Visits Guidance (VG)
9. Risk Assessment and Management

Chapter 9 - Risk Assessment and Management

SUMMARY OF KEY POINTS – see rest of chapter below for full details

- Visit leaders and managers have a legal duty of care for the young people in their charge during an offsite visit, and they must give careful consideration to the hazards involved, and ensure that suitable control measures are in place to reduce risks to a reasonable and acceptable level. It is important to consider the aims and benefits as well as the risks involved. It is a legal requirement to carry out and record appropriate risk assessments - these should be “suitable and sufficient”, and not overly complicated. The risk assessment should take account of the qualifications and experience of the staff members who are leading the visit. A pre-visit by the Group Leader(s) to inspect the proposed venue/activity provider is recommended, wherever possible, to help identify specific hazards and control measures.

- The process of risk assessment/management should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management. The risk assessment can be thought of as the recorded minutes of a staff meeting.

- Different people perceive hazards and the levels of risk differently, so it is good practice to discuss possible risks and management strategies with the other visit leaders (and other more experienced staff) to establish a consensus of opinion. It is also an important educative process for young people to learn how to assess and manage risks. Relevant terms include:
  - Benefits - positive outcomes to be achieved by participating in the chosen activity.
  - Hazards (or dangers) - anything with the potential to cause harm.
  - Risk - the likelihood that someone may be harmed by the hazard.
  - Control measures (or precautions) – arrangements made to reduce the risk to an acceptable level.

- The different levels of risk assessment can be summarised below:

<table>
<thead>
<tr>
<th>Ongoing/Dynamic Risk Assessment</th>
<th>Respond to unexpected events and new hazards encountered on the day - e.g. landslide removed pathway &gt; detour required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All leaders of the visit should discuss and agree suitable response</td>
</tr>
<tr>
<td></td>
<td>• Make sensible judgements to manage risks as they occur during the visit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Visit Risk Assessment</th>
<th>Agree additional issues regarding location, activities, and group members that apply to each specific visit - e.g. Whitby - cliff walk - wheelchair user</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All leaders of the visit should discuss and sign form before the visit</td>
</tr>
<tr>
<td></td>
<td>• Decide if the level of residual risk is acceptable for the activities to proceed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generic Risk Assessments</th>
<th>Agree good practice for certain types of visits, activities, locations, or transport - e.g. “Visits to coasts”, “Lowland walks” and “Travel by coach”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All visit leaders should discuss/agree standard practice, and review at least annually</td>
</tr>
<tr>
<td></td>
<td>• Store in a known and accessible location so that staff can refer to when needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generic Risk Assessments</th>
<th>Agree good practice for ALL visits - e.g. “All Educational Visits” and “All Travel”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All visit leaders should discuss/agree standard practice and review at least annually</td>
</tr>
<tr>
<td></td>
<td>• Store in a known and accessible location so that staff can refer to when needed</td>
</tr>
</tbody>
</table>

- A wide range of written generic risk assessments for educational visits and offsite activities is available on the East Riding of Yorkshire Council (ERYC) Visits web site [http://www.eriding.net/educ_visits/risk.shtml#gra](http://www.eriding.net/educ_visits/risk.shtml#gra). These identify common hazards and management strategies associated with most types of visits and offsite activities undertaken.

- For further information, see the following webpages from the Outdoor Education Adviser Panel national guidance:
9.1 Why do visit leaders need to undertake risk assessments?

- Visit leaders and managers have a legal duty of care for their young people, and they must therefore give careful consideration to the hazards involved during an educational/offsite visit, and ensure that suitable control measures are in place to reduce risks to a reasonable and acceptable level. It is a legal requirement therefore to carry out and record appropriate risk assessments.

- The aim of the risk assessment/management process is to do all that is reasonably practicable to prevent harm coming to any member of the group during the visit.

- The risk management of a given off-site activity needs to be informed by the benefits to be gained from participating, as well as the possible hazards to be encountered and risks to be managed. It is therefore good practice to make the starting point for any risk assessment a consideration of the anticipated benefits and learning outcomes. An appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”.

- The process of risk assessment/management should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise.

- Visit leaders and managers should note that in the event of a serious accident, investigators are likely to ask the following key questions:
  - Was the accident “foreseeable”?
  - Were “reasonable precautions and preventative measures” taken?
  - Was the risk assessment “suitable and sufficient”?
  - Was it “reasonably practicable”?
  - Did those responsible follow “normal and accepted practice”?
  - Did those responsible seek and follow expert advice and guidance?
  - Did those responsible prepare alternative plans and emergency procedures?

- All activities involve some degree of risk. It is not possible to eliminate risk altogether, but it must be reduced to a reasonable and acceptable level. An activity or venue can therefore never be described in absolute terms as “safe”, but merely “acceptably safe”.

9.2 The key terms in the risk assessment process are as follows:

- Benefits - positive outcomes to be achieved by participating in the chosen activity.
- Hazard (or danger) - anything with the potential to cause harm.
- Risk - the likelihood that someone may be harmed by the hazard.
- Control measures (or precautions) - the arrangements in place to reduce the risk to an acceptable level.

9.3 What does the process of risk assessment and management involve?

- Risk assessment – this involves the identification of foreseeable significant hazards associated with an activity or location, and a consideration of the likelihood of harm arising from those hazards (e.g. deep water is a hazard which can lead to drowning).

- Risk management - this involves the identification and application of suitable control measures to reduce the risk of a hazard causing harm to a reasonable and acceptable level (e.g. the wearing of lifejackets might reduce the risk of drowning).

- Response – based upon a careful consideration of the above, together with the aims, value, and benefits of the activity, a judgement needs to be made as to whether or not the activity should take place (or whether additional control measures might be necessary).

- The risk assessment should be seen as an integral and valuable part of the overall planning process for the visit.

