

Sutherland House School Educational Visits Policy

Policy written by:	Gill Fotheringham	Headteacher
Policy ratified by:	Ann Stewart	Director of Children's Services
Policy date:	January 2025	
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Document control

Title: Educational Visits Policy

Applicable to: School staff and pupils

Ratified by: Ann Stewart

Date: January 2025

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1. Aims

Sutherland House School Braithwell strives to develop high-quality learning experiences as part of its vision to 'enabling ordinary lives'. As such, we recognise the importance of providing meaningful life experiences to enable pupils to develop skills within the community, build independence and life skills.

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

Educational visits are a valuable way to build on life experiences, confidence, independence, life skills and community skills including travel and form an integral part of our approach to furthering our pupils' education and personal growth.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- Visits to places of interest in the local area
- Weekly trips to access swimming sessions
- Weekly trips to Horse-riding

- Day visits to places such as museums and other cultural and educational institutions
- Sporting activities
- Adventurous and recreational activities
- Residential trips organised by the school
- Trips abroad organised by the school

2. Legislation and Guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2025](#)

This policy also takes notes of the schools Policies:

- [Safeguarding Policy](#)
- [Medication Policy](#)
- [First Aid Policy](#)
- [Accessibility Policy](#)
- [Supporting a Pupil with a Medical Condition](#)

3. Roles and Responsibilities

3.1 Headteacher and Senior Leadership Team

The Head Teacher and Senior Leadership Team is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing board to approve residential trips of more than 24 hours

3.2 The educational visits co-ordinator (EVC)

The Headteacher, Gill Fotheringham, is the appointed EVC at our school, in their absence this will be the responsibility of the Senior Leadership Team. Their role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- Assess outside activity providers
- Advise the Head Teacher and Trustees when they are approving trips
- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.3 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, considering the health and safety risks to pupils, staff and volunteers
- Ensure that staff are aware of student's Positive Behaviour Support Plans, Communication Profiles, Individual Health Plans, and EHCPs ahead of the visit to be able to support students in response to their individual needs.
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable and able to always fulfil their roles while responsible for pupils and others

3.4 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the how to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the Head Teacher
- Carry out any required risk assessments and work with the trip lead
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs

- Ensure that staff are aware of student's Positive Behaviour Support Plans, Communication Profiles, Individual Health Plans, and EHCPs ahead of the visit to be able to support students in response to their individual needs.
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and support as required in line with the individual student's PBSP while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate
- Ensure any medication/inhalers/emergency medication is appropriately signed in and out and medication plans are carried to support with any administration offsite.

3.5 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.6 Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip lead or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

3.7 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be supported using their bespoke documents EHCPs, PBSPs, Communication and Sensory Profiles to support understanding of expectations and ensuring a positive experience.

4. Planning and Preparation

The decision on whether a visit will take place will be made by the Senior Leadership Team and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio
- Risk assessments

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteers, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place to reduce any risks
- Individual needs of pupils including but not limited to PBSPs, Communication and Sensory Profiles and IHPs.
- Medical needs of students attending including inhalers, EpiPens and medication

See appendix 1 (Authorisation Form) for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek approval of the governing board. Once the risk assessment has been approved by the headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment. We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

5. Risk Assessment

We will carry out a full risk assessment with as much time as possible before the start of all trips. This will be completed using the school's risk assessment template, which can be found on the school's shared drive and in appendix 2 (Example Risk Assessment), and approved by Senior Leadership Team. Existing risk assessments found on the school's shared drive or those provided by the destination itself might also be used to support this process. The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination. Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory. Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third-party vendors. Every risk assessment will be approved by the Head Teacher and/or Senior Leadership Team, and a copy taken on the visit and another copy left within the admin team.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- At least 1 supervising adult able to administer first aid is present on all trips or more if the children are segregated groups on the trip.
- At least 1 supervising adult to be able to administer medication is present on all trips, where pupils are required to take medication.
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls

5.2 Transport

Transportation for trips will be organised by the school, in line with our safety procedures and risk assessments. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour. See **appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7. Communication and Consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Where trips are local and regular such as swimming and local shops, parents sign consent forms on admission to Sutherland House to agree to students accessing the community on these regular occasions. Where a trip requires further travel, time or activities communication will be via letter and/or e-mail, and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Pupil-to-staff ratios and staff qualifications, where relevant
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school.

