

EDUCATING • EXPLORING • EXCELLING



# A GUIDE TO RISK ASSESSMENT

## Teachers' Pack





**next  
generation**  
TRAVEL GROUP



## Our Four Specialist Brands

NGT is the driving force behind the UK's fastest growing educational travel brands; offering a wide range of tours and sports events in the UK, Europe and Worldwide, for young people aged 10 -21 years at Schools, Colleges and Junior military cadets, all designed to open minds and empower learning.



Offers exciting educational tours & residential activity breaks in the UK, Europe and Worldwide.

.....



The market leader in fully-guided history trips for UK schools.

.....



Delivering larger scale seminars and events in the UK and Europe and organiser of London Theatre tours.

.....



A provider of sporting events, festivals and specialist sports tours in the UK, Europe and around the world.



# Introduction

This document has been created to assist you with the completion of your own risk assessments for your trip so that you can manage the safety and wellbeing of your group throughout the visit



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## What can we do?

Considering recent events, we have reviewed our safety and support procedures and will continue to review them going forward. Travel as we know it has changed, however, one thing that has not changed is the way we prioritise the health and safety of every one of our customers. It is your basic right as a traveller to feel like you can relax on tour knowing everything is taken care of.

We also understand that you and your parents are going to have lots of questions, so please do not hesitate to contact us, should you wish to know more. In the meantime, here are some of the ways that we support you.



## Accommodation

All accommodation used by NGT must provide a valid operating licence or equivalent, evidence of appropriate insurance cover and confirmation that they comply with all Local, National or Licensing Authority requirements. In addition, all accommodation undergoes a safety audit prior to use and every 3 years thereafter.



## Transport

All coach companies that we work with both in the UK and overseas must provide a valid operating licence or equivalent, evidence of appropriate insurance cover and confirmation that they comply with all Local, National or Licensing Authority requirements. In addition, all coach operators will have completed our STF-approved checklist. We specify that coaches used should be no more than 5 years old.

Please note:

- All air, rail and sea transportation provided as part of a tour complies with regulations set down by the relevant authority in the country of operation and is considered outside our scope of control
- Use / standards of public transport used by groups or individuals during a tour is considered out of our control, although we undertake regular hazard analysis of these and where relevant guides / tour managers are trained to utilise these options safely
- All UK and EU coaches will be provided with seat belts. It is not a legal requirement in some overseas destinations for coaches and buses to be fitted with seat belts



## Excursions

All activities and excursions included in tours operated by the NGT Group conform to the standards set by the School Travel Forum and our own policies.



## What can't we do?

Whilst we can provide some of the information you need to complete a Risk Assessment for your trip, and actively analyse the hazards confronting our customers, we are unable to complete the assessment on your behalf. The Group Leader has responsibility under Health and Safety at Work legislation to ensure all risks are assessed and appropriate control measures put in place. Whilst we are familiar with our suppliers and venues, we are not familiar with the individual members of your group, or their dynamics, and this information is essential in assessing the level of risk your group might face. We are, of course, happy to advise and assist as you complete this task.



## What is expected of a Group Leader?

You are not expected to be superhuman! Essentially leaders need to demonstrate diligence in preparing for a visit by addressing what is **reasonably foreseeable** and responding with a **reasonable range of measures**.

It is important to follow any school or LEA guidelines and incorporate a relevant pupil code of conduct. It is also recommended that two or more leaders participate in the planning process.

This collaborative approach also ensures that you are discussing the issues facing you – an essential part of any risk assessment – and reduces the burden on a single individual.

## What is a Risk Assessment?

In the simplest terms, a risk assessment is a careful examination of what could cause harm to members of the group, so that you can consider whether sufficient measures have been taken to ensure the safe return home of everyone involved.

Definitions:

- Accident – ‘an unplanned or uncontrolled event, which has led to, or could have caused injury to persons’
- Hazard – ‘something that has the potential to cause harm’
- Likelihood – ‘the probability of a hazard causing injury to a person’
- Impact – ‘the severity of the outcome if the hazard does cause injury’
- Control Measures – ‘actions implemented to remove or reduce the likelihood of a hazard causing an accident, or reduce the impact if it happens’





## Example 1

A teacher enters a classroom and sees a pupil leaning back on the back legs of their chair.

1. Hazard identification:	Teacher identifies the hazard – risk of falling if chair overbalances
2. Who is at risk?	The pupil
3. Likelihood	Quite high
4. Impact	Medium to high – serious injury could follow if pupil hits head on wall or floor
5. Control measures:	Pupil told to sit straight on chair, and observed to do so
6. Record findings:	Is it necessary to write this down? For everyday occurrences, probably not
7. Review:	Do general instructions need to be issued to avoid repeat?