9.4 How detailed must a risk assessment be?

- Any written risk assessment should be “suitable and sufficient”, but not overly complicated. If a risk assessment is too long or complex, it is likely to defeat its own purpose – that of helping those involved to recognise and manage significant risks adequately. In practice this means that:
Risk Assessment and Management

- the risk assessment should be simple to read and easy to understand;
- the level of attention and detail should be proportionate to the risks involved;
- only significant and foreseeable risks need to be recorded;
- only reasonable, practicable, and manageable measures need be taken to control risks but control measures must reduce the level of risk to an acceptable level (the higher the risk the greater the need for control);
- the assessment should be appropriate to the nature of the activity and take account of possible changing circumstances.

- The risk assessment should take account of the qualifications and experience of the staff members who are leading the visit. It is reasonable for managers to accept that the qualifications and experience of the leaders may in themselves represent significant control measures for reducing risks to an acceptable level, and this might impact upon the length and detail of the information needed in the risk assessment.

9.5 Who should carry out a risk assessment?

- No specific qualification is needed to carry out a risk assessment. However, those conducting the risk assessment need to be suitably competent to do so. This means that they should have sufficient training, experience, knowledge, and understanding to be able to identify all significant hazards and to judge if and how associated risks can be lowered to a reasonable and acceptable level.
- Leaders who know the other staff members and the young people well, and are familiar with the planned activities and locations, are normally better placed to decide on appropriate control measures and make suitable judgements.
- Different people perceive hazards and the levels of risk differently, so it is always good practice to discuss possible risks and management strategies with the other visit leaders (and other more experienced staff) to establish a consensus of opinion. The risk assessment can be thought of as the recorded minutes of a staff meeting.
- If appropriate, additional advice and guidance should be sought from experts with relevant technical or local knowledge (e.g. the National Park Ranger, Coastguard, or LA Educational Visits Officer).
- Discussing and agreeing risk management strategies as a staff team
  - ensures ownership of the control measures and how these fit into the overall plan for the visit.
  - enhances the probability that management of the visit reflects the planning process.
  - ensures that the Visit Organiser both plans and manages the visit within the context of their own experience, knowledge and capability, together with that of the supporting staff they manage and deploy.
- A key purpose of the risk assessment is to raise awareness by prompting all participants to carefully consider, discuss, and agree issues together. The risk assessment process should therefore be collaborative, ideally involving both the staff team and the young people.

9.6 What are the stages of risk assessment and management?

- The Health and Safety Executive (HSE) recommends ‘Five Steps to Risk Assessment’, (see http://www.hse.gov.uk/risk/fivesteps.htm), but the HSE accepts that there is no single acceptable system for conducting risk assessments. The following stages of risk assessment, taken together, are recognised by the National Outdoor Education Adviser Panel as a sound risk assessment/management process for educational visits:

  - Establish clear aims, and identify anticipated outcomes - this is a critical point of reference that is essential in making sound judgements as to whether the level of risk is acceptable. It is a case of identifying “the ends”, so that there is some objectivity in addressing whether “the ends can justify the means”. It is therefore useful to consider the task as one of "Benefit-Risk Analysis", with the identification of the anticipated benefits as the first step.
• **Make effective use of relevant generic risk assessments** – Generic risk assessments provide a good foundation and starting point for the risk assessment process, and visit organisers are strongly advised to refer to relevant generic risk assessments in planning and conducting visits. These are based upon the general experience of previous similar visits, and highlight commonly identified hazards and control measures associated with general locations, events or activities. Generic risk assessments are particularly valuable as they assist leaders to identify likely hazards, and to discuss and agree together what should be considered as good practice, so that consistent standards can be applied and understood by all group members. East Riding of Yorkshire Council (ERYC) makes available a wide range of generic risk assessments, but other versions can be used instead, providing they are adequate. ERYC generic risk assessments require leaders to complete and amend the form to their own circumstances, to evaluate and accept the levels of risk involved, and to sign in agreement (see appendix VGA 9.1 and 9.2). All relevant generic risk assessment forms should be reviewed, amended, and agreed by all relevant staff (within each department or as a whole staff team, as appropriate) at the start of each academic year and - if required - for new types of visits that are planned later in the year.

• A **specific visit risk assessment** must be completed for each visit, and should include the significant risks associated with the particular venue and activity programme, the medical and behavioural needs of the group, and the expected environmental conditions during the visit. These assessments should normally be completed by the Visit Organiser (with advice and guidance from the EVC), but should be discussed with and agreed by the other leaders involved and young people where appropriate (see appendix VGA 9.3).

• An **“on-going” or “dynamic” risk assessment** is not normally written down, but involves leaders actively responding according to changing circumstances, and making sensible judgements to manage risks as they occur during the visit. Group leaders should be competent to recognise hazards, and they should be sufficiently aware of their own abilities, and the limitations of group members, to make spontaneous decisions, if required. This is particularly the responsibility of the Overall Group Leader and the other leaders on the visit, but all group members should be encouraged to take responsibility for their actions and to be alert to dangers that might affect themselves or others.

• These levels of risk assessment are illustrated in the following diagram:

**Ongoing/Dynamic Risk Assessment**

- Respond to unexpected events and new hazards encountered on the day - e.g. landslide removed pathway > detour required
  - All leaders of the visit should discuss and agree suitable response
  - Make sensible judgements to manage risks as they occur during the visit

**Specific Visit Risk Assessment**

- Agree additional issues regarding location, activities, and group members that apply to each specific visit - e.g. Whitby - cliff walk - wheelchair user
  - All leaders of the visit should discuss and sign form before the visit
  - Decide if the level of residual risk is acceptable for the activities to proceed

**Generic Risk Assessments**

- Agree good practice for certain types of visits, activities, locations, or transport - e.g. “Visits to coasts”, “Lowland walks” and “Travel by coach”
  - All visit leaders should discuss/agree standard practice, and review at least annually
  - Store in a known and accessible location so that staff can refer to when needed

**Generic Risk Assessments**

- Agree good practice for ALL visits - e.g. “All Educational Visits” and “All Travel”
  - All visit leaders should discuss/agree standard practice and review at least annually
  - Store in a known and accessible location so that staff can refer to when needed
• **Risk assessments should be regularly reviewed and revised.** The lessons learnt from previous visits and ongoing/dynamic risk assessments should inform future visit plans by being incorporated as refinements to the generic assessments.

