

# travelbound

Inspiration made easy



## STEP BY STEP GUIDE TO RISK ASSESSMENT

# Guide to Risk Assessment

## Introduction

We offer tailor made travel packages for schools, colleges, universities and sports groups. Naturally we want you to have an enjoyable time while you are away, but we also want you to stay safe and healthy too.

These documents have been compiled to assist you with the completion of your own trip risk assessment in order that you can manage the safety of your group for the duration of your trip.

## What can we do?

We encourage a positive attitude towards health and safety in all of the destinations we travel to, and our commitment towards this is demonstrated in the selection of accommodation, transport and activity suppliers with good health & safety practices in place.

## Accommodation

All accommodation suppliers we work with must provide as a minimum:

- A valid Operating Licence
- Evidence they are in possession of valid indemnity and public liability insurance
- Confirmation they comply with all Local and National Governing Body or Licensing Authority requirements.

In addition, our accommodation suppliers are asked to complete our accommodation safety assessment which covers fire safety arrangements, the existence of an appropriate food management system and general safety arrangements including swimming pools and security.

## Transport

All transportation suppliers we work with must provide as a minimum:

- A valid Operating Licence
- Evidence they are in possession of valid indemnity, public liability insurance and transport specific insurances.

In addition, our transport suppliers are asked as a minimum to agree to the standards laid down in our Coach Operator Land Transportation Code of Practice. Further our transport suppliers are also asked to complete our transport safety assessment which covers the management of driver hours & fatigue, driver recruitment (including CRB checks, where appropriate), vehicle maintenance and emergency procedures.

All air, rail and sea transportation provided as part of a tour complies with regulations set down by the appropriate Maritime and Coastguard Agency, Civil Aviation Authority or equivalent regulatory body in the country of operation.

Please note:

- Use of/standards of public transport used by groups or individuals during a tour is outside of our control.
- All UK sourced coaches will be provided with seatbelts. Please be aware however it is not a legal requirement in many overseas destinations for coaches and buses to be fitted with safety restraints.

# Guide to Risk Assessment

## Excursions

All activities and excursions conform to our own internal guidelines including, if applicable, the completion of relevant activity safety assessment paperwork based on the level of risk of the activity.

## What can't we do?

Whilst we can provide you with *some* of the information you require to complete a trip Risk Assessment, we are unable to complete the assessment on your behalf. The Group Leader has a responsibility under the Management of Health & Safety at Work Regulations (which also applies to educational visits) to ensure risks are assessed and appropriate control measures put in place. And whilst we are familiar with our suppliers, we are not familiar with your group members and / or the dynamics of your group, and this knowledge is integral to accurately assessing the level of risk a supplier might present to you and your group.



# Guide to Risk Assessment

## What Is Risk Assessment?

A risk assessment is a careful examination of what, in the trip / tour, could cause harm to members of the party, so that you can consider whether you have taken sufficient precautions or should do more to prevent harm.

Within the context of travel involving groups of children, teenagers and / or adults, a risk assessment sits alongside a **group management plan**. In other words, the means by which leaders ensure their group arrive home safely.

## Useful Definitions

**Accident** – ‘An unplanned or uncontrolled event, which has led to, or could have caused injury to persons.’

**Hazard** – Is anything that has the potential to cause harm. For example a wet floor has the potential for someone to slip, and cause an injury.

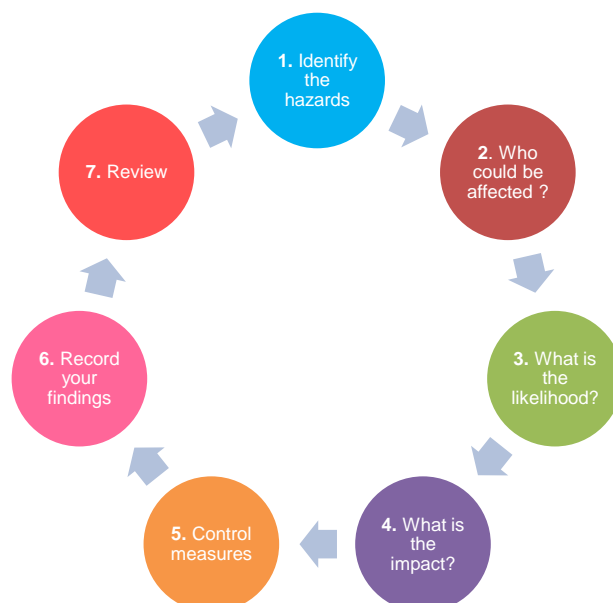
**Likelihood** – This is the probability of a hazard causing injury to a person. For example; if the floor is wet beside the main swimming pool of a large hotel, the more people who walk across it the greater the probability (or likelihood) of someone falling / slipping.

