concerns in anticipation of the visit
- they have met with the school's Nurse to establish the medical needs of all pupils on the visit.

If you are the group leader of an educational visit, you will have overall responsibility for the group at all times. Before a visit, the group leader should:

- obtain approval for the visit as required by the Outline Approval form on EVOLVE.
- undertake or secure a risk assessment of the proposed visit if necessary, including appropriate contingency and emergency arrangements ('Plan B')
- decide what the staffing, supervision and training needs are in conjunction with the Deputy Head Seniors and the EVC
- ensure that the visit is insured adequately, in accordance with school arrangements and the bursary department
- inform parents and obtain parental and medical consent (residential and overseas visit particularly)
- visit the School Nurse to complete the medical procedures form, and discuss relevant health needs of students accompanying the trip
- speak to SFTs regarding pastoral concerns about the students attending
- prepare assistant group leaders/staff attending the trip with a meeting and supply them with copies of all relevant paperwork for the trip
- prepare students for the visit with a briefing lesson/meeting
- prepare parents/guardians for the visit with a meeting if overseas or residential
- conduct an exploratory visit if deemed necessary
- meet the EVC 1 week before the trip commences if residential/overseas to ensure all paperwork/ information is up-to-date

During a visit, the group leader must ensure that:

- relevant medicine is signed out from the staff room on the day of the trip, and all medication is kept safe throughout. All medication must be signed back in on the return of the trip. If the trip is commencing out of school time, all medication must be returned and





signed back in before 08.00am on the first day back of school.

- a register is taken at the start of the day, or at the designated meeting point if not in school. The school's reception must be informed of any students absent. The reception should also be called at the end of the day when the students have been dismissed (if travelling home alone).
- she/he takes general charge of the visit and activities and considers the risks involved in any decisions to follow the normal course of the visit, or in implementing any alternatives
- accompanying adults fully understand their supervision responsibilities
- staff maintain a safe and appropriate professional distance with pupils
- on residential visits that adults only enter pupil's room in the company of another adult (one of whom is female) when absolutely necessary. Planned registers of room allocations of students should be shared with hotel (if needed), and all accompanying staff on the trip
- staff never share a room with a child while on a residential visit except in exceptional circumstances (illness for example) and with the agreement of the School Contact and the parents
- accompanying adults and staff adhere to the School's Code of Conduct
- regular head counts are carried out
- supervision is on-going during downtime before, between and after activities
- the accommodation is safe and secure
- there is proper supervision and basic safety during travel
- on-going risk assessments are undertaken
- everyone understands/agrees the emergency procedures (staff and students are briefed)
- following the visit, report back on the trip and provide the necessary details of both changes and/or issues faced on the trips. They must also list pastoral concerns, and communicate with the designated SFT/DSL as soon as possible.

As group leader of an educational visit, you will have overall responsibility for the group at all times.

Responsibilities of staff/adults and volunteers accompanying off-site visits:

Employees also have duties under the Health and Safety at Work Act 1974. They must:

- designate an assistant leader
- take reasonable care of their own and others' health and safety
- cooperate with the Group Leader on health and safety matters
- carry out activities in accordance with training and instructions and as directed by the group leader
- report hazards and defects observed
- maintain a safe and appropriate professional distance with pupils
- ensure that on residential visits that adults only enter pupil's room in the company of another adult (one of whom is female) when absolutely necessary.
- never share a room with a child while on a residential visit except in exceptional circumstances (illness for example) and with the agreement of the School Contact and the parents
- adhere to the School's Code of Conduct



If the group leader falls sick/absent from trip at any point in time, it is the assistant leader's responsibility to lead the rest of the trip following all documentation and risk assessments. The assistant group leader must be an experienced leader of trips.

### Volunteers

If a higher than usual staff to pupil ratio is needed on a particular visit, then adult volunteers (typically the parents of current or former pupils, or adult former pupils) may be used, subject to the required checks being carried out. The Group Leader is responsible for selecting such volunteers, who should be well-known to the School and, if practicable, to pupils in the visiting group. The role of these volunteers should be made clear; they must be told who they are responsible to. Only volunteers that have been subject to a satisfactory DBS check may on occasions be in sole charge of pupils if they have relevant and appropriate training for the level of supervision that is required. It should also be ensured that the insurance arrangements for the visit cover volunteers. A volunteer must not be left alone with a pupil except in an emergency. Any volunteers accompanying a group on a visit must be told of any pupils in the group who have special medical or educational needs.