• In summary, an ideal risk management process should include:
  – clear identification of the anticipated benefits.
  – input by the staff team at the planning stage.
  – input by young people where appropriate.
  – thorough briefing of staff, volunteer helpers, and young people.
  – referral to existing generic risk assessment documents and employer/establishment policies and operating procedures.
  – support and guidance from appropriate managers, the EVC (in schools), and the LA Educational Visits Officer.
  – identification of any training needs.
  – reflection on any lessons learned from the last similar visit.
  – reflection on lessons learned from other parties that have experienced problems with similar activities.
  – writing down any significant risks identified and the control measures required to address them, if these are not covered by generic risk assessments, policies and operating procedures.
  – after the event, a review and updating of any risk management format, identifying salient points to inform future visits.

• The main stages of risk assessment and management are described in more detail below:

9.7 **Download relevant generic risk assessments (see appendices VGA 9.1 and 9.2).**

• A wide range of written generic risk assessments for educational visits and offsite activities is available on the East Riding of Yorkshire Council (ERYC) educational visits web site [http://www.eriding.net/educ_visits/risk.shtml#gra](http://www.eriding.net/educ_visits/risk.shtml#gra). Links to this site are also available via ROVER. These identify common hazards and management strategies associated with most types of visits and offsite activities undertaken. If a visit or activity is not covered by these generic risk assessments, contact the LA Educational Visits Officer for assistance with obtaining a relevant generic risk assessment.

• For each visit, the Group Leaders and EVC should consider the Local Authority’s generic risk assessments and decide which ones apply to their visit. For example, for a day visit to the coast, the Leader might refer to the following generic risk assessments: “Travel by Coach” and “Visits to Coasts”.

• A small sample section of the “Visits to Coasts” risk assessment might look like the following:

<table>
<thead>
<tr>
<th>Significant Hazards</th>
<th>Control Measures to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clifftop walks</td>
<td>Group Leaders to ensure:</td>
</tr>
<tr>
<td>&gt; Slips/falls over cliff edge</td>
<td>] all briefed re. safety and good footwear</td>
</tr>
<tr>
<td></td>
<td>] group walk in single file</td>
</tr>
<tr>
<td></td>
<td>] keep on main path</td>
</tr>
<tr>
<td></td>
<td>] only use specified viewpoints</td>
</tr>
<tr>
<td></td>
<td>] leaders at front and back</td>
</tr>
<tr>
<td></td>
<td>] group wear helmets</td>
</tr>
</tbody>
</table>

9.10 **Adapt generic risk assessments**

• The relevant forms should be discussed with the other leaders (and also with the young people, if appropriate) and amended to indicate which control measures are agreed as appropriate, applicable, and acceptable (by ticking or crossing the control measures). The leaders should also add any extra control measures that may be considered appropriate.

• The following amendments might therefore be made to the example quoted above:
9. Risk Assessment and Management

<table>
<thead>
<tr>
<th>Significant Hazards</th>
<th>Control Measures to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clifftop walks &gt; Slips/falls over cliff edge</td>
<td>Group Leaders to ensure:</td>
</tr>
<tr>
<td></td>
<td>✓ all briefed re. safety and good footwear</td>
</tr>
<tr>
<td></td>
<td>✓ group walk in single file</td>
</tr>
<tr>
<td></td>
<td>✓ keep on main path</td>
</tr>
<tr>
<td></td>
<td>✓ only use specified viewpoints</td>
</tr>
<tr>
<td></td>
<td>✓ leaders at front and back</td>
</tr>
<tr>
<td></td>
<td>X group wear helmets</td>
</tr>
<tr>
<td></td>
<td>✓ demonstrate to group safe distance from cliff edge</td>
</tr>
</tbody>
</table>

9.11 Accept and agree generic risk assessments

- Leaders are advised to follow the procedure below:
  - Select and print off all relevant and helpful generic risk assessment forms (according to the type of visits and activities normally organised during the year). Additional forms that apply to one-off visits can be added later if required.
  - One set of forms is normally recommended for small staff teams, but one set per department is better for large staff teams.
  - One or two staff who have appropriate visit leadership knowledge and experience should initially complete a set of draft forms;
  - At a staff meeting early in the year, the draft forms should be introduced and left in a file for all those staff who organise or help lead such visits to inspect and consider over a short period of time.
  - At a second meeting, the staff should provide feedback, and then amend the form accordingly. Once the staff have agreed what standard practice should be adopted, they should add their names and initials in the table provided to indicate acceptance.
  - All forms should be checked and approved by the line manager/head of dept and/or visits coordinator (add approval signatures in the table below).
  - The generic risk assessments should be stored in a marked file in a clearly known and accessible place (e.g. staff room or dept office).
  - Forms that apply to all visits (e.g. “All Educational Visits”) or to visits that are frequently/regularly undertaken (e.g. “Visits to Museums”) should be normally be completed once, then reviewed, amended, signed and dated annually.
  - Additional forms that apply to occasional/one-off visits (e.g. “Overseas Visits”) can be completed when required. These should be reviewed, amended, signed and dated whenever such visits are planned.
  - Staff should ensure that they remain familiar with the agreed practice, and refer to forms as a reminder before visits if necessary (especially for activities that are less frequent or familiar to staff).
  - New leaders and volunteers should be asked to read all relevant forms and add their signed agreement before assisting with the organisation or leadership of a visit.
  - The forms should be reviewed and amended by all relevant staff annually (or more often if necessary), and immediately if new hazards are identified or new precautions deemed necessary.
  - Certain types of visits/activities may need to cease if the level of risk is considered unmanageable and unacceptable.
  - Although the aim of generic risk assessments is to establish agreed standard practice, there is still some scope for spontaneity and flexibility, providing staff can reasonably justify their actions.

