

Risk Assessment and Education Trips Policy

Responsible person: Matthew Potger

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New review date: September 2023

“Burlington House School” refers to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

THE WELFARE, HEALTH & SAFETY OF PUPILS STANDARD 3.

FIVE STEPS TO RISK ASSESSMENT

A risk assessment is an important step in protecting yourself, your co-workers and pupils, as well as complying with the law. It helps you focus on the risks that really matter in your workplace, the ones with the potential to cause harm. In many instances, straightforward measures can readily control risks, for example, ensuring spillages are cleaned up promptly so people do not slip or cupboard drawers kept closed to ensure people do not trip.

The law does not expect you to eliminate all risk, but you are required to protect people as far as is ‘reasonably practicable’.

WHAT IS RISK ASSESSMENT?

A risk assessment is simply a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. Workers and others have a right to be protected from harm caused by a failure to take reasonable control measures. You are legally required to assess the risks in your workplace so you must put plans in place to control risks.

HOW TO ASSESS THE RISKS IN YOUR WORKPLACE

1. Identify the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide on precaution
4. Record your findings and implement them
5. Review your assessment and update if necessary

Don’t overcomplicate the process. You probably already know whether, for example, you have to move heavy loads and so could harm your backs, or where people are most likely to slip or trip. If so, check that you have taken reasonable precautions to avoid injury.

When thinking about your risk assessment, remember:

- a **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc;
- the **risk** is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be

See <http://www.hse.gov.uk/risk/fivesteps.htm> for further guidance

- Risk assessment training will be provided by the school either through an external body or in small group seminars run by the Deputy Head - Academic
- Annually all staff are expected to watch 'Health & Safety in the workplace' DVD which will be provided by the Deputy Head - Academic
- Heads of Department will be required to provide written risk assessments of their teaching areas on an annual basis; these will be collated by the Facilities manager and stored in the school H&S folder
- All staff will be required to produce RA for trips and extracurricular activities such as enrichment
- The PE teacher is required to produce a risk assessment for all sports activities, matches and fixtures
- All trips and overnight stays must be RA (see below)
- Fire RA will be conducted annually via an external body

All risk assessment templates can be found in STAFFSHARE\FORMS TO BE COMPLETED\RISK ASSESSMENT.

SCHOOL TRIPS

CONTEXT

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Burlington House School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practising strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.

- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

APPLICATION

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Burlington House School:

1. Adopts National Guidance www.oeapng.info
2. Takes guidance from 'The Staying Safe Action Plan' and 'Health and Safety of Pupils on Educational Visits' (HASPEV).

All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

TYPES OF VISIT AND APPROVAL

There are three 'types' of visit:

1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.
2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.
3. Visits that are overseas, residential, or involve an adventurous activity.

SCHOOL LEARNING AREA- PARENTAL CONSENT

Consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time.

The school obtains blanket consent at the start of each year for certain other routine activities, eg. after school fixtures in our identified School Learning Area.

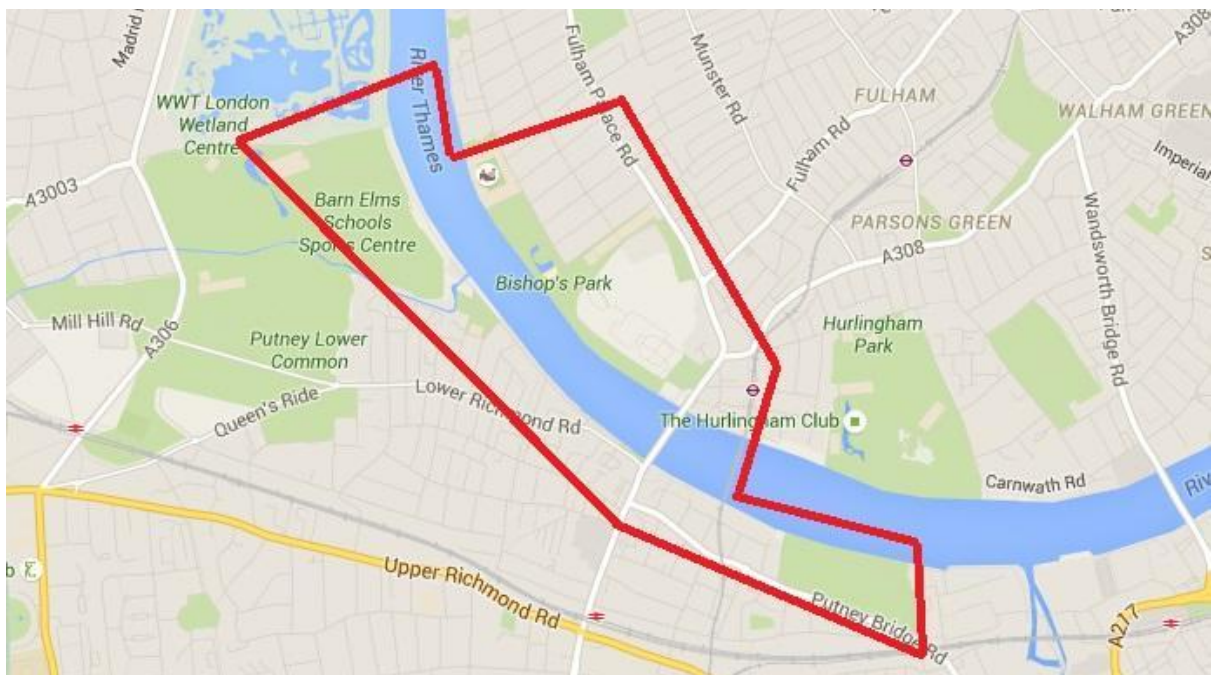
Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- do not require parental consent
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

