



Journeys and Educational Visits (“Trips”) Policy

Governor committee: Premises/H and S

Governor review date: TBC

Next review date: June 2025

Staff resp. for review: TDL



Statement of Intent

The purpose of this part of the policy is to ensure equality of opportunity for all students. The guidelines are to be followed to ensure that trips are beneficial to all students and have a measured impact on the curriculum.

Definitions

- Journeys – one or more nights away
- Educational visit – a day or less

Appropriately chosen and well-organised trips have always had a very considerable value for students, and in some cases are an essential part of examination syllabuses.

Taking that into account, there are three issues trip organisers need to be aware of, namely:

- **Safety** – must be of paramount concern, particularly in the light of recent terrorist threats
- **Finance** – particularly relating to charging for educational visits
- **Disruption** – of the school timetable and the learning of the students

The adult/student ratio is at least:

- 1:15 for journeys in the UK
- 1:10 for journeys outside the UK
- 1:10 for public transport trips using TfL free scheme or 1:15 if not
- 1:15 for adventurous trips (e.g. Duke of Edinburgh's)
- 1:20 visits using coaches

Ratios will need to take account of:

- The nature and duration of the activity
- The location and environment of the activity
- The age of the pupils
- The ability of young people including behavioural, medical, emotional and educational needs
- Staff competence and experience

Ideally at least one of the adults should be female and the minimum number of adults required for any trip is two. Ideally a first aider should be included in the staffing for any school trip.

With sixth form trips, it is possible to reduce the numbers of staff accompanying the students due to their age and increased level of maturity, as long as this is clear in the letter the parents are signing. It is also possible for students in the sixth form to attend day conferences and events unaccompanied, again the parents must be made aware of this.

Use of support staff, welfare assistants, student teachers and other adults is encouraged.

Scope

The types of activity that fall within the scope of an off-site trip are numerous but include:

- Outdoor adventure centres
- P.E. fixtures
- Overseas trips and exchanges
- Trips to museums, theatres, exhibitions, festivals, concerts, national parks and zoos
- Farms, factories or other places of work
- Trips to HE/FE establishments, schools, etc.
- Mentor-supervised trips

Procedures for Planning a Trip

Any member of staff who is considering organising a trip must ensure they read and follow the guidance below:

Approval Procedure

- Read the trip planning checklist (Appendix 2)

Before any detailed planning is undertaken by the teacher or department that proposes to take students on a trip of any sort the initial action will be to check the diary with Mrs Cobb (this is then pencilled in), to check that the proposed day is suitable, then approval in principle must be obtained from the Educational Visits Co-ordinator (EVC) using the School Trip Proposal Form (see Appendix 1). The form must be emailed and then it will be discussed at a meeting of the senior leadership team (SLT). No letters should be sent home nor places booked until approval has been granted.

Trips for years 7 to 11 unless undertaken on deep learning days, within normal allocated teaching time or after school hours, will in most circumstances not be permitted. Years 12 and 13 are allowed one additional trip per subject, per year group in an academic year. Any other trips or events which take students out of class in other subjects will only be given permission in exceptional circumstances.

Once the trip has been approved by SLT the EVC will discuss the finer details, including transport, risk assessment cost and adult/student ratios etc.

In the case of sports fixtures, this approval may take the form of a standing instruction as long as it includes consideration of the objectives of the trip, the venue and any staffing issues.

Minibus drivers should be aware of the guidance document, particularly with regards to passenger assistants:

Minibus Safety

<http://www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf>

Once SLT/EVC approval is given, the trip dates must be lodged in the diary. Requests for staffing are to be made to the cover administrator. Use the email address cover@nhsg.org.uk for this purpose.

Financial Arrangements

Once approval is given by the EVC, you must inform the school business manager of the planned trip and follow the steps listed below:

