

- Decide on a manageable number of children/young people that can cross in a controlled line, line them up parallel to the kerb.
- One Group Supervisor should be positioned over the road before crossing the group. The group should approach the roadside on a suitable signal or command.
- If there are three Supervisors present, one should remain in control of the group at the set off point, one should remain at the collection point and one should cross the road with the group. Where there are two Supervisors, one supervisor should walk the group half way across the road to be met by the other supervisor who will continue walking the group to the collection point. The first supervisor will return to the remainder of the group at the set off point.
- Great emphasis must be placed on crossing roads and understanding traffic direction when abroad.

5.6 The Buddy System

The buddy system is a way of creating a culture of partnership between staff and group members. This is ideal for residential based educational visits or activities that may last for more than one day. An 'Educational Visit Council' may be set up involving more mature group members from each educational visit group, who will help to make decisions on how the visit or activity is run and feedback any concerns the rest of the group may have. To be successful, meetings should be held with the Group Leader on a regular basis. Assigned group members may offer limited support to staff at break and lunchtimes, as monitors. This does not remove any responsibility for the pastoral care of the group from the Group Leader or supervising adults.



6.0 Risk Assessment



Risk assessment and risk management are legal requirements. For educational visits it involves a careful examination of what could cause harm during the course of the visit. Risk assessment should be proportionate to the hazards associated with the visit. Those visits which require local authority approval should be assessed formally and assessments recorded, for day to day low risk activity a more flexible approach is acceptable. Risk assessments must be recorded, either as part of lesson plans, schemes of work, or model risk assessments can be used. It does not require professional health and safety expertise but may require specialised information for some types of visit. Head

Teachers, IYPS Area Youth Coordinators and Facility Managers should ensure the person assessing the risks is competent to do so. The aim of the risk assessment is to ensure nobody gets hurt or becomes ill during the course of, or as a result of the educational visit. This section gives an outline of how to undertake a simple risk assessment but for more information regarding risk assessments. You may wish to refer to Liverpool City Council's Risk Assessment Guidance Note GN 26 "Risk Assessment" available on the Council intranet or on Ednet. HSE produce guidance on risk assessment – "Five steps to risk assessment" (indg 163) <http://www.hse.gov.uk/pubns/indg163.pdf>

A risk assessment involves five simple stages: -

- 1** Identify the hazards. Identify what could reasonably be expected to cause harm. Concentrate on significant hazards, or those that could harm several people.
- 2** Decide who might be harmed and how. Consider children/young people, teachers, youth workers, helpers, leaders and others who could be affected by the visit activities.
- 3** Evaluate the risks. Regarding how likely it is that harm will be done and the severity of the likely outcome. You have to decide for each significant hazard whether the risk is high (an accident likely with the possibility of serious injury or loss), medium (there is a possibility of an accident occurring causing minor injury or loss) or low (an accident is unlikely with control measures in place). Decide what safety measures need to be in place to get rid of the hazard, or reduce the risk so harm is unlikely. Control measures should be practical and be understood by those involved. It is likely that some risk will remain after all the control measures have been put in place but this risk must be low.

- 4** Record your findings and control measures. You must record the significant findings from the assessment. You must be able to demonstrate that a proper check was made, the assessment acknowledges those who may be affected, all significant hazards were dealt with, the precautions to be put in place are reasonable and the remaining risk is low.
- 5** Review and revise your assessment. This should be carried out annually or when necessary. On return to school note any hazards that arose which might affect future visits.

For further guidance the Health and Safety Executive has produced a leaflet "5 Steps to Risk Assessment" available from the City Council's Health and Safety Unit

For all visits that involve hazardous activities (categories B and C as described in section 3 "Planning an Educational Visit" of the policy document) and for all residential activity risk assessments should be completed on LA form 2 appendix 4.

For low risk activity (category A as described in section 3 "Planning an Educational Visit" of the policy document) assessments must be recorded, either as models in schemes of work or can form part of lesson plans, or can be recorded by completing LA form 2 appendix 4.



6.1 Risk Assessment and Risk Management Record

Form 2

School/Youth Group

Learning activity

Leader

Other staff

Group size

Supervision ratio

Identifying and assessing the risks	Risk level	Managing the risks
Site and environment • • • • • •		• • • • • •

Pupil/Youth Group • • • • •		• • • • • •
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Transport and movement • • • • •		• • • • • •
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Date Form Completed <input type="text"/>	Leader team to be aware of • • • •
Signed by Group Leader <input type="text"/>	
Head of Establishment/EVC <input type="text"/>	
Note: Any changes to the assessment of risk should be recorded.	