**Impact** – The severity of the outcome if the hazard is realised. Impact can range from low/minor i.e. cuts & bruises to high/major i.e. multiple injury or fatality.

**Control Measures** – This is something that has been implemented or installed to remove or reduce the likelihood of a hazard causing an accident.

## How do I do a risk Assessment?

Whilst there are many ways of presenting a risk assessment, it is important to recognise that the concept is quite simple:



# Guide to Risk Assessment

## For example:

A Teacher walks into a room and sees Malcolm balancing back on the back legs of his chair

1. **Hazard Identification:** The teacher identifies the hazard – an unsafe activity.
2. **Who could be affected:** Malcolm is the person at risk.
3. **Likelihood:** Likelihood of a fall is quite high.
4. **Impact:** The impact of that fall could be serious = high risk.
5. **Control Measures:** Malcolm told to sit straight on chair and observed doing so.

An important consideration is that the action – the control measure – is usually dependent on the person **not** the hazard. For example, if the person at risk was unlikely or unable to follow the simple instruction, “*sit straight*”, the teacher may have felt another control measure was appropriate.

**This simple example shows how risk assessment is an everyday occurrence; what is uncommon is to write risk assessments down, but even then, the process remains the same.**

One thing to remember is that the actual members of the group could have an impact on the level of risk. Putting two different groups in the same situation could result in different hazards, risks, or controls.

## The Risk Assessment Process

### ▪ 1. Identify the hazards

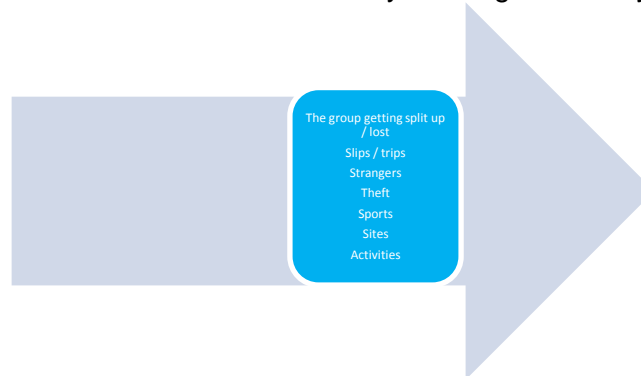
First you need to identify how the group or an individual could be harmed during the tour. It is easier to simplify the situation, for example you don't have to risk assess the location specifically – more the situation. E.g. you wouldn't risk assess the Eiffel Tower, you would risk assess the visit to a public site or monument and consider:

- The group getting split up / lost
- Slips / trips
- Strangers
- Theft

The control measures for these would relate to management of the group rather than the management of the Eiffel Tower itself.

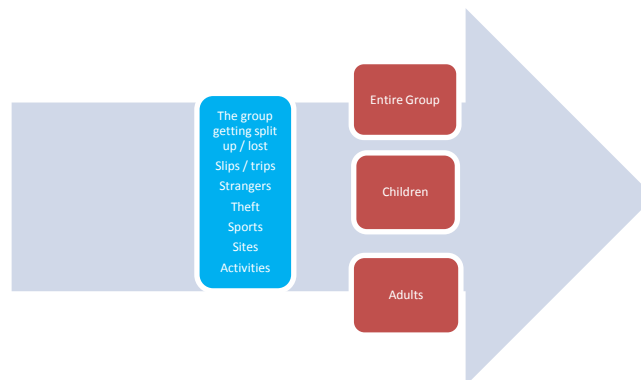
# Guide to Risk Assessment

Many visits on a tour could be assessed collectively in this generic way.



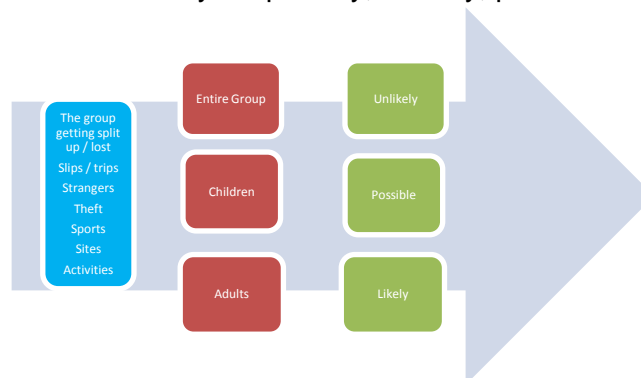
## ▪ 2. Who could be affected?