For all those involved in the planning, supervision and accompanying of off-site visits the concept of 'in loco parentis' (literally meaning 'in place of parents') dominates the legal responsibilities of members of staff in their relationship with students in their care. Consequently, those accompanying or supervising students on educational visits may, throughout, do what is reasonable to safeguard or promote the interests of the students.

They are therefore expected to exercise at least the same degree of care as that which would be taken by a prudent parent in the same circumstances. This standard of care can vary according to the type of activity, the age and maturity of the students and the changing conditions.

### Responsibilities of pupils:

The group leader should make it clear to pupils that they must:

- not take unnecessary risks
- follow the instructions of the leader and other supervisors including those at the venue of the visit
- dress and behave sensibly and responsibly
- if abroad be sensitive to local codes and customs
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it
- adhere to the school's code of conduct, or specific code of conduct for residential/overseas visit

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be prevented from going on the visit. In the unlikely event that a pupil's behaviour is detrimental to their own safety or the safety of others in the group or as a result of failure to follow the agreed code of conduct they will be sent home. The extra cost incurred will be paid by parents of that pupil.

### Steps involved in planning off-site visits

The School will take all reasonable steps to ensure that pupils, accompanying members of staff and other accompanying adults (if any) are safe while on an off-site visit.

To this end, no off-site visit may proceed unless it has been submitted for approval, and approved,

in accordance with the procedure set out below. No off-site visit may proceed unless it has been subject to appropriate risk assessment and approved in the correct manner by the EVC on behalf of the Headteacher as outlined below.

The Group Leader must take copies of the relevant risk assessments, and any relevant related material, with him or her during the visit so that such assessments and any related material may be referred to if appropriate. Alternatively, they may obtain this electronically through Evolve.

#### Planning, Approval and Review

##### Steps involved in planning off-site visits

The School will take all reasonable steps to ensure that pupils, accompanying members of staff and other accompanying adults (if any) are safe while on an off-site visit.

To this end, no off-site visit may proceed unless it has been submitted for outline approval, and approved, in accordance with the procedure set out below. No off-site visit may proceed unless it has been subject to appropriate risk assessment and approved in the correct manner by the Headteacher and the EVC as outlined below.

The Group Leader must use electronic copies/ printed out copies of the relevant risk assessments, and any relevant related material, with him or her during the visit so that such assessments and any related material may be referred to if appropriate. All documentation which is printed must be collected, and shredded by the group leader and staff members accompanying trip on return to ensure confidentiality. As outlined in the Evolve trip planning process.

##### Step 1: Outline Approval

Staff must use Evolve to submit for outline approval. This is approved by the following- Bursary, EVC, SFT (Preps, Juniors, Seniors), Deputy Head. Permission should be given a minimum of a term in advance for day trips, and a year in advance for residential/overseas visits which should be discussed at the residential/overseas meeting. Once the trip has been approved by all 4 people, outline approval is granted. The school office will then be notified to book rooms/add visit to the school calendar.

##### Step 2: Planning your trip

Staff are then free to begin planning their trip. This process involves, changes to costs (of which the bursar must be notified), ensuring the external provider is of a blue badge (or similar) quality, booking the tickets/transport, informing the parents using the school's formal template, collecting and keeping reply slips/giving to the bursary, writing a risk assessment, itinerary, seeing the School Nurse to be informed of medical needs/medicine, for residential trips meeting the EVC and SFT to discuss personal issues with any student, agreeing to shred any printed out sheets for the trip.

##### Step 3: Submit for final approval



Once each section of Evolve trip planning is complete, the form is sent to the EVC to check. The EVC discusses any concerns with the deputy head, and if there are changes to be made the form is sent back to the trip leader. Once the EVC is happy with the trip, the deputy head gives final sign off. Final approval must be submitted no later than 3 weeks prior to the date of departure.

### Destination and Date

If the destination of a proposed off-site visit is outside the UK, the Group Leader should find out whether there is any official advice (e.g. from the Foreign and Commonwealth Office) as to the safety or suitability of the place or places to be visited.

The Group Leader should also check the proposed date or dates early on in the planning process, so as to avoid any clash with, for example, public examinations or known staff absences.

### Reconnaissance

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC/ Deputy Head will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by St Augustine's Priory staff. This is particularly important in the case of overseas and overnight visits.