As most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits and give an opportunity for them to withdraw their child.

We will always get written consent before taking nursery-age children off-site.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency Procedures and Incident Reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Medical emergency
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 5 minutes, the trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The trip leader will then contact the school office who will notify the parents/carers. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and Insurance

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours if it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential Visits

The headteacher, together with the governing board, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training
- All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks
- All staff are aware of students individual EHCP, PBSP, Communication and Sensory Profiles, IHPs and medication requirements.

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities and options
- Meal provision
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements, including any required vaccinations
- Accommodation options and arrangements
- The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

11. Review

This policy will be reviewed every 2 years by the Senior Leadership Team. At every review, the policy will be shared with the Standards and Governance Board.

12. Links with Other Policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Behaviour policy
- Child protection policy
- First aid policy
- Supporting pupils with medical conditions policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan
- Early Years Foundation Stage (EYFS) policy
- Medication Policy

Appendix 1 – Educational visit Authorisation form

Educational Visit Authorisation Form

AEM Sutherland House
School

School Year 2023-24					
Day		Date			
Time out		Time back			
Destination Where are you going?	Swimming (Bath Street, Victoria Baths)				
	Victoria Park (Bath Street)				
	Avenues Café (Sneinton Market)				
	Lidl (Carlton Road)				
	Farm (Stonebridge Rd)				
	Subway (Sneinton Market)				
	Planet Bounce (Huntington Street)				
Address of other activity:		Other (please specify)			
Transport How are you getting there?	School Minibus	Public Transport	Staff Vehicle	On foot	Other (specify)

Educational Visit Lead	
Telephone Number	
Staff Names	Pupil(s) Name(s)

Check List	Yes - No
Parental Consent	
Staff aware of pupil(s)' Positive Behaviour Support Plan(s) (PBSPs)	
Staff aware of relevant Risk Assessments (e.g. COVID-19 Pupil Risk Assessment; COVID-19 – Use of Transport Risk Assessment; Specific Providers COVID-19 Risk Assessments; etc.)	
Dynamic Risk Assessment for this Educational Visit (In addition to the existing thorough Risk Assessments and in line with the pupil's PBSP – staff assess the pupil's ability to engage in the activity at any given time – assess if the pupil demonstrates an appropriate level of engagement and calm regulation for this Educational Visit)	

Educational Visit Authorisation Form

Learning Focus for this Educational Visit				
Curriculum Area	My Skills	My Enrichment	Myself & The World	
EHCP area of need	Cognition & Learning	Communication & Interaction	Sensory & Physical	Social, Emotional & Mental Health
Subject				
Learning Outcome / Target				
Outcome of Educational Visit				
to be completed by the Educational Visit Lead				
Learning Outcomes achieved?	Yes ☐ No ☐			
	Comment			
Any special achievements?	Yes ☐ No ☐			
	Comment			
Any Concerns?	Yes ☐ No ☐			
	Comment			
Next Steps?				
Recurring Authorisation for this Educational Visit				
Educational Visit Lead	Name:	Sign:	Date	
SLT Member	Name	Sign	Date __/__/__	
SLT Member	Name	Sign	Date __/__/__	

Appendix 2 – Example Risk Assessment

Date

Review Date as required minimum 6 months.