Identify who could be harmed; it could be the entire group, just the children or even just the adults.



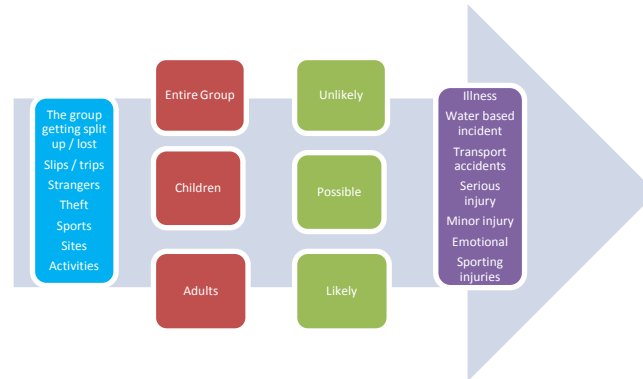
## ▪ 3. Likelihood

The next stage is to consider the likelihood of the hazards causing harm to an individual(s) or the group. There are many ways to categorise the likelihood when risk assessing, and depending on which guide or resource you look at they will have varying levels of likelihoods. However it can be looked at in a very simple way, unlikely, possible or likely.



#### ▪ 4. Impact

This stage is all about deciding what the impact would be on the affected individual(s); this could be cuts and bruises or more serious injuries such as broken bones or more.



#### ▪ 5. Control measures

The fifth stage is to think about some controls to ensure the group remain safe and well during the tour.

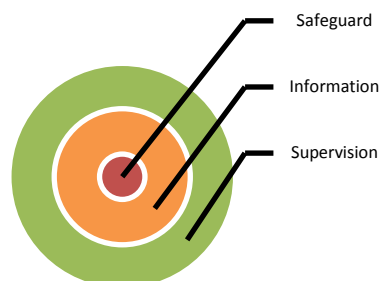
This can be done in 3 ways.

The first level of control will be through supervision and group management ensuring that any level of supervision is appropriate to the activity in question, e.g. the group visiting a public site or monument will need far less supervision than a group partaking in a white water rafting excursion.

The second level is around the information given to the group both prior to the tour and also during the tour itself. At this stage you can also ask your tour operator if they hold any relevant safety information about the supplier that would be pertinent to your risk assessment, for example they may have completed their own checklists or hold relevant documentation collected from the supplier.

The third level will be safeguarding the group, ensuring that they have the correct equipment and plans for the activities being conducted.

The diagram and table below show some example controls to consider, and the level of priority that should be given to each one – starting from the outside and working inwards.



# Guide to Risk Assessment

## Supervision

- Participant: Group Leader ratio
- Distribution of group leaders amongst group
- Group members needs
- Disruptive group members
- Qualified instructors

## Information

- Code of conduct
- Pre-tour briefing
- Daily briefings
- Activity specific information
- Tour Operator Information

## Safeguard

- Clothing & footwear
- Suncream
- Routes
- Equipment



# Guide to Risk Assessment

## Example – One venue; the same hazards, two different, but correct solutions.

Consider two groups visiting the Eiffel Tower for a sightseeing tour. Group A is a primary school visit with the children aged 9 –10; whilst Group B is from a secondary school with pupils aged 15 - 16.



From a generic viewpoint, the hazards will be somewhat consistent with any other large city. The significant hazards might include:

- Getting lost
- Other members of the public
- Illness
- Trips & minor injuries
- Petty theft
- Traffic

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

Group A may decide the appropriate control measure is to divide the group up according to their leader/pupil ratio (which in itself will also be influenced by the age of the children). Thereafter each leader stays in close control of their own sub-group.

Group B may feel that such close control was inappropriate, particularly since one of the objectives of the visit may be to educate the pupils in the management of their own safety. They may decide to allow more remote supervision, by providing more pupil instruction, establishing a pre-arranged meeting point and time to which pupils could always return, patrolling or stationing leaders as appropriate.