In a reconnaissance, the main points on which the Group Leader should satisfy himself or herself are as follows:

- when using external companies on overseas and overnight visits references from two other schools must be taken up
- the location and standard of accommodation for pupils and staff (if applicable)
- that all doors and windows can be securely locked
- that pupils will not sleep on the ground floor where possible
- when in accommodation with communal balconies great care must be taken in relation to safeguarding
- whether the destination is appropriate to the purpose of the visit
- whether the destination can meet the needs (and number) of the visiting group
- the basic layout of the destination and its immediate surroundings (access, WCs, emergency exits, coach parking etc)
- that suitable safeguarding procedures are in place in relation to safer recruitment when employees of external companies will work closely with students in supporting them throughout the trip
- that risk assessments carried out by any external provider are satisfactory.
- if the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit. It is good practice for visit leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include: The LOTC Quality Badge, AALS licensing, Adventuremark, School travel forum

St Augustine's Priory takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances. Refer to: National Guidance document "Preliminary Visits and provider Assurances"



### Transport

The Group Leader should select the most appropriate and safest form of transport.

If a coach is hired, the Group Leader must ensure that it is fitted with seat belts, and that the company being used is reputable. This should be done by checking with previous users, or by using a company that has been recommended or already given satisfactory service to the School.

When travelling by coach, the following rules should be observed:

- the group should wait for the coach in a safe place;
- pupils must not rush towards the coach as it arrives;
- pupils and staff should stay in their seats with seat-belts fastened;
- the aisle must be kept clear;
- the driver must not be distracted;
- pupils must not lean out of the windows;
- if a pupil feels unwell, they must tell a member of staff or volunteer;
- travel sickness bags are available;
- drinking water is available, or that members of the group have bottles of water;
- if the First Aid pack is not accessible during the journey (eg in a distant luggage compartment), that a small First Aid kit is kept with the group.

The Group Leader should set out comparable rules if the group is using other means of transport, and inform pupils accordingly.

### Public Transport

If your visit involves use of public transport, it is important to have a contingency plan in case of delays.

### Use of Staff Vehicles

If staff vehicles are to be used to transport pupils, this must be specifically stated when requesting parental permission. It should be agreed with the Headteacher and EVC when the initial trip is proposed. The use of staff vehicles is only in the event of exceptional circumstances and once the member of staff concerned has liaised with the Bursar and their own insurance company about the required level of insurance. There should always be two members of staff in the car.

### Use of the School Minibus

Full details on the use of the minibus are available in the School Minibus Policy available from the Bursar.

### Costing and Financial Approval

The Group Leader must identify the basic costs involved in a proposed off-site visit as part of the



approval process. These costs form the basis for financial approval of a proposed visit, which is the second step in the approval process.

The Bursar will determine the following:

- whether any additional insurance is needed (e.g. for a skiing trip);
- the payment arrangements for pupils' parents (e.g. whether a deposit will be requested, whether payment of the balance is to be in one lump sum or spread etc.);
- the amount to be charged out to pupils' parents.
- Costing and Financial Approval
- The Group Leader must identify the basic costs involved in a proposed off-site visit as part of the approval process. These costs form the basis for financial approval of a proposed visit, which is the second step in the approval process.

The Bursar will determine the following:

- whether any additional insurance is needed (eg for a skiing trip);
- the payment arrangements for pupils' parents (eg whether a deposit will be requested, whether payment of the balance is to be in one lump sum or spread etc);
- the amount to be charged out to pupils' parents.

### Informing parents and gaining parental consent

Parents must be fully informed (in writing) about the proposed visit before they are asked for their consent to enable them to make informed decisions regarding their daughter's participation using the provided template on Evolve. This means that parents should be given some information of the risks involved in the visit as well as the measures in place to minimise these risks. In addition, as individuals have the right to access 'recorded information held by any public body', under the Freedom of Information Act 2000, this information should be prepared with public access in mind.

Written information should normally include:

For day visits:

- the date and purpose of the visit
- the departure and return times
- the collection point(s)
- the travel arrangements (and name of any travel company)
- the number of students in the group and what the supervision arrangements are (including times of remote supervision)
- the names of the group leader and the other members of staff and adults who will be present
- information about activities, the risks they present and how they will be managed (including information about 'Plan B')
- the standards of behaviour expected (e.g. in relation to alcohol, behaviour, smoking, discipline, and items which may not be taken on the trip).
- what clothing/equipment/money should be taken by each student
- a code of conduct



- the cost and what it covers

If the price of your trip changes from the outline approval date, and the trip planning process, the bursar must be aware and may change charge-outs to parents if necessary. You must inform them of this change prior to you sending out information to parents.