Please note: the action – the control measure – usually addresses the person, not the hazard. For example, if the pupil had difficulty hearing or following the instruction, an alternative control measure would be necessary (rather than removing the hazard – i.e. the chair!)

## 1. Identify a hazard

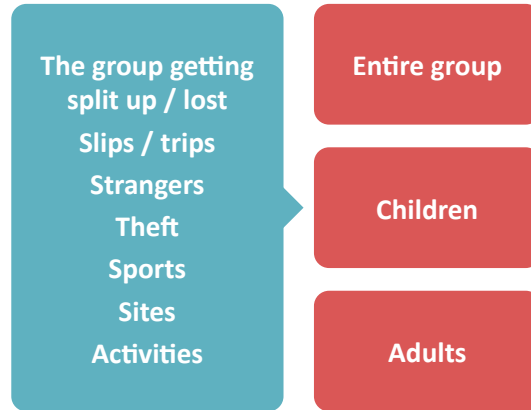
Rather than focus on the specific location, consider the situation. For example, you would not risk assess the Eiffel Tower, but you would assess the hazards of visiting a 'public monument on an open site, featuring close proximity with other members of the public, potential crowd situations, access restrictions, height and lots of stairs / trip hazards.' The risks identified will be common to similar locations.

The hazards might therefore be:



## 2. Who is at risk?

Identify who could be harmed – is it the entire group, just the children, or even just the adults?



## 3. Likelihood

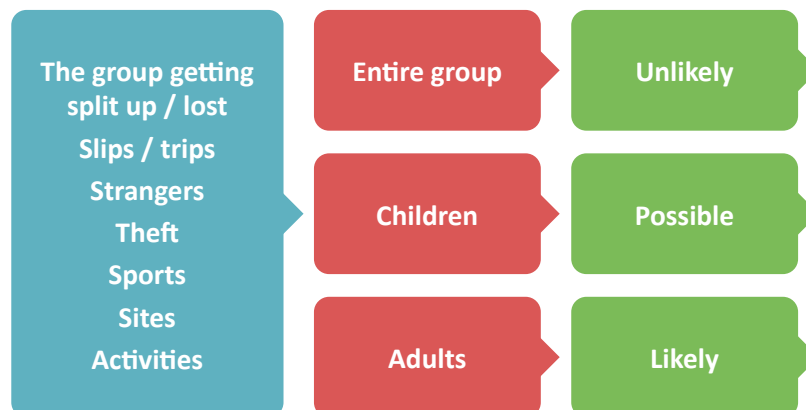
There are many ways of assessing the likelihood of a hazard causing harm.

These include numerical scores, such as:

- 1 = Low / very unlikely
- 2 = Fairly low / unlikely
- 3 = Medium / possible
- 4 = Fairly high / likely
- 5 = High / Probable

Or, at the simplest level:

- Unlikely
- Possible
- Likely





## 4. Impact

This stage concerns identifying the impact on those affected – in other words, how serious the outcome might be: the **severity**.

It is sensible to measure the impact in a similar way to the likelihood:

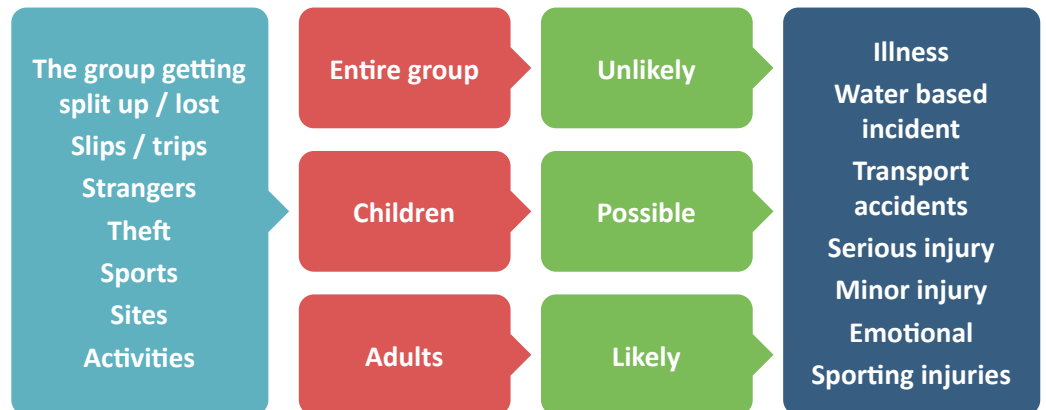
- 1 = Low / distress
- 2 = Fairly low / minor injury
- 3 = Medium / cuts & bruises, etc
- 4 = Fairly high / broken bones, etc
- 5 = High / serious injury or fatality

Or, more simply:

**Minor** This might be a slight injury, which does not require any medical attention but can be dealt with by the group's first aider.