The above example clearly highlights that the unique characteristics of the group, and the individuals within it, dictate reasonable and appropriate control measures. **Therefore, it is unreasonable to expect the tour operator to complete this phase of the group management plan without a personal understanding of the group and its members.**

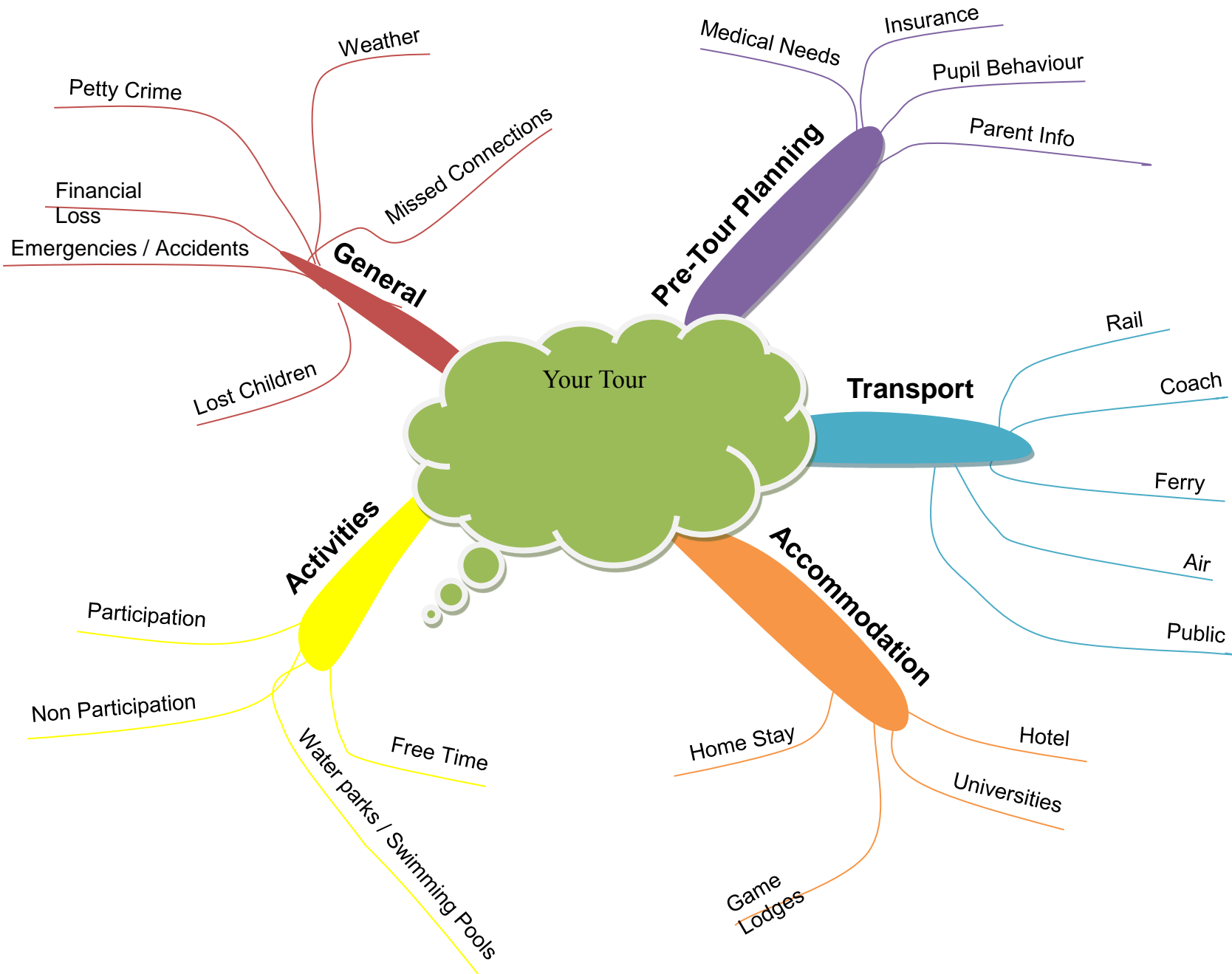
### ▪ 4. Record your findings

A written record of the assessment is important. There are various different formats available, you should use those adopted by your school or LEA.

### ▪ 5. Review

A number of tours and trips often follow the same pattern even when visiting different areas or destinations. It is good practice to review the assessment and the tour itself once it has been completed to ensure improvements are made.