9.12 How often should generic risk assessments be completed and signed?

- For visits that are organised frequently during the year, it is acceptable for leaders to sign the relevant generic risk assessments just once to apply to all the year’s visits. However, in such circumstances, Managers/EVC’s should ensure that copies of the risk assessments are accessible to all leaders (e.g. in the staff room) for reference during the year, and leaders should refer to them at appropriate times to remind them of the hazards and agreed control measures. Staff can always download or scan additional individual copies for themselves if required.

- It is good practice for leaders to review and update the generic risk assessment forms annually and to renew signatures of agreement.
For one-off or occasional visits/activities, new generic risk assessment forms may need to be completed and added to the file, and these can form the foundation of the risk assessment for the visit, before adding a specific visit risk assessment.

If amendments to these forms are deemed necessary at any time (for example, following lessons learned from an incident or following suggestions of improved control measures), then these generic forms will be amended and agreed accordingly.

New staff arrivals and prospective new leaders should be made aware of any generic risk assessments that are used regularly, and should be asked to read and add their signatures, in acceptance of the recognised and adopted safety measures.

Should copies of the generic risk assessments be taken on the visit?

For some visits - especially if the leaders have limited experience - it may be appropriate to take a copy of the generic risk assessments on the visit for staff to refer to, but this is not usually necessary. Group Leaders should have discussed and decided what the hazards are, and how they will manage them, before departure, and taking a written copy would normally be an unnecessary encumbrance. Group Leaders and managers should decide what is most appropriate in the circumstances.

However, Group Leaders should ensure that the agreed control measures are understood and complied with during the specific visit.

Specific visit risk assessments

The generic risk assessments form just the foundation of the risk assessment process, as they cover only common hazards and control measures that normally apply to all such activities. Department for Education guidance (2011) states that “a written (risk) assessment is not needed for every activity”. For straightforward, low-risk activities in familiar territory, a generic written risk assessment may often be sufficient.

However, for each visit/offsite activity Leaders should also normally complete a specific visit risk assessment, dealing with issues specific to the particular group, activities, or locations involved. For residential visits or visits involving high risk activities or environments, leaders must complete a specific visit risk assessment. If it is agreed that there are no additional significant issues to those already recorded in the generic risk assessments, this should be clearly recorded on the specific visit risk assessment form (or on ROVER) as evidence that the process has been followed. The specific visit risk assessment should also state which generic forms are relevant and have been referred to, and a note should be added if any control measures agreed previously on the generic risk assessment forms are not considered applicable or will not be complied with for that visit.

Additional control measures may be necessary to deal with hazards that are specific to each visit. For example, extra hazards might be associated with:
- a group member who has impaired mobility or vision
- a group member who needs regular medication
- a group member whose behaviour is challenging
- a BBQ or night hike organised by the group leaders during the evening
- a planned period of shopping in a city centre when the group are remotely supervised
- a planned walk along a cliff-top or across a busy city
- a residential venue that has a swimming pool available to guests
- a dormitory which has 3-tier bunk beds
- a venue that has a river running through the grounds

The specific visit risk assessment should not repeat the generic risk assessments, but should identify and record any significant hazards and agreed control measures which are not already stated in the generic risk assessments.

A pre-visit by the Group Leader(s) to inspect the proposed venue/activity provider is recommended, wherever possible, to help identify specific hazards and control measures that may not be apparent otherwise. The Visit Leader should request any relevant information from the venue/activity manager which will assist them to plan the visit and should also obtain adequate assurances regarding the safety and suitability of the venue/activity for the group.
When using an external provider, such as an activity centre, for which the Visit Organiser has received appropriate assurances, the Visit Organiser will only need to assess and record the risks for those aspects of the visit not covered by those assurances, and for which the Visit Leaders are directly responsible (e.g. transport to and from the venue and supervision during non-programmed time).

When using a provider, Visit Organisers will seldom need copies of their risk assessments. If the provider holds a valid Learning Outside the Classroom (LOtC) Quality Badge (or, in the case of adventurous activities within the scope of the schemes, an AALA licence or Adventuremark) this provides assurance that they meet accepted standards of risk management. Otherwise Visit Organisers should seek a written assurance that they have appropriate risk management systems in place – this could be done using the Service Provider Enquiry form (EV2) or by referring to statements published (for example – on their website) by the provider.

All members of the group may have a valuable contribution to this risk assessment and therefore the more people that can make a contribution, the more aware the party will be, and the stronger the risk assessment is likely to be.

Many visit leaders complete the specific visit risk assessment by systematically thinking through the visit from beginning to end and detailing, in chronological order, any additional hazards not mentioned in the generic risk assessment.

The specific visit risk assessment should also examine the risks that may be posed by particular individuals (staff or young people) on the visit, and should establish suitable control measures to ensure their safety and welfare. Some individuals, for example, may need additional staff support or closer supervision, whilst others might require specific medication.

The detail of the specific risk assessment should reflect the complexity of the visit – for example, short local visits usually need less planning than longer residential visits to a distant location.