- Ensuring that any subsidy for PPG students has been agreed with the headteacher (approximately a third)
- Copy the letter to parents to the Finance Dept; the letter should state that trip payments are to be made through ParentPay using parents' login details and that PayPoint cards **cannot** be used to pay for trips - if parents experience difficulties then they are to contact the bursar directly
- Group leader to pass a list of students taking part in the trip to the Finance Dept to allow them to set the trip up on the ParentPay system
- The Finance Dept will provide the group leader with a printout from ParentPay showing payments received on a daily basis; the group leader should monitor payments and update their own records accordingly
- Group leader passes a copy of their accounts for the trip to the Finance Dept monthly, for reconciliation with the school's accounts
- Day trip financial records to be passed to Finance Dept at the end of trip for audit purposes
- Financial records for residential trips are to be passed to the Finance Dept at end of the trip for audit and archiving
- Any cheques required prior to the trip for admission fees etc. should be arranged well in advance of the trip (**two weeks**) to allow time for cheque signatories to sign and approve the cheques
- Only if a cheque signatory is accompanying the trip would a blank cheque ever be allowed to be taken on a trip; the cheque would be signed by one signatory and then the second added when the cost of admission, etc., was known
- It is a legal requirement to keep these records for nine years or until the students concerned have reached 25 years of age

Role of the Governing Body

Where the governing body is the employer the governors' responsibilities will be the same as those suggested for the MAT. In addition, it is good practice for all governing bodies to:

- Ensure that guidance is available (e.g. from the department and/or MAT as appropriate) to inform the school's policy, practices and procedures relating to the health and safety of students on educational trips; these should include measures to obtain parental consent on a basis of full information, to investigate parental

complaints, and to discuss and review procedures including incident and emergency management systems; as necessary governors may seek specialist advice, though governors should not normally be expected to approve trips

- Ensure that the headteacher and the EVC are supported in matters relating to educational trips and that they have the appropriate time and expertise to fulfil their responsibilities
- Agree on the types of trip they should be informed about
- Ask questions about a trip's educational objectives and how they will be met; are the objectives appropriate to the age and abilities of the student group?
- Ensure that the headteacher and the EVC have taken all reasonable and practicable measures to include students with special educational needs or medical needs on a trip

Further guidance, titled **Health and safety: responsibilities and duties for schools**, is available here:

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

Responsibilities of the Headteacher

It is good practice for headteachers to:

- Agree who will approve a trip at school level or submit it to the MAT for approval if so required; it makes sense for the EVC to perform this function and for the headteacher to countersign but the headteacher may entrust the task wholly to the EVC who will then sign on the headteacher's behalf
- Ensure that arrangements are in place for the educational objectives of a trip to be inclusive, to be stated in the pre-trip documentation, and to be made known to all relevant parties
- Be aware of the need to obtain the best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships
- Ensure that issues identified by exploratory trips have been satisfactorily resolved within the risk assessment
- Ensure that the accreditation or verification of providers has been checked
- Ensure that trips are evaluated to inform the operation of future trips
- Ensure that the EVC keeps her informed of the progress of the trip and that this information is relayed to governors (and to parents as necessary)
- Check that the EVC has designated an appropriately competent group leader who will meet the MAT's criteria; the EVC will be able to assess a teacher's supervisory ability; the headteacher should make a judgement on a member of staff's competence and suitability to lead a trip; discipline on an educational trip may, at times, have to be stricter than in the classroom

- For less routine trips, the headteacher will need to ensure that the EVC can obtain advice from an appropriate technical adviser as necessary
- Ensure that there is a contingency plan (a 'plan B'), covering for example the implications of staff illness and the need to change routes or activities during the trip (see below)
- Make time available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the trip
- Allocate sufficient resources to meet identified training needs, including attendance at courses arranged or held by the MAT; INSET sessions relating to educational trips may be organised
- Ensure that trip evaluation is used to inform training needs; further staff training should be made available where a need is identified
- Arrange for the recording of accidents and the reporting of death or disabling injuries as required; accident and incident records should be reviewed regularly, and this information used to inform future trips
- Help to ensure that serious incidents, accidents and near-accidents are investigated
- Ensure teachers are made aware of and understand the MAT guidance on emergency planning and procedures; training and briefing sessions must be provided for school staff
- Ensure that the school has emergency procedures in place in case of a major incident on an educational trip; these should be discussed and reviewed by staff; ensure that students, parents, group supervisors and others are given written details of these procedures
- Ensure that the school contact has the authority to make significant decisions; he or she should be contactable and available for the full duration of the trip 24 hours a day; he or she should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number
- Ensure that the EVC briefs the leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the trip
- Ensure that the EVC impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency
- Establish a procedure to ensure that parents are informed quickly about incident details through the school contact, rather than through the media or students
- Recognise that support must be provided by the MAT's public relations unit when dealing with media enquiries
- Check that contractors have adequate emergency support procedures, and that these will link to school and MAT emergency procedures

The Group Leader

Parental consent can be obtained via the signed page in the planner, a consent form reply slip or via a Google Form. Whatever means is used parents must give written permission before the trip.