# Risk Assessment Mind Map



# Guide to Risk Assessment

Section of Tour	Hazard	Suggested Control Measure
<b>Pre-Tour Planning</b>	Medical	Ensure party bring enough medication
	Insurance	Notify Insurance Company of activities/medical conditions
	Pupils Behaviour	Set out guidelines and code of conduct & consequences to parents/students in advance
	Parents Information	Parents Evening Consent Forms Q&A Session
<b>Transport</b>	Coach Travel	Tour Operator assessment of supplier completed
		Seatbelts on all UK Coaches
		Regulated Drivers Hours
		Maintenance Regime
		Implement disembarkation procedures during coach stops
		Ensure the party are aware of meeting point & times
	Ferry Travel	Sea transportation complies with regulations set down by the appropriate Maritime and Coastguard Agency
		Ensure the party are aware of meeting point & times
	Air Travel	Air transportation complies with the Civil Aviation Authority
		Arrange central meeting point at the airport
Rail Transport	Rail transportation complies with the equivalent regulatory body.	
Public Transport	Public transportation complies with the equivalent regulatory body.	
Vetted Drivers/CRB Checks	A child protection policy has been established committing the business to protect those children we take on holiday and those in the destinations we operate too.	
	CRB Checks where appropriate	
<b>Accommodation</b>	Hotels including Universities	Tour Operator assessment of supplier completed
		Electrical Fire Alarm
		Adequate Means of Escape
	Game Lodges	Adequate Means of Escape
	Home stays / Billeting	Same Sex Accommodation
		Similar Student Age
	Parent information evenings held	

<b>Section of Tour</b>	<b>Hazard</b>	<b>Suggested Control Measure</b>
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<b>Activities</b>	Free Time	Advise party what to do in the event of being lost
		Ensure the party are aware of meeting point & times
	Waterparks/Swimming Pools	All participants should be able to swim Identify non/weak swimmers
	Non Participation activities e.g. museums	All groups to have pre-arranged meeting point/time
	Participation e.g. white water rafting	Follow safety instructions at all times
Tour Operator assessment of supplier completed		

<b>General</b>	Lost Children	Headcount at each stop
		Buddy System
		Advise party what to do in the event of being lost
		Ensure the party are aware of meeting point & times
	Emergencies/Accidents	School Emergency Procedure's
		Tour Operator Emergency Support
	Petty Crime	School Emergency Procedure's
		Tour Operator Emergency Support
		Consular contact's
	Missed Connections	Tour Operator Emergency Support
		Check Insurance Cover
	Weather	Consider time of year when arranging a tour
	Financial Loss	We are fully ABTA bonded
	Free time	Code of Conduct
Advise party what to do in the event of being lost		
Ensure the party are aware of meeting point & times		

# Guide to Risk Assessment

## Further Advice & Acknowledgements

You Local Education Authority (LEA) will have their own policies and guidance surrounding visits available to you.

### Health & Safety Executive (HSE)

Five steps to risk assessment – INDG163 (rev3), revised 06/11  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf).

School trips and outdoor learning activities  
[www.hse.gov.uk/services/education/school-trips.pdf](http://www.hse.gov.uk/services/education/school-trips.pdf).

### School Travel Forum (STF)

Demystifying Risk Assessment – 10.02.05 v2  
<http://www.schooltravelforum.com/white-papers-guides/demystifyinigriskassessment>

### The Royal Society for the Prevention of Accidents (RoSPA)

School Trips: Adventures at home and away  
<http://www.rospa.com/safetyeducation/adviceandinformation/health-and-safety-at-school/schooltrips/adventures-home-and-away.aspx>

School Trips: Out and about  
<http://www.rospa.com/safetyeducation/adviceandinformation/health-and-safety-at-school/schooltrips/out-and-about.aspx>

### Outdoor Education Advisers' Panel National Guidance (OEAPNG)

National Guidance for Outdoor Education – 4.3c Risk Management  
<http://oeapng.info/>

### British Activity Providers Association (BAPA)

British Activity Holiday Association Members' Code of Practice 2011 / 2012  
<http://www.thebapa.org.uk/safety.aspx>

### Council for Learning outside the Classroom (CLoTC)

National guidance for planning learning and recreational activities that involve taking groups of children and young people to settings such as:

- the local environment
- places further afield e.g. visits to local libraries, museums and theatres etc.
- residential venues
- learning ventures abroad

<http://www.lotc.org.uk/>