The boundaries of Burlington House School's School Learning Area are shown on the map below. This area includes, but is not limited to, the following frequently used venues:

- Bishops Park
- Bishops Park Tennis Centre
- Fulham Palace
- Barn Elms Sports Ground
- Wandsworth Park
- Tintos



Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents so that consent is given on a 'fully informed' basis.

Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.

- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- A member of LT must give approval before a group leaves
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return
- Only staff judged competent to supervise groups in this environment are approved
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school
- There will be a minimum of two adults per party
- Staff are familiar with the area
- Pupils will be closely supervised at all times, particularly when crossing roads
- Pupils are fully briefed on what to do if they become separated from the group
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available
- The trip leader ensures that the office has their mobile number

Use of staff cars to transport pupils – Please see Safeguarding policy

ALL TRIPS

ROLES AND RESPONSIBILITIES

Trip leaders are responsible for the planning of their visits. They should obtain outline permission for a visit from the Deputy Head - Academic, via the TRIP BOOKING FORM prior to planning, and before making any commitments. This form contains enough information to allow the Deputy or Head of School to coordinate action if any problem or emergency arises. In cases of overnight or extended stays, there is an additional appendix to support financial planning. Once approved, they should check for a suitable date with the Academic Administrator. Once the trip has been approved, the Trip leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements in consultation with the appointed EVC (the Deputy Head - Academic).

The Trips Form can be found via the link on the **Cavendish Connect homepage**

The Trip Leader will have overall pastoral responsibility for the trip but should take a consultative approach with all staff members participating. There are likely to be instances where teaching staff will take on the role of support assistants where the tour operator is legally responsible for the teaching activities, this is particularly relevant in the case of Ski trips.

Clear expectations of behaviour should be given to both pupils and parents before the trip departs and a code of conduct agreed and signed by both pupils and parents that include sanctions for misbehaviour. Essentially good behaviour should be promoted by the staff rather than relying on sanctions for poor behaviour.

In extreme cases of misbehaviour, it should be agreed in advance with parents and guardians arrangements for the collection of pupils.

PLANNING VISITS, INCLUDING RISK ASSESSMENTS AND FIRST AID

It is essential that formal planning takes place; this involves considering dangers and difficulties that may arise and making plans to reduce them. The Trip Leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

Of considerable value when selecting a firm is the opinion of teachers from other schools who have previously used the firm. The firm should be willing to give names and addresses of customers from other schools, preferably ones who have used the same resort for the course being considered at a similar time of year.

Before booking a visit, the group leader should obtain a written or documentary assurance that the tour operator has assessed the risks and have appropriate safety measures in place.

A risk assessment should always be carried out before a school visit. The detail of the risk assessment will depend on the nature of the trip. Factors that may affect risk levels on school visits include:

- the pupils' age, maturity, competence, temperance and fitness as well as the suitability of the activity
- special educational needs
- the experience, qualifications and competence of supervisory staff
- the ratio of teacher to pupils
- the type of visit/activity and the level at which it is being undertaken
- the location, routes and modes of transport
- the quality and suitability of available equipment
- seasonal conditions or any weather factors
- how to cope when a pupil becomes unable or unwilling to continue
- the need to monitor risk throughout the visit
- contingency and emergency procedures

OTHER CONSIDERATIONS WHICH SHOULD FORM PART OF THE PLANNING STAGE INCLUDE:

- Communication arrangements
- Information for parents
- Preparing pupils
- Sanctions

By establishing a standard procedure for checking out of school visits, it is expected that accidents will be less likely.