Having identified the significant hazards and agreed suitable precautions/control measures, visit leaders should finally decide if the level of residual risk is acceptable for the activity to proceed, and then sign in agreement at the bottom of the form. The value and benefits of the activity should also be considered when making this judgement. It might therefore be considered reasonable and acceptable to go ahead with some activities which may be perceived generally as “high risk” (e.g. skiing or ice skating), providing the benefits outweigh the risks, and the risks can be managed to an acceptable level. For all visits, leaders should make sure that group members and parents/guardians are fully informed and give their consent.

9.15 On-going (or “Dynamic”) risk assessments

While written risk assessments must be completed before the visit, the process of risk assessment does not end as the visit begins.

As indicated above, the ongoing risk assessment is not normally written down during the visit, but involves leaders responding spontaneously to each circumstance, identifying any new hazards that might arise during the visit, and making sensible judgements accordingly to manage the risks involved. It is about applying sound decisions and group management strategies in appropriate situations. It involves professional judgements, informed by competence based on training and experience, and in practice it is these ongoing decisions that will largely determine whether the group remains safe and whether the activity is successful.

Leaders must therefore apply the control measures which were agreed in the generic and specific visit risk assessments, but continue to monitor how effective they are, and change, adapt and revise them as required.

On-going risk assessment is a process which is the responsibility primarily of the group leaders but all group members should be encouraged to take responsibility for their actions and to be alert to new dangers that might affect themselves or others.

Offsite visits take place away from the home site where many factors are subject to change outside the control of the visit leaders. Plans and activities must therefore be continually reviewed and adapted, or even cancelled if circumstances indicate that the
Visits Guidance (VG)

9. Risk Assessment and Management

risks have become unacceptably high. Leaders should ensure any subgroups are informed of changing circumstances they may not be aware of.

- To respond effectively to changing circumstances and risks, it is good practice for leaders to:
  - think ahead;
  - seek local and expert knowledge;
  - ensure that the designated deputy leader is capable of taking charge if necessary;
  - not make promises they may not be able to keep;
  - have an alternative activity available - Plan B;
  - be prepared to say "no";
  - have effective emergency procedures in place;

- Leaders may need to:
  - check the forecast and monitor the weather, water levels, conditions underfoot, traffic levels;
  - continually monitor the health, welfare, and motivation of all group members, including the other leaders;
  - adapt outdoor programmes because of, for example, high winds, high water levels, low temperatures or the response of the participants;
  - change from planned remote supervision to close supervision (e.g. because a city centre is busier or the weather is more extreme than expected);
  - change a programme because of non availability of a provider (e.g. a lifeguard for a swimming pool does not arrive as requested);
  - alter an activity because of reduced staffing (e.g. the behaviour, illness or injury of a young person requires the attention of one or more adults).

- It is good practice to have a risk-assessed alternative plan available, a “Plan B”, in case the programme needs to be changed.

9.16 Involving group members in the risk assessment and management process

- It is good practice for Group Leaders to involve the group members at appropriate times in the risk assessment and management process. This involvement encourages and enables all the group members to:
  - gain a better awareness and understanding of dangers;
  - learn how to assess and manage risks sensibly;
  - appreciate and accept restrictions and control measures that may be imposed;
  - to take responsibility for their own actions;
  - to take responsibility for others.

- For many visits (especially involving older groups), it might be helpful and appropriate for group members to be an integral part of discussions throughout the planning stages, and to take some responsibility for decisions and judgements made.

- On residential visits, the involvement of group members in the risk assessment process might be more appropriate at the briefing meeting on arrival at the venue (for example, by asking group members themselves what they think should be the best measures to reduce the risk of fire dangers in the building).

- It is an important educative process for young people to learn how to assess and manage risks, so every opportunity should be taken for young people to discuss and decide on appropriate actions – this is often far more effective and valuable than merely telling young people what is dangerous and what they must not do.

9.17 Checking and approval of risk assessments

- Copies of the Specific Visit Risk Assessment must be submitted for consideration and approval, if required or requested by the relevant managers (in schools, for example, this might include the Educational Visits Coordinator, the Head of Dept or Headteacher, and the Governors, in accordance with the school’s own Visits Policy).

- Managers may wish to see copies of the completed risk assessments for a visit, but this will not always be practical or necessary (especially if the visit organisers is regarded as competent and experienced). However, managers should periodically sample risk assessments and review them as part of their spot check monitoring procedures. Managers should always ensure that the Overall Group Leader has given clear written
assurances that appropriate risk assessments have been referred to, completed, and signed.

- In most cases, the Local Authority will not require copies of the risk assessments to be submitted or attached to the ROVER form. However, they might be specifically requested as part of the LA’s spot check monitoring policy.

9.18 Post Visit Review (see also Guidelines VGA 20 for further details)

- The post-visit review should be seen as part of the risk assessment process.
- Leaders should:
  - discuss and record any accidents, incidents or near-misses;
  - establish and record what can be learned for future visits;
  - ensure others are made aware of newly identified hazards or of management strategies that were not effective and need changing;
  - share with others successful strategies and good practice.
- Where a risk assessment has been reviewed and any significant changes are deemed necessary, this should be recorded clearly on the previous documentation and be both signed and dated.
Generic Risk Assessments – user guidance notes

1. What are Generic Risk Assessments?
   - Generic Risk Assessments highlight commonly identified hazards (i.e. things with the potential to cause harm) and control measures (i.e. ways of reducing the likelihood of the hazard causing harm) associated with general locations, events or activities (e.g. visits to coasts).
   - The overall aim of these Generic Risk Assessments is to help raise safety standards on Educational/Offsite Visits.

2. How can Generic Risk Assessments for Educational Visits help?
   - Generic Risk Assessments should help all those responsible for the organisation and leadership of educational visits by:
     – raising awareness of possible hazards and control measures that might not have previously been considered;
     – promoting recommended good practice;
     – providing information that can easily be shared with, and adapted by, all leaders (and group members) to ensure a common understanding of expected standards, good practice, and responsibilities during a visit.