Operations/Activities covered by this assessment:				Low Risk		
Site Address/Location:						
Persons considered at risk:		Autism East Midlands Staff, Students, Members of the Public				
Note: A person specific assessment must be carried out for young persons, pregnant <u>women</u> and nursing mothers. Pre trip: Staff add precautions such as clothing/footwear requirements and pre-trip notes.						
No	Hazards Considered	Existing Control Measures:	Sev (\$)	Risk Factor Like (L)	Risk (\$ x L)	Adequate Y/N
		In order to comply with Local Authority requirements a trained member of staff must be in attendance during off site activities – PREFERABLY A TEACHER.				
1	Unfamiliar surroundings	Unfamiliar surroundings may cause anxiety in some students, staff to be aware to monitor students' behaviour for any signs of increased anxiety due to environment. - Staff to familiarise themselves with the location of fire escape routes and hazards within shops. - Staff to follow AEM accident reporting procedures as well as those of the organisation/premises they are visiting. - CALM trained staff to use de-escalation, <u>distraction</u> and redirection to reduce anxiety. - Staff to be familiar with strategies to support each pupil if they become anxious				
2	Aggressive Behaviour towards staff and members of the public	Staff are aware of individual students' routines, triggers & anxieties and are familiar with individual Behaviour Support Plans that are in place. - Staff will assess the suitability of the trip on the day of attendance for each individual student. - Members of the public that encounter students should be made aware that all students have autism and offered further information if they request it or witness an incident. - Staff trained in CALM to use de-escalation techniques to support students. - Staff trained in CALM to use Physical Intervention as required to protect the students, <u>staff</u> and members of the public. - Interactions with shop staff and members of the public to be supported and closely monitored by staff				

3	Absconding or missing students	A trained member of staff (ideally a teacher) is present at all times during off site activities. ▪ 'Head count' prior to going outside and coming back into school is standard procedure and is carried out on every occasion. ▪ Contingency plan in place in event of students going missing. ▪ Staff to have a mobile phone and be able to contact school				
4	Student becoming upset when refused a particular item	While shopping students may request items that are unsuitable or over budget and may be told by staff that they cannot have these • CALM trained staff to use de-escalation, redirection, and distraction techniques. • Items planned on shopping list prior to visiting the shops. • Alternatives to the requested items given. Students will be reminded of the rules within the bus depot. Student will be reminded to listen to the staff at the depot and not to touch anything unless they have been given permission.				
5	Student refusing to return to school	Students may refuse to return to school during a trip off site. • Staff to have a mobile phone available to contact school. • Contingency plan in place in event of a student refusing to return to school. • Staff to continue appropriate supervision and support of the other students.				
6	Road traffic accident while crossing the road	Pupils may be distracted or unaware of dangers while crossing the road. • Staff to closely accompany pupils throughout the walk to the shops. • Staff to be aware of the level of personal safety awareness of each pupil. • Staff to physically support, verbally remind or visually monitor pupils crossing the road as appropriate to their level of personal safety awareness, confidence and independence.				
7	Medical emergency	Students may experience an unforeseen medical emergency for example an asthma attack or allergic reaction. ▪ Staff to be familiar with the medical needs of the pupils prior to the visit. ▪ Staff to ensure medication is taken on the visit as required for example inhalers or EpiPens. ▪ Staff to alert shop staff of any emergency. ▪ Two staff to remain with the pupil suffering the emergency while remaining staff supervise the other students. ▪ Staff to contact school via mobile phone. ▪ Staff to contact emergency services if required				