Risk assessment procedures and templates are posted on the staffshare resource area and training available from external bodies or from the Deputy Head - Academic (EVC).

In order to risk assess a reconnaissance visit to the resort and accommodation is desirable, although this is not always possible, especially when the destination is outside the UK. It is preferable that this pre-visit takes place when another group of an equivalent age pursuing similar activities is in residence.

The party leader may request information on the instructors employed by the travel company including any qualifications they might hold. Additionally it is now necessary to request written confirmation of DBS checks for all employees who will have contact with pupils (where possible this should include the date the check was carried out as well as the DBS number). This information should be given to the Head's Personal Assistant to be added to the central register.

FINANCIAL PLANNING

Parents should be issued with an expression of interest letter and asked for an initial deposit that is non-refundable. The party leader should ensure that parents have early written information about the cost of the trip and a suggested payment plan. Parents should be given enough time to prepare financially for the trip. The Finance Manager will maintain a spreadsheet with details of payments. All cheques or monies should be immediately given to the Financial Officer to be banked and receipts issued. Please note, applications for bursaries up to the value of 50% should be made in writing to the Head and will be means tested.

When planning for trips, the total sum charged should include:

- A share of any additional staffing costs that might be necessary (for example in the case of a ski trip)
- Contingency money
- Transport costs
- Insurance
- (and where appropriate) equipment

This amount should equate to no more than 10-15% of the cost of the trip

SUPERVISION, INCLUDING RATIOS AND VETTING CHECKS

Although no longer compulsory, the school adheres to The Secondary Heads Association (SHA) on guidance for staff to pupil ratios (minimum requirements)

- 1:10** for trips abroad with minimum of 2 adults of opposite sexes if the group is a mixed party
- 1:15** for other residential visits with minimum of 2 adults of opposite sexes if the group is a mixed party
- 1:20** for day visits outside the walking distance of the school with minimum 2 adults of opposite sexes if the group is a mixed party
- 1:25** for a short local visit (perhaps during a lesson) where one teacher might be sufficient even for a mixed party.

The Association of Teachers and Lecturers (ATL) recommend in general that a ratio of 1:10 is an absolute minimum. For some potentially hazardous activities it may be 1:5 and a judgement can only be made when all the risks have been assessed. Teachers should keep a written record of that assessment and the reasons for the final decision. ATL also advises that "if in doubt, increase the number of adult supervisors" and in mixed groups have at least one male and one female teacher.

It is the school's policy that staff will supervise all activity trips, parent or other volunteers will not be used.

PREPARING PUPILS INCLUDING SPECIAL AND MEDICAL NEEDS

Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

The following factors should be taken into consideration:

- Is the pupil capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the pupil to participate at a suitable level?
- Will additional/different resources be necessary?
- Will additional supervision be necessary?

In these instances, the party leader should discuss the visit with the parents of pupils and the SENCo to ensure that suitable arrangements have been put in place to ensure pupil safety.

All supervising staff should be aware of a pupil's medical needs and any medical emergency procedures. If the pupil's safety cannot be guaranteed, it may be appropriate to make alternative arrangements for that particular child, for example in the case of a Ski trip, parents may request one to one support where appropriate (at an additional cost to themselves).

Parents should be asked to supply:

- Details of medical conditions
- Emergency contact numbers
- The child's GP's name, address and phone number
- Written details of any medication required (including instructions on dosage/times) and parental permission to administer. Please note without written permission, over the counter drugs such as paracetamol or travel sickness medication may not be administered by staff
- Parental permission if the pupil needs to administer their own medication or agreement for a teacher to administer
- Information on any allergies/phobias.
- Information on any dietary requirements

Where possible at least one member of staff attending the out of school visit should be First Aid trained. In instances where this is not possible, party leaders should ensure that they are aware of First Aid available at the venue or site and the nearest medical facilities.

COMMUNICATING WITH PARENTS

Before residential visits, or when children are to engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend.

It may also be appropriate to ask the firm whether it would be willing to contribute to a pre-visit parents' evening and briefing.