   - Generic Risk Assessments should therefore help to:
     – **protect young people**, by highlighting ways of improving safety standards on educational visits;
     – **safeguard leaders** from the threat of litigation, by providing clear written evidence of the risk assessment and management measures that have been taken (as required by law);
     – **save considerable time and effort**, by providing an initial framework of ideas for discussion (rather than starting with a blank sheet of paper!).

3. How should Generic Risk Assessments be used?
   Generic Risk Assessments provide a useful starting point for discussion and consideration, **BUT** they must never be regarded as:
   - **Foolproof** – accidents can, and unfortunately will, still occasionally happen! (but at least they can help to show that leaders have given reasonable prior thought to the risks and control measures involved!)
   - **Comprehensive** – whilst generic risk assessments seek to identify and highlight key hazards and control measures, it should never be assumed that all significant issues have been recognised and included. Leaders still have a responsibility to add any significant issues that they feel have been omitted.
   - **Rigid** – forms are flexible, and must be adapted to each group’s own circumstances by adding further hazards/control measures that may be relevant, or deleting those hazards/control measures that are not appropriate or acceptable. Indeed, whilst the control measures suggested might all be worthy of consideration, it is understood that they are not all universally applicable for all groups and situations. However, if an accident were to occur as a consequence of a control measure not being adopted, a court of law might well expect the leader to justify that decision!
   - **One person's sole responsibility** - all risk assessments should be shared and discussed in advance with all the other leaders (including volunteer helpers). Wherever possible, the young people from the group should also be involved in this process.
   - **An Opt Out** – whilst Generic Risk Assessments should significantly ease the workload of leaders, considerable thought, discussion, and interaction are still required to complete the forms. A generic risk assessment is not complete unless it has been suitably adapted (see above and agreed as acceptable by all those responsible for the visit (evidenced by written and dated signatures)
   - **Complete** – in addition to using relevant generic risk assessments, a “Specific Visit Risk Assessment” form should be completed to identify hazards and control measures that are unique to precise locations, activities, and individuals within the group (see the blank “Specific Visit Risk Assessment form below). Furthermore, it must be clearly understood by all leaders that risk assessment and management is an ongoing process that involves far more than written
documents. Therefore, during a visit, all leaders must maintain a “Dynamic Risk Assessment” by remaining alert to, and responding to, changing circumstances or additional unforeseen hazards.

- **Static** - At the bottom of each form is the name of the person who initially wrote the generic risk assessment, together with the date it was last updated. Inevitably, during the course of time, various changes, corrections and improvements will be made. Users of the forms are encouraged to notify the Educational Visits Consultant of any mistakes or suggested amendments, so that the forms can be steadily improved, and thus become increasingly useful and effective tools for developing safe practice on educational visits. The forms may also need to be amended in the light of accidents, incidents or near-misses during visits. It is important therefore that leaders review visits after they return and, as part of the risk assessment and monitoring process, record and pass on to others lessons that can be learned for future visits. In particular it may be helpful to raise awareness of newly identified hazards or of management strategies that were not effective, or indeed to share with others successful strategies and good practice. Leaders should therefore note changes that do occur (by checking on the date of the last update), and regularly update any hard copies of these forms.

- **Visit Leaders** are advised to follow the procedure below:
  - Select and print off all relevant and helpful generic risk assessment forms (according to the type of visits and activities normally organised during the year). Additional forms that apply to one-off visits can be added later if required.
  - One set of forms is normally recommended for small staff teams, but one set per department is better for large staff teams.
  - One or two staff who have appropriate visit leadership knowledge and experience should initially complete a set of draft forms;
  - At a staff meeting early in the year, the draft forms should be introduced and left in a file for all those staff who organise or help lead such visits to inspect and consider over a short period of time.
  - At a second meeting, the staff should provide feedback, and then amend the form accordingly. Once the staff have agreed what standard practice should be adopted, they should add their names and initials in the table provided to indicate acceptance.
  - All forms should be checked and approved by the line manager/head of dept and/or visits coordinator (add approval signatures in the table below).
  - The generic risk assessments should be stored in a marked file in a clearly known and accessible place (e.g. staff room or dept office).
  - Forms that apply to all visits (e.g. “All Educational Visits”) or to visits that are frequently/regularly undertaken (e.g. “Visits to Museums”) should be normally be completed once, then reviewed, amended, signed and dated annually.
  - Additional forms that apply to occasional/one-off visits (e.g. “Overseas Visits”) can be completed when required. These should be reviewed, amended, signed and dated whenever such visits are planned.
  - Staff should ensure that they remain familiar with the agreed practice, and refer to forms as a reminder before visits if necessary (especially for activities that are less frequent or familiar to staff).
  - New leaders and volunteers should be asked to read all relevant forms and add their signed agreement before assisting with the organisation or leadership of a visit.
  - The forms should be reviewed and amended by all relevant staff annually (or more often if necessary), and immediately if new hazards are identified or new precautions deemed necessary.
  - Certain types of visits/activities may need to cease if the level of risk is considered unmanageable and unacceptable.
  - Although the aim of generic risk assessments is to establish agreed standard practice, there is still some scope for spontaneity and flexibility, providing staff can reasonably justify their actions.

4. **Who needs to see and check completed Risk Assessments?**
   - Completed risk assessments should be available for inspection, if requested, by all those who are responsible for overseeing, monitoring and approving visits (e.g. for schools; the Educational Visits Coordinator, the Headteacher, the Governing Body, and the LA Educational Visits Officer).
• Normally there is no need for additional copies to be sent to the LA. However, the LA Educational Visits Officer may request copies of documentation for specific visits that are causing concern, or for a spot check, as part of the LA’s standard monitoring policy.