8	Fire or other emergency at the shop	▪ Staff to familiarise themselves with the location of fire escape routes and hazards within shops. ▪ Staff to alert shop staff of any emergency. ▪ Staff to evacuate and supervise students and follow the direction of any shop staff. ▪ Staff to contact school via mobile phone. ▪ Staff to contact emergency services if required and it is safe to do so while supervising the students.				
10	Road traffic accident	If staff and students are travelling in the minibus a road traffic accident may occur. • Staff to ensure a mobile phone is available and contact school. • Staff to evacuate students from the vehicle and supervise in a safe location. • Staff to call emergency service if required. • Contingency plan in place for transporting staff and students back to school. • Staff to travel with any injured students for medical attention as necessary.				
11	Accident involving trams in or around Old Market Square	If walking across the Old Market Square pupils may be involved in an accident on tram lines or with a moving tram • Staff to closely accompany pupils throughout the walk to the shops. • Staff to be aware of the level of personal safety awareness of each pupil. • Staff to physically support, verbally remind or visually monitor pupils crossing the road as appropriate to their level of personal safety awareness, confidence, and independence. • Staff to contact school via mobile phone in the event of an accident. • Staff to contact emergency services if required and it is safe to do so while supervising the students. • Two staff to remain with the pupil suffering the emergency while remaining staff supervise the other students				
12	Improper use of or accident involving lift or escalator	While in the Victoria Centre pupils may need to use the lift or escalator to move between floors • Staff to closely accompany pupils throughout the walk in the centre. • Staff to be aware of the level of personal safety awareness of each pupil. • Staff to physically support, verbally remind or visually monitor pupils while using the lift or escalator as appropriate to their level of personal safety awareness, confidence, and independence. • Staff to contact school via mobile phone in the event of an accident. • Staff to contact emergency services if required and it is safe to do so while supervising the students. • Two staff to remain with the pupil suffering the emergency while remaining staff supervise the other students. • Staff to follow Victoria centre staff directions in the event of an incident while using the lift or escalator.				

Personal Protective Clothing and Equipment																																	
None required																																	
Further Action:								Date for Completion																									
All operations and activities are to be monitored to ensure that all work is carried out in accordance with safety legislation, safety policy and local safety instructions;								Ongoing																									
Risk factors: Severity of injury (S) x Likelihood of occurrence (L)																																	
Severity		Frequency			Severity		Frequency																										
No injury	1	x	Improbable	1	No injury	1	Improbable	1																									
Minor injury	2		Unlikely	2	Minor injury	2	Unlikely	2																									
Major injury	3		Likely	3	Major injury	3	Likely	3																									
Fatality	4		Very likely	4	Fatality	4	Very likely	4																									
<table border="1"> <thead> <tr> <th>Improbable</th> <th>Unlikely</th> <th>Likely</th> <th>V Likely</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>2</td> <td>4</td> <td>6</td> <td>8</td> </tr> <tr> <td>3</td> <td>6</td> <td>9</td> <td>12</td> </tr> <tr> <td>4</td> <td>8</td> <td>12</td> <td>16</td> </tr> </tbody> </table>										Improbable	Unlikely	Likely	V Likely	1	2	3	4	1	2	3	4	2	4	6	8	3	6	9	12	4	8	12	16
Improbable	Unlikely	Likely	V Likely																														
1	2	3	4																														
1	2	3	4																														
2	4	6	8																														
3	6	9	12																														
4	8	12	16																														
The overall risk rating for this operation/activity is arrived at by determining the average from the total of the risk factors for each hazard considered and employing the matrix as outlined below.																																	
Risk Assessment: the resulting risk rating can be used to prioritise actions.																																	
1 – 4	Low	Operations and activities are to be monitored regularly and any changes re-assessed																															
5 – 7	Medium	Monitor operations and carry out remedial action as soon as possible but within 6 weeks.																															
8 – 16	High	Method statement/written Safe System of Work to be developed for operation/activity. Operation/activity should be closely monitored to ensure suitable controls are in place to reduce risk.																															

Signed by class teacher:

Date:

Review Date: As required

Signed by SLT:

Additional information

1. Introduction

The Law will reasonably expect that Sutherland House School's practice adequately reflects the particular needs according to the students, programme of activities and premises; in addition to factors which it may have in common with other similar establishments.

2. Duty of Care

In Loco Parentis (in place of a parent) forms the basis for *duty of care* which all teachers must operate when they have children in their care. This applies to all activities within the school curriculum, extending to extra curriculum activities during or outside of normal school hours, whether on or away from school premises.

3. Risk assessments

Risk assessment must be completed and must highlight significant hazards and control measures; should be included as part of the 'Safe schemes of work' as appropriate.