For residential and overseas visits:

- the date and purpose of the visit
- the departure and return times
- the collection point(s)
- the travel arrangements (and name of any travel company)
- the number of students in the group and what the supervision arrangements are (including times of remote supervision)
- accommodation information (including security and supervision arrangements on site)
- what the provision for special educational or medical needs are
- what the procedures are for students who fall ill
- information about host families (on exchange visits)
- the names of the group leader and the other members of staff and adults who will be present
- the staff contact at home
- a code of conduct
- information about activities, the risks they present and how they will be managed (including information about 'Plan B')
- the standards of behaviour expected (e.g. in relation to alcohol, behaviour, smoking, discipline, and items which may not be taken on the trip)
- what the insurance arrangements are for lost luggage, accidents, cancellations, medical cover, as well as any exclusions from policies and whether parents need to purchase additional cover
- the inoculations necessary
- what clothing/equipment/money should be taken by each student
- information about host families (on exchange visits)
- the cost and what it covers.

Parents should always be asked to sign a code of conduct form and be informed of the consequences if these standards are not met (e.g. withdrawal from activities and asking parents to collect their child early in extreme cases).

In best practise, parents should be invited to attend meetings before residential visits, overseas travel or adventure activities.

Signed permission slips must be obtained from parents/carers for all off-site visits.

For residential and overseas visits 'Parental Consent Form - Medical & Emergency Information for Residential Visits' must also be completed. These are available from the VLE and on 'Resources' on Evolve.

Risk Assessment



Refer to National Guidance document: “Risk Management”

The Management of Health and Safety at Work Regulations 1999, updated in July 2011 and February 2014 require employers to assess the risks of activities, introduce measure to control those risks and inform their employees of these measures. Employers must ensure that those carrying out risk assessments are competent to do so.

A “risk assessment” is simply a careful, methodical analysis of how an individual could be harmed while engaged either in:

- a particular activity (eg canoeing, ice skating), or
- while in a particular situation (in a theatre, cinema or museum).

A risk assessment sets about this task by identifying the following:

- hazard (i.e. an object or action with the potential to cause harm);
- risk (i.e. how likely is hazard ABC to cause actual harm? How bad would the harm be?)
- whether a risk can be reduced to a reasonable level by putting in place control measures.

The five steps to risk assessment involve the following:

- identifying the hazards
- decide who might be harmed and how
- consider what safety measures need to be implemented to reduce the risks to an acceptable level
- record the findings
- review the assessment at intervals.

When assessing the risks of educational visits, the following should be considered:

- The type of activity
- The age/competence/fitness/usual standard of behaviour of the students
- Any special educational/medical needs of students
- Adult to student ratios
- The competence/experience/qualifications of the adults
- Modes of transport, journey routes and location(s) of visits
- Emergency procedures.

For a clear justification for the Risk/Benefit approach to risk management see the article by Professor David Ball here: [the-future-of-risk-assessment](#)

Generic risk assessments





Generic risk assessments are provided to consider the risks inherent in the activities to be undertaken and will involve an examination of issues outlined in a–g above, identifying the precautions necessary to ensure that risks to health are minimised. The School has a number of “generic” risk assessments – that is, risk assessments that have already been carefully prepared, and deal with a particular activity (e.g. walking along a road, across country or on hills) or particular surroundings or situation (e.g. visits to theatres, farms or castles). Most off-site visits will be covered by one or more of these generic risk assessments, and the ones most likely to apply are set out in the risk management section of the visit approval form. There is also a “specific” risk assessment form that can be used if a visit involves an activity or situation not covered in the generic assessments. Further advice and guidance on carrying out risk assessments may be obtained from the Bursar Operations.

### Visit/site specific risk assessments

These consider the risks associated with the particular visit/site, which might include:

- the medical needs of students, have enough medication and contingency plans if an adult has to accompany a student to hospital
- behaviour of students, control measures including a code of rules
- weather conditions, control measures include obtaining local information about tides, potential for flooding and the likelihood of sudden weather changes.
- current affairs, where relevant

The assessment should always have a pre-assessed ‘Plan B’ for contingencies. It is good practice for an exploratory visit to form part of the visit/site specific risk assessment, which will assist with preplanning.