5. When, and how often, should Generic Risk Assessments be completed?
• For generic risk assessments that are used frequently and/or regularly (e.g. “All Educational Visits” or “All Travel”), it may be appropriate and acceptable for the form to be completed, signed and updated annually by all those to whom it might have relevance (i.e. staff who wish to be involved in visits during the year). It is suggested that staff are directed to read the standard generic forms online, and then to sign a hard copy that is kept for reference in a clearly marked file in the staff room.
• For one-off or occasional visits/activities, new generic risk assessment forms may need to be completed and added to the file, and these can form the foundation of the risk assessment for the visit, before adding a specific visit risk assessment.
• New staff arrivals and prospective new leaders should be made aware of any generic risk assessments that are used regularly, and should be asked to read and add their signatures, in acceptance of the recognised and adopted safety measures.
• It is good practice for leaders to review and update the generic risk assessment forms annually and to renew signatures of agreement.

6. Where should risk assessments be stored, and for how long?
• It is suggested that hard copies of all generic risk assessments are kept for reference in a clearly marked file in the staff room/main office. It is important that staff can easily access and remind themselves of recommended safe practice. Staff can always download or scan additional individual copies for themselves, if required.
• Hard copies of completed and signed risk assessments should be retained by those responsible (i.e. for schools; the Headteacher and/or the Educational Visits Coordinator), at least until such time that they are confident that all issues/incidents arising from the visit have been dealt with fully. Whilst a young person might theoretically bring legal action against an establishment until they are aged 21, it is recommended that, for practical reasons, documentation is normally stored only for a year, unless there is good reason to suspect that further legal action might be taken (in which case, the information should be stored for longer, according to a risk assessment of the circumstances).

7. Are these Generic Risk Assessments compulsory?
• By law, those who are responsible for organising and leading visits should be able to show evidence of the risk assessments they have undertaken, and of the preventative control measures they have established to safeguard those in their care. There is no single acceptable method for this, and it would ultimately be up to the law courts to decide what level of risk assessment and management is deemed “reasonable”.
• These generic risk assessments reflect the LA’s ultimate responsibility in law (see “The Health and Safety at Work Regulations” 1999) to assess and manage the risks of activities, and to pass on to its employees recommended measures that it should consider adopting.
• It is not mandatory for staff to use these exact forms, and it is perfectly acceptable for leaders to complete their own risk assessments in a different format, if preferred. However, in the event of an investigated incident, leaders clearly might need to justify why they had chosen to differ from the procedures recommended by the LA.
<table>
<thead>
<tr>
<th>Significant HAZARDS</th>
<th>CONTROL MEASURES and PRECAUTIONS that staff agree to adopt as their normal practice</th>
</tr>
</thead>
</table>
| Inadequate staff competence and experience  
→ accidents/injuries | No specific leadership qualifications are required but the leader(s) will have had previous experience of ice skating at rinks, and of leading groups in similar environments  
If any instruction is given, this will be by a qualified Ice Skating instructor  
Staffing ratios will be in accordance with LA Visit Guidelines |
| Insufficient risk assessment and management planning  
→ accidents/injuries | This generic risk assessment will be read and completed in addition to the generic risk assessment “All Educational Visits” and “All Travel” which gives general safety guidance applicable to all visits, and other applicable generic risk assessments, such as “Travel by Coach” and “Visits to cinemas, theatres, museums, visitor centre and attractions”  
The ice rink will be checked to ensure that its facilities are safe and suitable (e.g. the venue manager should give written assurances of the quality of services and safety management systems provided – see External Service Provider Enquiry Form)  
The location will be pre-visited and specifically risk assessed by the leader, with advice from the School EVC and/or LA Educational Visits Consultant regarding particular control measures and/or procedures required  
N.B. It is sensible to inform parents and young people that ice skating is perceived by many as a “medium risk” activity, given that injuries (often quite serious) do occur quite frequently |
| Insufficient briefing of group members  
→ accidents/injuries | The Group Leader(s) will ensure that all group members are briefed regarding:  
the rules and safety procedures laid down by the venue’s management (e.g. direction of flow around the ice rink, skating together in groups etc.)  
the behaviour expected and required (e.g. no deliberate collisions)  
how novices can gain confidence and competence safely (e.g. keep close to the sides initially) |
| Collisions | The Group Leader(s) will ensure that:  
adequate support and guidance is given, especially to novices  
group members skate in the correct direction with the flow  
group members skate at a speed which is safe and appropriate for their level of competence  
group members skate in a sensible, controlled manner |
| Slips/falls/cuts | The Group Leader(s) will ensure that:  
group members have adequate full body clothing (covering arms/legs)  
group members have gloves (N.B. skates can cause enormous damage to hands/fingers)  
skates are fitted correctly and properly  
adequate physical support is given to novices |
| Additional Hazards? | Additional precautions? |
Appendix VGA 9.2 - EXAMPLE GENERIC RISK ASSESSMENT: ICE SKATING (at ice rink) – see www.eriding.net for other downloadable forms

Staff Agreement: “I have read and understood this risk assessment, and I agree to adopt as standard the control measures and precautions stated above”