**Medium** For example, an injury such as cuts and grazes, which require simple medical attention.

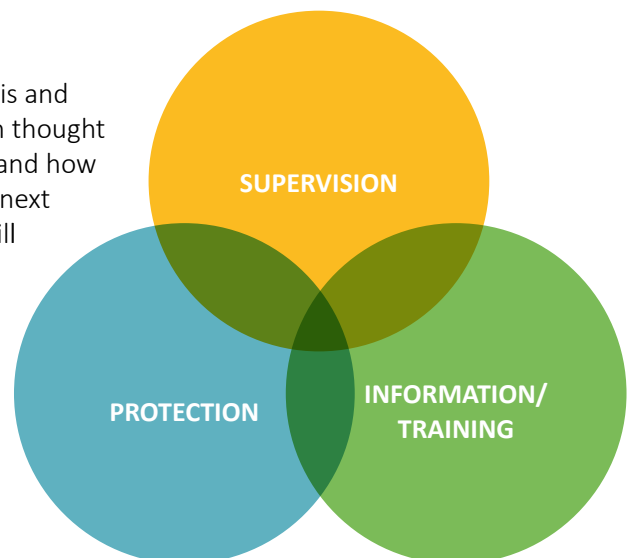
**Major or serious** For example, an injury or illness that requires hospital treatment, probably involving at least overnight admission.



## 5. Control Measures

Having identified what the harm is and who could be harmed – and then thought about how likely it is to happen, and how serious it would be if it did – the next step is to think about how you will manage this issue.

There are three broad areas to consider:





Supervision and group management:

- Is the level of supervision appropriate to the activity undertaken, and the age of the pupils involved?
- Are the teachers / supervisors dispersed appropriately – for example, are all the teachers sat at the front of the coach, or are they placed by each exit and at the back?

Information / training:

- Is there an agreed code of conduct?
- What information is available pre-visit? For example, does your tour operator provide a pre-trip briefing, and can they provide relevant safety information?

Protection:

- Is appropriate clothing and equipment available for all group members?
- This could include sun protection, hats, waterproofs, etc

## 6. Record your findings

For everyday occurrences it is not usually necessary to write everything down, but a written record of your overall assessment is important. There are many formats available, and you should use those adopted by your school or LEA – they will also be really useful in the future and for colleagues running other or subsequent trips.

## 7. Review

It is important to review the assessment once the tour has been completed, to ensure improvements are made, but also because the composition of the group (leaders and pupils) will be different every time.

## Generic Risk Assessment

As mentioned earlier, there is a commonality of hazards affecting groups in similar situations, so many visits can be assessed using a similar approach. Generic risk assessments can be very useful and are often adopted by school and LEAs. Check what is already in place!

**Remember, however, that every group is different and will present different challenges.**



## Event-specific Risk Assessment

### Example 2

Consider our visit to the Eiffel Tower. Having identified the hazards, the likelihood and the severity of impact, now imagine two different groups undertaking the same visit: one is a primary school visit for children aged 9-10; the other is from a secondary school with pupils aged 13-15.

**The control measures used to protect the children would vary, because of the age and experience of the children.**

The former will require a greater ratio of staff supervision; the latter might consider this inappropriate, especially if one of the objectives of the visit may be to encourage the pupils in the management of their own safety – more remote supervision might be appropriate.

At this point you might like to adopt an approach favoured by some outdoor advisers – the STAGED approach. This stands for:

	What is the harm? Who could be harmed?	How to manage it?
STAFFING		
TRANSPORT		
ACTIVITY		
GROUP		
ENVIRONMENT		
DISTANCE		

Some of these criteria are clearly your responsibility as Group Leader – for example **Staffing** – or the level of supervision you build in. Others, such as **Transport**, might be taken care of by your provider – another good reason for travelling with a responsible Tour Operator!

In this case, **Distance** refers to your distance from support – for example, if your visit is to the local park and you discover a child has forgotten their inhaler or Epi-pen, a quick phone call to school reception could resolve this issue very quickly; if you are on a tour in the middle of Dartmoor, this might present a far greater challenge!

## Plan B

It is important when planning to consider the ‘What ifs’?

No one expects leaders to imagine every possible eventuality, or predict the future, but some scenarios are commonplace:

- What if...a venue or activity is weather dependent and can't be used?
- What if...a child is taken ill? How will they be looked after, and what impact will this have on the rest of the group?
- What if...one of the members of staff falls ill?