The following information on matters that might affect pupil health and safety should be given to parents:

- Dates of the visit
- Visit's objectives
- Times of departure and return
- Modes of travel, including the name of travel company
- Size of the group and the level of supervision
- Details of accommodation, with supervisory arrangements on site
- Procedures for pupils who become ill
- Names of leader and of other accompanying staff
- Details of the activities planned
- Standards of behaviour expected (this information may take the form of a code of conduct which parents should sign)
- What pupils should not take on the visit or bring back
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover
- Clothing and equipment to be taken
- Money to be taken
- Details on the cost of the visit

PLANNING TRANSPORT

The party leader must give careful thought to planning transport. The main factors to consider include:

- Passenger safety
- In the case of mini buses or coaches, whether the driver holds the appropriate valid licence *Please note that all minibuses and coaches which carry groups of 3 or more children aged between 3 and 15 years inclusive, must be fitted with a seat belt for each child and supervising staff are responsible for ensuring seat belts are worn
- Number of driving hours required for the journey and length of the driver's day *Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods
- Type of journey, local or will it include long distance driving, i.e. motorways.
- Traffic conditions
- Arrangements in case of breakdown/emergency
- Appropriate insurance cover
- Weather
- Journey time and distance
- Stopping points on long journeys for comfort breaks
- Supervision.
- Seat Belts
- Road safety
- Use of public transport such as the tube or a bus

WHILE ON TRANSPORT

The party leader is responsible for the party at all times, including maintaining good discipline. All group members should be aware of the position of the emergency door and first-aid and anti-fire equipment on transport. Regular head counts should be taken by the party leader, or other delegated teacher, and should always be carried out when the group is getting off or onto transport.

HIRING COACHES AND BUSES

The school is responsible for ensuring that coaches and buses are hired from a reputable company. Operators must have the appropriate public service vehicle (PSV) operator's licence.

When booking transport, the party leader should ensure that seat belts are available for pupils. Whilst seat belts must be fitted on coaches that carry groups of children, they are not legally required on buses.

INSURANCE

INSURANCE OF STAFF AND PUPILS

Teachers and non-teaching staff who participate in extra-curricular activities including out-of-school visits are covered by employers' liability insurance for any injury caused by accidents arising out of their employment. This usually covers any voluntary activities organised by the school. The employer's public liability insurance provides indemnity in respect of legal liability for injury or damage to third parties or their property caused by an employee in the course of his or her employment. In order to claim on this insurance the injured party has to prove negligence on the part of the employee. Therefore, if a pupil was injured as a result of negligence by a member of staff, the pupil would be covered by this insurance.

For extracurricular activities, pupils are not usually insured separately by LEAs or visit organisers (unless an injury is caused by negligence) and this point must be made clear to parents.

CENTRE INSURANCE

When planning an activity that involves caving, climbing, trekking, skiing or watersports, the school will confirm that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales).

The firm or agency which provides a package, for example PGL, must be insured against all third-party claims against it and its employees; details of their insurance cover should be requested by the trip leader and a copy provided to parents.

INDEPENDENT INSTRUCTOR INSURANCE

If the management of a school employs an independent instructor for any special activities, he or she should provide evidence of insurance cover, including professional negligence cover, examples may include: Martial Arts or Rowing.

TRANSPORT INSURANCE

If a vehicle is being taken abroad, further insurance is necessary to cover the vehicle and its occupants. The Association of British Travel Agents (ABTA) has its own scheme of guarantees and it is essential that any firm which offers a course or holiday, especially abroad, should be an ABTA member.

Outdoor Education and Adventure Centres must now be licensed through the Government's scheme. Only licensed firms should be used.

TYPE OF VISIT

When planning to use adventure activity facilities, group leaders should check whether the provider is legally required to hold a licence for the activities it offers and, if so that the provider actually holds a licence. It is illegal for a provider of licensable status to offer a licensable activity without a valid licence. A licensed provider does not necessarily have to hold a licence for all its activities. However, the following activities (where undertaken by young people under 18 years unaccompanied by a parent) need a licence: climbing, trekking, skiing, cycling, horse riding, walking, sledging or skating and watersports including sailing, canoeing and rafting.

COASTAL VISITS

Group leaders and other teachers should be aware that many of the incidents affecting pupils have occurred by or in the sea.

FARM VISITS

Farms visits should be carefully planned. Advice is contained in the DFES's letter dated 9 June 1997: Pupils Visits to Farms: Health Precautions and HSE's Avoiding Ill Health at Open Farms: Advice to teachers.