If this is not possible information/advice could be sought from others involved in previous visits or from reliable local guides. Consider involving students in the planning of the visit and risk assessments so that they are better prepared and will therefore make more informed decisions and be less at risk.

### On-going/dynamic risk assessments

On-going/dynamic risk assessments involve a reassessment of the risks while the visit is taking place and as the need arises. Risks may need to be reassessed in the light of changing weather, new safety warnings, illnesses, behavioural problems or emergencies. Dynamic risk assessment is an integral part of the group leader’s duties and there should be written evidence of on-going risk assessment throughout the trip.

### Guidance and Advice

Apart from the preliminary considerations set out in the Visit Approval Form (such as whether the proposed visit has educational value and whether it will fit in with other School fixtures) advice and guidance on the completion of risk assessments may be obtained from the EVC, the Bursar, and on health- or medical-related matters from the School Nurse

### Organisation and Management



Once an off-site visit has been approved (i.e. after Step 1 approval), the Group Leader should brief all of those taking part. It may make sense for there to be separate briefings for staff/accompanying adults, and pupils, since the former will probably need some details (e.g. medical information) that would not be given to pupils.

Staff to pupil ratios are as follows for visits to museums, historic sites and for local walks. Supervision should be based on an assessment of the numbers and expertise of adult supervisors necessary, taking into account the nature and hazards of the trip, the number/age/gender aptitudes/special needs of the students/the competence/experience of the adults, as well as the time of the year. A female member of staff should accompany all visits.

- for pupils aged six to eight: one member of staff to every six pupils;
- for pupils aged nine to eleven: one member of staff for every 10 to 15 pupils;
- for pupils aged twelve and over: one member of staff for every 15 to 20 pupils.
- There must be enough members of staff to cope with an emergency.

### Foreign language exchanges

Staff should be aware of the implications of organising a trip where they book two or more aspects of the trip themselves. All adults in a UK host family (including family members aged 16 and over) require DBS checks in accordance with the ISSRs.

There is often concern about potential dangers of students staying with families in a foreign country. In seeking to minimise these risks, educational establishments should consider the following:

- select a partner school carefully and establish a close line of communication. A good start is to consider schools in a district which has twinned with yours
- agree a clear 'modus operandi' in respect of timing and frequency of visits
- that due care and attention is giving to safeguarding particularly in relation to safer recruitment procedures
- ensure that all costings are accurate, with support from the bursary from the outset
- all accompanying staff, adults and students must be fully briefed
- provide students at both ends of the exchange with literature and maps
- the exchange of telephone calls/emails/letters between families on both sides will help build up confidence
- inform hosting families in writing of any special dietary requirements and that guests should not be taken on hazardous activities (e.g. skiing) without prior consent
- contact with host colleagues in the link school should be maintained throughout the exchange
- ensure that emergency procedures are in place

After the exchange has taken place, it should be evaluated, with input from students, staff and host families. Feedback should be given to the partner school to assist in the planning of future visits.

### Remote Supervision

For older pupils (i.e. pupils in Form III and above), where the purpose of a visit is to encourage independence and investigative skills, some of the time may be spent unsupervised. In such cases the Group Leader must make sure that pupils' parents have given approval for part of the visit to be supervised at a distance. Factors for the Group Leader to take into account include the following:



- the purpose and character of the visit;
- the age and competence of the pupils;
- whether any of the pupils have special educational or medical needs;
- the experience, competence and stamina of accompanying members of staff;
- the type of accommodation being used (if applicable);
- any special requirements of the place being visited.

The Group Leader must, at all times, have a complete list of all group members, and there should be head-counts from time to time, particularly when the group is leaving a particular location. If a group is to separate during a visit, a rendezvous must be given out to all group members, and pupils told what to do if they get lost.

The Group Leader must, when organising an off-site visit, refer to the School Nurse to find out whether any pupils in the group have special medical or educational needs. If any pupils have special medical needs, then any appropriate medication should be carried with the First Aid kit, and the Group Leader should establish with the School Nurse whether an extra member of staff, with appropriate training, will be needed.

An accompanying member of staff should not be left alone with a pupil, except in case of emergency. This is not only for the protection of pupils, but for the protection of staff as well.

### First Aid

The group leader should in consultation with the School Nurse assess what level of first aid is needed. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that a First Aider equipped with an adequate first-aid box accompanies the trip. For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a fully-trained first-aider. All adults in the group should know how to contact the emergency services.