- One teacher (the group leader) should have overall responsibility for supervision and conduct for the trip and use the trip checklist to aid their planning (Appendix 2)
- The group leader should be responsible for the preparation of the risk assessment (Appendix 5), but their duties will also encompass all the planning and preparation for the trip
- The school phone should be booked for the trip, and the number shared with students and parents
- All staff should share their mobile numbers with each other
- The group leader should be (as far as is possible) familiar with the place to be visited
- The group leader will have the responsibility to brief parents and students and to ensure that appropriate medical information is available for the duration of the trip
- The group leader is responsible for ensuring that all staff are aware of emergency procedures arising out of the risk assessments
- The group leader should include where possible a qualified first aider – a first aid kit should be booked for the trip.
- The group leader will have the authority to cancel the trip if necessary and will also have the ultimate responsibility for the safety of the group during the trip
- The group leader should have authority from the school to take such action as may be necessary to ensure the safety of the group and of individual group members

Risk Assessment

This aspect of school trips is perhaps the most important. Where appropriate obtain a testimonial from a school that has been on a similar trip.

It is crucial to the discharge by the school of the civil and criminal law duties contained in the various sections of Health and Safety legislation.

Off-site trips will vary in the degree of physical and psychological risk posed to the members of staff and students depending on the nature of the activity and the numbers involved e.g. attending an activity centre will require greater planning and preparation than visiting a museum or exhibition centre.

Residential and overseas trips require the greatest planning of all.

Before embarking on any trip it is essential to carry out a full risk assessment. Essentially, a risk assessment has three objectives:

1. It will ensure that potential safety problems are understood.

2. It is a means of checking that existing control measures (including emergency plans) are adequate.
3. It is a means of identifying what additional measures can be implemented to reduce/eliminate risk to an acceptable level.

The process of risk assessment is an ongoing one, which should carry on up to and during the trip

During the risk assessment process it is essential to consider the following types of control measure:

- The competence, experience and qualification of school supervisory staff
- The ratio of staff to students
- The competence, experience and qualifications of the centre staff and ratio of staff to students
- The provision of first aid
- The insurance arrangements
- Transport and road safety
- Emergency action plan
- Briefing parents
- Written code of conduct for students
- The ongoing risk assessment
- The medical conditions of the students
- The SEND nature of students (e.g. are they a flight risk, are they non-verbal, do they have a physical disability)

Supervisor's Responsibilities

All adult supervisors must understand their roles and responsibilities at all times. It may be helpful to put these in writing. In particular, all supervisors should be made aware of any students who require closer supervision, such as those with special needs or those likely to cause problems through poor behaviour. Teachers retain the responsibility for the group at all times.

Competence if Leading an Adventure Activity

If the trip involves an adventure activity, such as canoeing, the governing body must ensure that the group leader and other supervisors are suitably competent to lead or instruct students in the activity.

Competence could be demonstrated by holding the relevant national governing body award where these exist. Advice can also be sought on the outdoor education advisers' website: <https://oeapng.info/>.

Head Counts

Whatever the length and nature of the trip, regular head counting of students should take place, particularly before leaving any venue. All supervisors should carry a list of all participants in an activity at all times. The most effective method is to establish small groups prior to the trip and to assign a member of staff to be responsible for this group. Head counting is carried out for each small group and then reported to the group leader. Ensure all students are standing still when head counts are taken.

Remote Supervision

The aim of trips for older students is often to encourage independence and investigative skills. As a result, it may be appropriate to allow some time on trips to be unsupervised. This would be the case on Duke of Edinburgh's expeditions and geography fieldwork in some instances.

The group leader has to be satisfied that the students taking part are competent in terms of remote supervision and that their parents have consented to this section of the trip. The participation of SEND students who are a "flight risk" or non-verbal should be very carefully considered.

Code of Conduct

Students' conduct on trips is usually excellent and we have received many compliments from members of the public, tour operators and drivers. However, occasionally a student's behaviour is not what we would expect and it has been necessary on rare occasions to impose a ban on future trips for particular students.

In briefing the students prior to the trip, let them know explicitly what standards of conduct you expect from them.