## Emergency procedures

The ultimate Plan B is an Emergency Procedure for worst-case scenarios. Schools and LEAs usually have these in place – check with your school’s Educational Visits Coordinator (EVC) to see how this affects your visit. Remember, NGT’s Emergency Procedures are in place to deal with just such eventualities – please ask your Tour Coordinator about this to see how it fits in with yours.

## Endsleigh Travel Insurance

When you book a trip with Next Generation Travel, you will be automatically covered by our group travel insurance with Endsleigh Insurance.

Follow this link to find out more about our insurance cover:  
<https://ngttravel.com/resources/new-insurance-policy-details/>

You’ll find everything you need to know about our school trip insurance policy, from details about pre-existing medical conditions, to what happens if a school trip flight is delayed, and a list of what sports and activities are covered.

We urge all of our customers to read this documentation very carefully at the time of booking. It’s important to know at the start what you are covered for.

You can also ask your Tour Consultant for more information.



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## Planning documents

Everyone works in different ways, so here are a couple of approaches to conducting risk assessments for your trip which you might find useful.



Section of Tour	Hazard	Suggested Control Measure
<b>Pre-Tour Planning</b>	Medical	Ensure group bring enough medication
	Insurance	Notify Insurance Company of activities/ medical conditions
	Pupils Behaviour	Set out guidelines and code of conduct & consequences to parents/students in advance
	Parents Information	Parents Evening Consent Forms Q&A Sessions

Section of Tour	Hazard	Suggested Control Measure
<b>Transport</b>	Coach Travel	Tour Operator assessment of supplier completed
		Seatbelts on all UK and EU coaches
		Regulated Drivers Hours
		Maintenance Regime
		Implement disembarkation procedures during coach stops
		Ensure the group are aware of meeting point & times
	Ferry Travel	Sea transportation complies with regulations set down by the appropriate Maritime and Coastguard Agency
		Ensure the group are aware of meeting point & times
	Air Travel	Air transportation complies with the Civil Aviation Authority
		Arrange central meeting point at the airport
Rail Transport	Rail transportation complies with the equivalent regulatory body	
Public Transport	Public transportation complies with the equivalent regulatory body	
Vetted Drivers/DBS Checks	A safeguarding policy has been established committing the business to protect those children and vulnerable adults that we take on holiday and those within the destinations we operate too	
	DBS Checks where appropriate	
<b>Accommodation</b>	Hotels, Universities, Youth Hostels, Youth Accommodation and Holiday Villages	Tour Operator assessment of supplier completed
		Electrical Fire Alarm
		Adequate Means of Escape
	Billeting	Same Sex Accommodation
Parent information evenings held		
<b>Activities</b>	Free Time	Advise group what to do in the event of being lost
		Ensure the group are aware of meeting point & times
	Waterparks/Swimming Pool Supervision	All participants should be able to swim
		Identify non/weak swimmers
	Non Participation activities e.g. museums	All groups to have pre-arranged meeting point & time
	Participation and adventurous activities	Follow safety instructions at all times
		Tour Operator assessment of supplier completed
AALA licence held		



Section of Tour	Hazard	Suggested Control Measure
General	Lost Children	Headcount at each stop
		Buddy System
		Advise group what to do in the event of being lost
		Ensure the group are aware of meeting point & times
	Emergencies/Accidents	School Emergency Procedures
		Tour Operator Emergency Support
	Petty Crime	School Emergency Procedures
		Tour Operator Emergency Support
		Consular Contacts
	Missed Connections	Tour Operator Emergency Support
		Check Insurance Cover
	Weather	Consider time of year when arranging a tour
Financial Loss	We are fully ABTA bonded and hold ATOL licences	
Free Time	Code of Conduct	
	Advise group what to do in the event of being lost	
	Ensure the group are aware of meeting point & times	

## Further advice

- Your school, Trust, LEA or Educational Visits Adviser will have their own policies and guidance for supporting visits – this will begin with an approval process. Key to this is the supporting role of the Educational Visits Coordinator in your school
- The Outdoor Education Advisers' Panel (OEAP) also provide comprehensive guidance for all types of educational trips: [www.oeapng.info](http://www.oeapng.info)
- Dept for Education: [www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits](http://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits)
- Health & Safety Executive: <https://www.hse.gov.uk/services/education/school-trips.htm>
- The School Travel Forum: [www.schooltravelforum.com](http://www.schooltravelforum.com)
- Council for Learning outside the Classroom (CLOTc): [www.lotc.org.uk](http://www.lotc.org.uk)



For more information on  
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