The minimum First Aid kit for an off-site visit is as follows:

- A suitably stocked First Aid pack, which should be kept accessible at all times, and
- Appropriate medication for any pupils with special medical needs (e.g. diabetes, asthma).

The Group Leader must designate an appropriate accompanying member of staff who is a qualified first aider to be in charge of First Aid.

When deciding what size or type of First Aid kit to take, the Group Leader should take into account the following:

- the number of pupils in the group, and their ages;
- the character of the visit and any associated activities;
- likely injuries and the supplies needed to deal with them;
- the distance to the nearest hospital.

### Mobile Phones



It is essential that a school mobile phone is carried throughout the visit and the number is noted on the risk assessment. This phone number should be given to all members of the party so they can easily contact the group leader should the need arise. A school mobile can be borrowed by arrangement with the Receptionists, and the group leader should ensure it is fully charged in advance of the visit.

Where there are difficulties with school mobiles (reception/network coverage) staff should use their common sense and if necessary use their own phone. This information should be recorded in the dynamic risk assessment and the information passed onto a member of the SLT at the earliest opportunity.

### Contingency Plans for Unexpected Late Returns

The group leader must plan in advance how to deal with unexpected delays, deciding how best to inform the school and parents. A school contact should be designated for each visit. In the case of a visit abroad, a telephone tree is appropriate. A member of staff must be designated to wait with girls until all are collected after a visit.

### Communication with Third Parties

In the event of a serious accident on an off-site visit, or other significant and unforeseen event, the Group Leader must inform the SLT emergency contact member of staff, who will in turn contact the Headteacher of such an accident or event with the least possible delay.

No member of staff other than the Headteacher may communicate with the media, or any representative of the media, with regard to any matter relating to an off-site visit.

### Contact in Case of Emergency

The EVC will designate a member of SLT as the School contact in case of emergency or, if no member of staff is so designated, will act as the contact themselves.

The Group Leader must provide the contact with a full list of members of the group, both members of staff and volunteers (if any), and pupils.

The list in the preceding paragraph should include appropriate contacts for each member of the group. For pupils, this will usually be a parent/guardian or other family member. Such contacts would be informed of an emergency, delayed return etc. by the School Contact.

### Standing Procedures in Case of Emergency

If there is an emergency, the Group Leader (or, as appropriate, the member of staff or other accompanying adult nearest the scene of the emergency) should proceed as follows:

- find out the nature and extent of the emergency as quickly as possible;
- contact the emergency services if necessary (i.e. if this has not been done already by those in charge of the place being visited);
- assemble the group, make a headcount, and make sure that members of the group are safe;
- find out if any members of the group have been hurt, arrange for them to be given First Aid, and get medical attention for them as soon as possible;



- if any members of the group are missing, find out when and where they were last seen, and inform the emergency services or other relevant authority (or both) as soon as practicable;
- if the place in which the group is assembled (e.g. a hotel, museum etc.) has its own emergency procedure (e.g. assemble in a particular room or area), then this should usually be followed;
- make sure that a member of staff or volunteer accompanies any pupil who goes to hospital;
- inform (as appropriate) the other members of staff and any accompanying members of staff of the emergency (location, any injured or missing group members, current situation, next steps).

The Group Leader should inform the School contact of the emergency, and give the names of any injured or missing members of the group so that parents can be informed accordingly. The School contact should also be given the names of other members of the group who are not injured, and are accounted for, so that their parents can be reassured.

The Group Leader should record relevant details of the emergency (when and how it occurred, who was affected by it, what remedial action was taken and by whom) at the time. Once the group has returned to School, the Group Leader should make a full report, in writing, in the “post-visit report” section of the visit approval form. In the event of a serious emergency, the EVC will forward this report to the Headteacher.

Members of staff, volunteers (if any) and pupils should not speak to the media, or any media representative, and any media enquiries should be referred to the Headteacher.

#### Review of Off-site Visits; Retention of Records

The visit approval form provides for visits to be reviewed (in the “post-visit report” section – Step 6) once they have been completed, and the Group Leader is responsible for doing this. The main purpose of such a review is to identify any lessons to be learned from a particular visit, and whether any consequential changes to existing procedures may need to be made. The “post-visit report” is to be made on a “nil returns” basis (i.e. if there is nothing to report, the section should be annotated accordingly and signed off).

Completed visit approval forms are to be retained by the School for not less than seven years, together with such other material or documentation as the EVC may determine.