Let the head of year (HOY) know if a particular student's behaviour is causing concern such that you feel you could not take responsibility for this student on an off-site trip.

Registration

It is essential to have full and accurate details of all students who are involved in your trip and who will be off site for the school day or part of the day. This will ensure that in the event of an emergency evacuation of the school all students can be readily accounted for efficiently.

For all trips therefore, the group leader is required to register the students attending the trip on Arbor for reference purposes.

Names of students who will be absent should be emailed to all staff in advance.

Uniform

School uniform must be worn for outings unless the nature of the trip makes this inappropriate. In this case, sensible clothing must be worn, which should where possible include the school jumper for identification purposes. Lanyards are compulsory.

In those situations where school uniform is not to be worn, then explicit instructions must be given to the students as to what is acceptable and appropriate clothing for the trip. This information must also form part of the letter home to parents informing them of the arrangements for the trip. This applies not only to clothing but also to unsuitable jewellery and make up.

Any student deemed to be inappropriately dressed for the trip will not be allowed to take part and any monies paid will be forfeited.

Letters to Parents

It is recommended that the letter to parents **must** include information about specific details about the destination, transport, and the exact nature of the activities to be undertaken, clothing, cost, and instructions on how to pay via the ParentPay system and charging policy etc. The letter must be shared with the EVC before being copied.

Parents should complete an annual permission slip (Appendix 4); these will be collated, stored and used to create a spreadsheet by HOYs. Group leaders should check that parents have returned the permission slip.

A copy of the letter should be given to reception in case of parental enquiries.

We **do not accept** verbal permission given over the telephone nor emailed permission for a child to take part in a trip, except in exceptional circumstances.

No provision can be made to “drop off” students en route if travelling by coach. However, if travelling by train or other forms of public transport, and a parent gives **express written permission** a student may be allowed to leave the train at an earlier station or continue to a later station.

The letter should also include guidance on appropriate and acceptable clothing if students are not required to be in uniform.

It should also make clear the situation regarding the school’s policy on charging for educational trips and that **there will be no refunds if a parent decides to withdraw their child from a trip.**

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Appendix 1

School Trip Proposal Form

Fill out the information below and then **e-mail** to **TDL** (t.dale@nhsg.org.uk) so that the trip can be discussed at SLT on a Thursday afternoon. This form should be accompanied by a risk assessment.

Do not book anything or give letters to pupils until confirmation from TDL has been received.

Staff name (lead staff on trip)	
Department	
Nature of trip (justification)	
Venue and Location	
Day and Date(s)	
Itinerary	
Year group	
Number of students	
Number of and name of staff you are requesting to accompany you	
Travel arrangements (Include time of leaving and time of return)	
Impact on Curriculum Time (please include periods and lessons missed by staff)	
Cost of trip (including student expenditure)	
Any additional/important information (residential/abroad/out of hours)	

Appendix 2

Trip planning checklist

Seeking trip approval	
	<p>Complete school trip proposal form and the risk assessment. Send these to TDL (t.dale@nhsg.org.uk). TDL to check the date in the diary with Anne Sage. If suitable, it will be pencilled in. Also share the risk assessment with Petra Lindsay (p.lindsay@nhsg.org.uk).</p>
	<p>TDL will present your trip at SLT for approval. If approved, TDL will add your trip to the trip database and advise you to proceed with the planning.</p>
	<p>Agree the subsidy for PPG students with MHN.</p>
	<p>Notes:</p> <ul style="list-style-type: none">● <i>Await SLT approval before booking the visit/transport and before issuing letters to pupils.</i>● <i>Overseas trips have to be approved by governors so please consider these trips well in advance. MHN will be the named SLT on any overseas trips (unless she is on the trip in which case it will be one of the deputies)</i>● <i>Staffing and ratios will be agreed by TDL (will usually be 1:10 but a minimum of 2 staff. This can vary based on age of pupils and mode of transportation). The person named on the trip proposal form will be the named lead on the trip.</i>● <i>You can request members of staff to accompany you but this will not always be accommodated due to cover requirements.</i>
Early planning	
	<p>Once approved, plan, discuss and confirm staffing with TDL. Confirm the date in the diary with Anne. She will add it to your Arbor calendar and make sure lessons are covered for you and any other staff included.</p>
	<ul style="list-style-type: none">● If this is the first trip you have planned or if you need any guidance, book a meeting with TDL at this early stage.● The staff member planning the trip should be in regular conversation with their line manager about the progress and stages.● If your trip is residential or abroad, you must meet with TDL for additional guidance on quotes, insurance, passports, briefing for parents, etc.
	<p>Create a trip folder in the Trips Paperwork and DLD drive. This should be specific to your trip and all trip paperwork will go in there. These will include the proposal form, risk assessment, letter to pupils, spreadsheet of attendees (including contact details, medical needs, SEND). <i>All paperwork needs to be completed in the folder at least one school week before the trip. (You may still be updating the consent form spreadsheet beyond this deadline.)</i></p>
	<p>Contact the venue to make the booking.</p>
	<p>If there is any cost for the trip, inform finance to set up a ParentPay item.</p>