RESIDENTIAL VISITS

Issues to be considered include:

- The group should ideally have adjoining rooms, with teachers' quarters next to the pupils'; the leader should obtain a floor plan of the rooms reserved for the group's use in advance
- There must be at least one teacher from each sex for mixed groups
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- Where possible, the immediate accommodation area should be exclusively for the group's use
- Ensure there is appropriate and safe heating and ventilation
- Ensure that the whole group are aware of the lay-out of accommodation, its fire precautions/exits, regulations and routine and that everyone can identify key personnel
- Security arrangements should be in force to stop unauthorized visits
- The manager/owner of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people
- Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times
- There should be adequate space for storing clothes, luggage, etc
- Adequate lighting
- There should be provision for pupils with special needs and those who fall sick
- Windows should be secure and electrical connections safe
- Where possible, pupils should not be lodged in ground floor rooms

- The fire alarm must be audible throughout the accommodation
- There should be recreational accommodation/facilities for the group
- After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible

VISITS ABROAD

Many firms also provide cover for travelling abroad. Insurance for pupils travelling abroad requires high medical cover and, if hazardous sports are arranged, full rescue cover for these must be included. Helicopters are used frequently for mountain and ski accidents and large fees may be charged for this service.

Travel insurance cover should include:

- luggage and personal effects
- medical expenses
- loss of passport and tickets
- cancellation and curtailment
- repatriation
- personal liability
- teacher liability to pupils
- personal accident
- emergency assistance

The insurance offered by ski firms as part of their skiing package is normally adequate but there may be some variation in guaranteed snow cover. This is an important issue since the cost of transporting groups to where snow is available can be prohibitive.

It is the duty of The Governing Body to act in the role of a 'critical friend' and to challenge or support educational visits, including a review of Risk Assessment Planning.

STAFF COMPETENCE

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.

- Knowledge of the pupils, the venue, and the activities to be undertaken.

EMERGENCY PROCEDURES

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the trip leadership team.

The school has an emergency plan in place to deal with a critical incident during a trip (see [Emergency and Critical Incident Policy](#)). All staff on trips are familiar with this plan.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Local Authority and Governing Body.

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
 - a) An LA Emergency 'Card' (see EVOLVE Resources), or
 - b) An OEAP National Guidance Emergency action card ([Available via www.oep.info](http://www.oep.info))
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life saving action in an extreme situation. Emergency procedures are an essential part of planning a school visit. Included in this planning should be contact details of parents/guardians able to give permission for emergency medical treatment, as well as a second contact should the school be unable to contact the parents.

Groups on out-of-school visits will find it essential to carry written lists of all staff and pupils who make up the party including their home addresses and telephone numbers and the school's address and telephone number. Out-of-school visits which continue after school

hours should include the name, address and telephone number of the agreed 'home contact' person who will co-ordinate base support in the event of a serious problem.

If an accident happens, the priorities are to:

1. Assess the situation
2. Safeguard the uninjured members of the group.
3. Attend to the casualty
4. Inform the emergency services and everyone who needs to know of the incident.

WHO WILL TAKE CHARGE IN AN EMERGENCY?

The group leader would usually take charge and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator.

Pre Visit

A school contact person should be agreed with the teacher in charge of the out-of-school visit, normally the Head or a senior member of staff who is prepared to be continuously available at an agreed phone number for the duration of the out-of-school visit. This may be onerous for the contact person but is essential for the effective support of the party which is on the out-of-school visit. The contact person must have duplicate party lists and a list of all the contact details for pupils' parents or guardians.

Outline procedures regarding how information should be passed to all the relevant responsible people and to parents should be agreed.

Post Incident

There should be procedures for:

- (a) immediate action to be taken in order to safeguard all pupils and staff
- (b) summoning outside help from medical and emergency services
- (c) using the available resources to control the incident area and the pupils who have been involved in or have witnessed the incident.
- (d) informing the Head, chair of the governing body and the LEA of the incident and the action which has been taken
- (e) informing the police or the Health and Safety Executive if it is a reportable accident which results in serious injury (see Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985 in section 1)
- (f) informing parents, guardians or relations:
 - (i) of pupils who have been involved in the incident
 - (ii) of pupils who have been members of the group but not hurt or directly affected
 - (iii) of teachers who have been involved
- (g) the release of information to the media; this is normally undertaken by the Head or the LEA, not the teacher in charge of the out-of-school visit
- (h) protecting the pupils and staff from the overzealous attention of the media
- (i) arranging the support and counselling of pupils and staff where this is necessary
- (j) arranging for interviews and the accurate recording of statements from all those who are involved with the incident; it may be necessary to have the parents or guardians present whilst such interviews take place