Any confidential information provided by the School to the group leader remains their responsibility. On the completion of the ‘Post Visit Report’ it is the responsibility of the Group Leader to ensure all copies of this information are accounted for and destroyed using the confidential shredding bins.

### Appendix 3 - TERRORIST ATTACKS

The group leader will ensure that

- girls are fully briefed as to what to do in the case of a terrorist attack:
  - in the pre-trip meeting, girls should be shown the police RUN-HIDE-TELL video and told what this means: <https://youtu.be/4jxOXbpTmnk>
  - girls must be wearing a saint Augustine’s priory wristband (seniors) or a badge(preps and juniors) distributed by reception
  - make sure all girls are aware of any emergency exits when entering a venue
  - if there is a terrorist attack, follow RUN-HIDE-TELL procedure, ie, girls should RUN away from danger using the identified exits if they can, HIDE if they cannot. They should switch phones to and use them to TELL a member of staff where they are/what the danger is by text.
  - If teacher with their group is injured and use their mobile phone to contact other staff on the trip
  - if other pupil is injured, make staff with group aware, if necessary call the school directly and press option 5 to be routed to the SLT in charge
  - pupils know how to contact emergency services (112) in France if they are separated from the group/finding it hard to find staff
  - if pupil gets separated from their group, use mobile phone to contact staff as soon as possible to re-join group
  - if they cannot contact staff, point to the relevant statements on the reverse of their contact card to communicate with police/emergency services/ other officials
  - Senior girls who are carrying mobile phones should also carry chargers and adaptor plugs with them at all times
- staff are briefed regarding terrorist attacks
  - staff all know and have briefed girls about the RUN-HIDE-TELL procedure
  - all staff have a school mobile phone with them and a charger and adaptor plug
  - staff have phone numbers of all other accompanying staff & SLT emergency contact & Head & the numbers of any senior girls on the trip who have mobile phones stored in their phones and on a list
  - ensure that teachers know how to call emergency services in the country they are staying in
  - staff know to keep their phones on silent so as not to put themselves in danger but to check their phones to pick up communications from pupils who may have become separated from the group or subgroups whose teacher may have been hit in an attack.
  - staff carry an A5 card with instructions as to what to do in the case of emergency/terrorist attack (see THREAT LIST)
  - otherwise follow instructions from staff at the venue / police/ emergency services

Educational visit to:	Date(s):	
Name of leader(s):	Ages/year group(s) of pupils:	No of pupils:
Staff accompanying the visit:	First Aider:	

Other site specific risk assessments followed for this visit (please attach) :
Emergency contact and communication procedures whilst on the trip: Group Leader: (In charge of controlling external event/ emergency evacuation and procedures- including RUNHIDETELL)  Assistant group leader: (in charge of contacting SLT emergency contact)
<b>Other members of staff to follow guidance of group leader and assistance group leader.</b>

IMPORTANT: During a trip on arrival at each new venue staff need to identify a meeting point outside the venue and all exits that the girls can use and point these out very clearly before they go in

**Management of Health Concerns**  
Please see a member of the School Health Centre staff to ensure you are familiar with the medical needs of the group you are taking with you. She will also provide you with pupils’ medical information, or Schoolbase generated essential & medical information report. This must be returned to the Health Centre on your return. You should also collect a first aid kit and any individual emergency medication with care plans, if appropriate. Please arrange an appointment with the School Nurse and take the new medical health sheet with you.

Assess the risk specifics to your trip below:

Potential Risks	Action taken to minimise risk

Plan B – dealing with problems- Please complete this section in detail. Delete/add appropriate problems as necessary.

Potential Problem/Emergency	Dealing with potential problem/emergency
Arriving at destination early	
Arriving at destination late	
Arriving late back at school	
Traffic/transport delays or cancellations	
Medical emergency on coach	
Medical emergency whilst at centre.	
Fire evacuation	
Terrorism threat/attack	
Stranger danger	
Suitcases/luggage/missing items	
Student falling sick	
Staff absent/sick	

**PRE- TRIP MEETINGS. (PLEASE LIST BELOW THE MEETINGS YOU HAVE HAD WITH STAFF ACCOMPANYING (ALL TRIPS) /STUDENTS (INCLUDING SHOWING OF RUN HIDE TELL – ALL TRIPS)/PARENTS ABOUT YOUR TRIP (RESIDENTIAL/OVERSEAS)**



<b>DATE AND TIME</b>	<b>WHO WAS THE MEETING FOR?</b>	<b>SUMMARY OF MEETING NOTES</b>	<b>STAFF MEMBERS PRESENT</b>

#### **Appendix 4 – Initial action in case of a critical incident**

Immediately inform the Headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**
- + **Identify potential scenarios, and which response required – A, B, C, D, E, F – see next page**
- + **Take immediate action to safeguard pupils, staff and visitors.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

Dial 999, if appropriate.  
Speak to each emergency service required.