	Create the trip on Arbor. Link on how to do this is here . If you need support with this, please speak to Cheyenne Gordon, our attendance officer.
	If using public transport, book at least 14 days in advance on the TfL School Party website . TFL trip login details are as follows - Username: norburymanor01CR7 Password: Kensington1
	Decide what you will do about phones on your trip: <ol style="list-style-type: none"> 1. Not allowed at all 2. Only allowed at specified times and teachers say when to start and stop <u>Phones are never to be used while travelling unless pupils are instructed to contact home about a late arrival back to school.</u> Make sure any decisions about phones are communicated in the letter.
	Write and hand out letters to students at least 2 school weeks before the trip. If your trip falls on a DLD, this should be 4 school weeks before the trip. Letters must each have a trip specific consent form which must include information about medical conditions and a tick box option if a FSM lunch is required.
	Are there any students with additional needs attending the trip? If so, discuss support on the trip with the Student Support Faculty who will assess if these pupils need an LSA on the trip.
	Inform the canteen staff of the number of pupils that will be missing on the day of your trip. Also let them know how many FSM lunches they will need to provide. Do this by emailing kitchen.norbury-high@olivedining.co.uk
	Monitor the process of slips (and payments) coming in. Nudge students regularly in assemblies, lessons, on Google Classroom and emails home if necessary.
	Final planning
	Have a brief catch up with TDL and your line manager a full school week before the trip. Communication with TDL before your trip is compulsory and is your responsibility to arrange.
	Create packs for each group leader with all key information needed for the trip: <ul style="list-style-type: none"> ● Paper register ● Medical conditions ● Itinerary ● Learning resources needed for the venue (check these with your line manager) ● Travel tickets and route information (if applicable)
	Make sure all permission slips have been received and logged the day before at the latest. You cannot take children on a trip without a consent form or if they bring it on the day.
	Trip staff briefing - must be the day before the trip at the latest. It must cover things like travel arrangements, meeting points, risk assessment items, any special considerations, children with medical needs or SEND.
	Make sure all students know the meeting point and time for the start of the trip.
	Arrange cover work for your lessons and send to cover@nhsg.org.uk before the day of the trip. Ensure all staff for your trip have done the same.

	Collect wristbands and a trip mobile phone from Tracie Rodney and a first aid kit from the medical room. Also collect Oyster cards from Tracie Rodney if needed.
On the day of the trip	
	Collect FSM lunches from the canteen.
	When all students are gathered in the meeting spot (often a classroom), there needs to be a trip briefing by their group leader. Explain the rules of travel and the journey, relevant risk assessment items and general expectations of behaviour. Remind them about the mobile phone rules.
	Take a register and remember your 'magic number' - how many are present in your group?
	Give out wristbands before heading out of school.
	When crossing roads, do so at official crossings only. Make sure there is a member of staff at the front and back of the group.
	When travelling on trains or the underground, make sure all pupils are on the platform safely and a headcount is done before anyone attempts to board. Do another headcount once off the train.
	Risk assess continuously throughout the trip. This is especially important when on public transport and crossing roads.
	Regularly remind students to stay together and near you. Head count continuously throughout the day, checking for your 'magic number'.
	If you allow the students to go off for short periods of time, make sure they know the meeting time and meeting place.
After the trip	
	Give back the trip phone and first aid kit. Collect in all paperwork from the staff that accompanied you for safe storage without compromising on GDPR.
	<i>Optional: write up any key info for the trip so it is easy for someone else to plan next time or to jog your own memory. Write an item for the newsletter and send it to Stephen Ireland.</i>

Appendix 3

P.E. Fixtures/ Tournament Form

This should be added to the school diary and must be emailed to Sue Cobb and the head of department by 11am on Thursdays ready to be added to the next week's bulletin. Any fixture which requires students to be taken out of lessons must have written consent from parents, this can be by email, signed note in planner or by letter for major events such as tournaments. A copy of this form must go to the head of dept, Sue and the school reception.