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Generic Risk Assessments

- **Purpose** - to encourage staff to identify likely hazards, agree good practice, and apply consistent standards. Follow suggested procedure below (or similar):
- **Select and print off** - all relevant and helpful forms (according to the type of visits and activities normally organised during the year) – others (e.g. that apply to one-off visits) can be added later if required.
- **How many?** - one set of forms for small staff teams - or one set per department for large staff teams.
- **Complete draft forms** - initially by one or two staff with appropriate experience;
- **Staff meeting 1** - introduce and leave draft forms in a file for all relevant staff (i.e. those who organise or help lead such visits) to inspect and consider over a short period (e.g. a week).
- **Staff meeting 2** - discuss, amend, and agree main hazards and standard practice with all relevant staff (add names and initials in table below to indicate acceptance).
- **Staff members who cannot agree** with the general consensus should complete their own risk assessment, but this must be agreed and approved by the Headteacher/Manager.
- **Check and approve** - by line manager/head of dept and/or visits coordinator (add approval signatures in table below).
- **Store** - in a marked file in a clearly known and accessible place (e.g. staff room or dept office).
- **How often?** - forms that apply to all visits (e.g. “All Educational Visits”) or to regular/frequent visits (e.g. “Visits to Museums”) should be completed once, then reviewed, amended, signed and dated annually.
- **Additional forms** - that apply to occasional/one-off visits (e.g. “Overseas Visits”) can be completed when required – these should be reviewed, amended, signed and dated whenever such visits are planned.
- **Keep familiar** - with the agreed practice, and refer to forms as a reminder before visits if necessary (especially for activities that are less frequent or familiar to staff).
- **New leaders and volunteers** - should be asked to read all relevant forms and add their signed agreement before assisting with the organisation or leadership of a visit.
- **Review and amend** - by all relevant staff annually (or more often if necessary), and immediately if new hazards are identified or new precautions deemed necessary.
- **Stop** - this type of visit/activity if the level of risk is considered unmanageable and unacceptable.
- **Flexibility** - may be acceptable on occasion, if staff can reasonably justify their actions.
- **Specific Visit Risk Assessment** - is also required for each visit to address any extra issues relevant to the specific site/group/activities involved.
SPECIFIC VISIT RISK ASSESSMENT – Appendix VGA 9.3

(This form should be completed, in addition to any generic risk assessments that might be used, to record the risks associated with a specific visit, taking into account the particular activities undertaken, the locations visited, and the individuals involved – add extra sheets if necessary).

<table>
<thead>
<tr>
<th>Educational visit to:</th>
<th>Date(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of leader(s):</td>
<td>Ages/year group(s) of pupils:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LA generic risk assessments followed for this visit:</th>
<th>Other site specific risk assessments followed for this visit (please attach):</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Travel by coach + Visits to the coast + Residential accommodation</td>
<td>e.g. Robin Hoods Bay beach RA (created by Geog Dept 2 years ago) + Whitby YH provided RA for accommodation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific individuals at risk</th>
<th>Precautions and control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. anyone who may be at particular risk of harm, or might present a hazard to others</td>
<td>i.e. steps that will be taken to reduce the risk of harm to an acceptable level</td>
</tr>
<tr>
<td>e.g. Bob Jones - occasional epileptic seizures – risk of injury when falls or during seizure</td>
<td>e.g. Bob Jones – ensure medication taken – staff/pupils all aware and trained to provide gentle support and padding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time / place / activity</th>
<th>Significant hazards</th>
<th>Precautions and control measures</th>
<th>Overall risk acceptable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. when/where/why at risk of harm</td>
<td>i.e. how might people foreseeably be harmed?</td>
<td>i.e. what steps will be taken to reduce the risk of harm to an acceptable level?</td>
<td>i.e. has the risk of harm been reduced to a reasonable and acceptable level?</td>
</tr>
<tr>
<td>e.g. Tues a.m. – Whitby – fossil hunt</td>
<td>e.g. use of hammers rock splinters in eye</td>
<td>e.g. all participants required to wear goggles and helmets</td>
<td></td>
</tr>
</tbody>
</table>

Initial Risk Assessment carried out by (Name): Taff Bowles (Position): ERYC Educational Visits Officer Date: 01/01/13
**SPECIFIC VISIT RISK ASSESSMENT – Appendix VGA 9.3**

(This form should be completed, in addition to any generic risk assessments that might be used, to record the risks associated with a specific visit, taking into account the particular activities undertaken, the locations visited, and the individuals involved – add extra sheets if necessary).

<table>
<thead>
<tr>
<th>Time / place / activity</th>
<th>Significant hazards</th>
<th>Precautions and control measures</th>
<th>Overall risk acceptable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. when/where/why at risk of harm</td>
<td>i.e. how might people foreseeably be harmed?</td>
<td>i.e. what steps will be taken to reduce the risk of harm to an acceptable level?</td>
<td>(Yes or No?)</td>
</tr>
<tr>
<td>e.g. Tues a.m. – Whitby – fossil hunt</td>
<td>e.g. use of hammers rock splinters in eye</td>
<td>e.g. all participants required to wear goggles and helmets</td>
<td>i.e. has the risk of harm been reduced to a reasonable and acceptable level?</td>
</tr>
</tbody>
</table>

The risk assessment should be shared and discussed with all the leaders of the visit, and should only be approved once all significant hazards have been identified, the control measures are agreed, AND the overall level of risk has been reduced so far as is reasonably practicable and acceptable, taking also into account the likely benefits. If the overall risk level is considered unacceptable, additional precautions/control measures will need to be introduced. Any visit involving “high risk activities and environments” should be recorded as a Category “A” visit on ROVER and submitted for approval to the LA, as well as to internal managers. If in doubt, group leaders are advised to seek advice and guidance from the LA Educational Visits Consultant.

**Risk assessment carried out by:** Name(s): Position(s): Date:

**Staff agreement:** “I believe this risk assessment to be suitable and sufficient, and consider the overall risk level to be acceptable. I agree to adopt the control measures/precautions above, but will remain alert and ready to implement additional measures if circumstances change unexpectedly”.

(Add extra if necessary)

<table>
<thead>
<tr>
<th>(Add extra if necessary)</th>
<th>Name</th>
<th>Signature</th>
<th>Agreement date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Group Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Group Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Volunteer leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Volunteer leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Volunteer leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Volunteer leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Volunteer leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant/Volunteer leader</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Risk assessment approved by** Manager/Head of Dept/EVC Name: Signature: Date:

17 Initial Risk Assessment carried out by (Name): Taff Bowles (Position): ERYC Educational Visits Officer Date: 01/01/13