During office hours, contact:

**Headteacher Mrs S Raffray**  
**School Office 020 8997 2022**

**Mobile: 07753 496 751**

**Bursar Mr J Powell**

**020 8991 7514**

**Mobile: 07876 030 865**

Inform them of the situation  
and request help, if required

**Deputy Head – Pastoral (Seniors) Mrs M  
George**

**020 8991 7505 / mobile - 07496 837 225**

**Deputy Head (Juniors) Mrs K Knowles**

**020 8991 7526 / 07701 008 187**

These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a Major Incident Team (MIT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

POTENTIAL SCENARIOS

Action		Response
Brief team on situation		Core Major Incidents Team
Is this a lock down situation?	Response A Hide & Barricade/Lockdown	<ul style="list-style-type: none"> <li>• Three short rings of bell</li> <li>• Reception radio and over landline phone tannoy “Lockdown. Lockdown”</li> <li>• Alert emergency services</li> <li>• Activate Lockdown</li> <li>• Redirect calls</li> <li>• Cascade information to staff via VLE, email or in person</li> <li>• Alert parents of situation via text or email; Head alert Chair of governors</li> <li>• Statement on website and social media (Facebook safe alert)</li> <li>• Keep school in lockdown until emergency services have given all clear and then evacuate for parental collection</li> <li>• Keep website and social media constantly updated</li> <li>• Handle media</li> </ul>
Is this an evacuation situation?	Response B Run/Escape	<ul style="list-style-type: none"> <li>• Cascade information to staff in person and/or 3 short bells followed by a continuous bell</li> <li>• Evacuate to park</li> <li>• Marshalls to line rout</li> <li>• Exit points both sides of car park, estates to open car park gates</li> <li>• Bottom exit codes #9876 exterior gate, #1966 interior gate</li> <li>• Take First aid/grab bags</li> <li>• Alert parents via statement on website and social media (Facebook safe alert)</li> <li>• Remote email or text to parents</li> <li>• Keep website and social media constantly updated</li> <li>• Handle media</li> </ul>

Is this an external attack or crisis? (eg bomb in Ealing Broadway )	Response C	<ul style="list-style-type: none"> <li>• Ring fire bell and assemble on netball courts (temporary hall if cover needed)</li> <li>• Lockdown external perimeter</li> <li>• Whole school briefing by the Head</li> <li>• Return either to classrooms or to communal areas- e.g. Seniors to School Hall / or Juniors to Chapel / temporary hall</li> <li>• Cascade information to staff via VLE, email or in person</li> <li>• Alert parents of situation via text or email</li> <li>• Statement on website and social media</li> <li>• Clear protocols for pick up</li> <li>• Handle media</li> </ul>
Is this a crisis which involves the death or serious injury of (a) St Augustine 's pupil(s)?	Response D	<ul style="list-style-type: none"> <li>• Alert emergency services</li> <li>• If incident is in school, cordon off area</li> <li>• Appoint note taker to take notes and photos of the incident</li> <li>• Inform parents of children involved</li> <li>• Inform staff – no one to communicate until parents of child have been informed.</li> <li>• Email to governors and parents and statement on website <b>only when parents of child have been informed</b></li> <li>• Handle media</li> </ul>
Recovery and Resilience	Response E	<ul style="list-style-type: none"> <li>• School counsellor</li> <li>• Heads and Deputy Heads designated as points of contact for any news about affected pupils/friends/family</li> <li>• Mass/worship in Chapel or Ealing Abbey</li> <li>• Back to normal date set</li> </ul>
Major Incident on Educational Visit	Response F	<ul style="list-style-type: none"> <li>• Cascade information to staff via VLE, email or in person</li> <li>• Alert parents of situation via text or email; Head alert Chair of governors</li> <li>• Alert parents via statement on website and social media (Facebook safe alert)</li> </ul>

		<ul style="list-style-type: none"><li>• Remote email or text to parents</li><li>• Keep website and social media constantly updated</li><li>• Handle media</li></ul>
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