P.E. Department	
Staff in charge:	
Fixture/tournament (highlight)	
Venue (address must be included)	
Day and date(s)	
Time of departure	
Time of return to school	
Names of students taking part in fixture/tournament	
No. of and name of staff	
Travel arrangements (Include time of leaving and time of return.	
Impact on curriculum time (please include periods and lessons missed by staff & students) Is cover needed?	
Has written consent been provided? How is this evidenced?	
Head of dept notified of fixture?	Approved/not approved
Staff in charge to confirm details with Sue Cobb & Anne Sage (if cover required)	Yes/No

Signed _____ staff in charge

Date: _____

Appendix 4

Parental Consent form for school trips and other off-site activities

Please sign and date the form below if you give consent for:

_____ Name of Child _____ Form

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity. (delete as appropriate)

Please note the following important information before signing this form:

- The trips and activities covered by this consent include
 - **all visits** (including residential trips) which take place during the holidays or a weekend
 - **adventure activities** at any time
 - **off-site sporting fixtures** outside the school day
- The school will send you information about each trip or activity before it takes place
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity

Written parental consent will not be requested from you for the majority of off-site activities offered by the school– for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child suffers from and any medication my child should take during off-site visits:

.....
.....
.....

Signed.....

Date.....

Appendix 5

Risk assessment form

Health and Safety Risk Assessment – Educational Visits: [INSERT NAME OF TRIP: HAZARD]

Academy / School	Norbury High School	Assessment No.	
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Site		Location	
Subject of Assessment	<p>The assessment will consider the risk associated with trips to</p> <p>An assessment for the mode of travel (coach, train etc.) should also be completed.</p>		

Assessed by		Date		Review date	
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Details of workplace/activity	<p>Educational Visits: [HAZARD] Groups of students may visit the X and access [NAME OF/ LIST POTENTIAL HAZARD(S)].</p>	Persons Affected <i>(Who may be harmed)</i>
		Students, Staff, Members of the Public

Hazards and Risks	Existing Control Measures	Risk Level <i>(Very High, High, Medium, Low)</i>	Further Actions √/X <i>(If √ See Actions)</i>
1.			
2.			
3.			

Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X (If √ See Actions)
.			
.			

Please note:

The hazards and controls noted above are an example of that which may be present when completing such a task. This assessment template is an example only and should either be used as reference only or amended to reflect the actual hazards and controls identified on site by the assessor.

Following assessment if no further actions are assessed to be required, please mark an **X** in the "Further Actions" box. If, however additional controls or actions are assessed to be required please place a √ in the box and note the action in the action plan.

ACTION PLAN (Additional Control Measures Required/Recommended Actions)				
Hazards and Risks	Recommended Actions	Target Date	Completed by	Date Completed

Any further actions identified should be completed before the assessed task is carried out.

Reviewed / Approved By		Job Title	Date	
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By signing this risk assessment, I confirm the assessment has been shared / made available to all relevant staff to review. All staff have been asked to confirm they have read and understood the control measures.

Appendix – Assess the Level of Risk

In this risk assessment the level of risk is expressed qualitatively as **Low, Medium, High or Very High**. Underlying these descriptors of risk is a probabilistic model which factors the **likelihood** of an accident or event against the **severity** of harm that may occur. The **risk rating**, calculated as **likelihood x severity**, maps into the qualitative terms used as follows:

		Severity			
		Minor Injury	Reportable Injury	Serious Injury	Critical
Likelihood	Unlikely	Low	Low	Low	Medium
	Possible	Low	Medium	High	High
	Probable	Medium	High	High	Very High

Reportable Injury is an important threshold and refers to UK legislation in this respect, often referred to as **RIDDOR**. A reportable injury or occurrence includes:

- major injuries as defined in RIDDOR,
- accidents that resulted in more than 7 days off work,
- an injury to member of the public, a customer or visitor, or a school pupil or student, that required hospital treatment.

(See <https://www.hse.gov.uk/pubns/edis1.pdf> for more information on RIDDOR).