

## 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:

**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 general 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 general good 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 general good practice for ALL visits - e.g. “All Educational Visits” and “All Travel”**

- All visit leaders should discuss/agree general good practice and review at least annually
- Store in a known and accessible location so that staff can refer to when needed

- **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/all-ages/educational-visits/risk-assessments/>. These identify common hazards and management strategies associated with most types of visits and offsite activities undertaken.
- **For further information, see the webpages from the Outdoor Education Adviser Panel national guidance:**  
 Access via [www.oeapng.info](http://www.oeapng.info)

### 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”?
  - What was “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:

- 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 generally good practice, so that consistent standards can be applied and understood by all everyone involved. 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 consider 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) usually 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** should normally be completed for each visit, and should include any additional 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). If there are no additional specific issues to note (beyond those already recorded on the generic forms), it is advisable to state that on the specific visit risk assessment form or on the EVOLVE approval form.
- 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 general 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 general good 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 general good practice for ALL visits - e.g. “All Educational Visits” and “All Travel”**

- All visit leaders should discuss/agree general good 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 EVOLVE. 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:

Significant Hazards	Control Measures to consider
Cliff-top walks > Slips/falls over cliff edge	<input type="checkbox"/> group members briefed re. safety and good footwear <input type="checkbox"/> group members walk in single file <input type="checkbox"/> keep on main path <input type="checkbox"/> only use specified viewpoints <input type="checkbox"/> leaders at front and back <input type="checkbox"/> group members to wear helmets <input type="checkbox"/>

**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 generally appropriate, applicable, and acceptable (by ticking or crossing the control measures). The leaders should also add any extra control measures that may generally be considered appropriate and helpful.
- The following amendments might therefore be made to the example quoted above:

Significant Hazards	Control Measures to consider
Cliff-top walks > Slips/falls over cliff edge	<ul style="list-style-type: none"> <li>✓ group members briefed re. safety and good footwear</li> <li>✓ group members walk in single file</li> <li>✓ keep on main path</li> <li>✓ only use specified viewpoints</li> <li>✓ leaders at front and back</li> <li>✗ group members to wear helmets</li> <li>✓ demonstrate to group safe distance from cliff edge</li> </ul>

**9.11 Discuss and agree generic risk assessments**

- There is no fixed process, but the following procedure is recommended:
  - ✓ 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 raise awareness of likely hazards and responses, there is clearly still scope for spontaneity and flexibility. Leaders must remain alert, flexible, and ready to assess and respond appropriately to each circumstance during the visit, and should not feel unduly constrained. Leaders should therefore assess each situation carefully and decide upon the most appropriate response based upon all the information available to them.

**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.

#### 9.13 **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 accepted as general good practice before the visit.

#### 9.14 **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. If it is agreed that there are no additional significant issues to those already recorded in the generic risk assessments, visit leaders are advised to record this on the specific visit risk assessment form (or on EVOLVE) as evidence that the process has been followed. The specific visit risk assessment form also enables visit leaders to record which generic forms are relevant and have been referred to, and to state if any control measures agreed previously on the generic risk assessment forms are not considered applicable or will not be adhered to during 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 additional 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 should provide adequate 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 and dynamically 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 bear in mind the control measures which were generally agreed in the generic and specific visit risk assessments, but continue to monitor how effective and appropriate they are in the circumstances, and be prepared to add to them or adapt and revise them if necessary.
- 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 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 should 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 EVOLVE 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/precautions (i.e. ways of reducing the likelihood of the hazard causing harm) associated with general locations, events or activities (e.g. visits to coasts, visits to theme parks, or pond dipping).
- The main aim of these Generic Risk Assessments is to help raise overall safety standards on Educational/Offsite Visits.
- They aim to fulfil the LA's legal responsibility to provide employees with relevant written risk assessments.
- They are not mandatory, but are made available as helpful tools for all those who have responsibility for the organisation and leadership of educational visits. If Headteachers/Managers choose not to use the LA-provided Generic Risk Assessments, they must ensure that adequate alternative risk assessments are undertaken, and that these are recorded and stored appropriately.

### 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 have previously not been considered;
- promoting general 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 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 and encouraging leaders to actively discuss issues and agree good standards of practice that can be applied consistently;
- **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! – it is generally easier to cross out the suggestions that may not apply, rather than to think from the start of all the issues that do).

### 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 still happen! (but the risk assessments do give written evidence to help 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. It is still up to the leaders to identify and add any other hazards or control measures that may appropriate;
- **Rigid** – generic risk assessment forms are flexible, and must be adapted to each group's own circumstances and needs by adding further hazards/control measures that may be relevant, or deleting/amending those hazards/control measures that are not appropriate or acceptable, or cannot practically be implemented for some reason. Indeed, whilst the control measures suggested on the form might all be worthy of consideration, it is understood that they are not all universally applicable or acceptable for all groups and situations (for example, the agreed control measures for a group of sixth formers might be very different to a group of nursery school children). The control measures on the form are only suggestions to consider, and NOT rigid rules and requirements laid down in law or by the employer. The purpose of the forms is therefore not to dictate to visit leaders what is required, but to raise awareness and prompt thoughtful consideration and discussion as part of the visit planning process. It is understood that visit

leaders will often face unexpected or unusual situations (including sometimes being presented with new learning opportunities that are too valuable to pass by) during a visit, and they should have the necessary experience and competence to dynamically risk assess each situation and to respond flexibly and appropriately to each circumstance. Visit leaders should always bear in mind the general practice agreed in the generic risk assessments, but it might be reasonable and acceptable in certain circumstances for visit leaders to choose not to adhere to control measures that had previously been agreed in the generic forms. For example, leaders might have agreed prior to a visit that in the event of the coach breaking down on a motorway that they would normally evacuate everyone from the coach onto safe ground at the side of the motorway. However, there might be particular circumstances (e.g. in adverse weather conditions), when this might not be the safest or most suitable response, so visit leaders should remain flexible and not feel unduly constrained by control measures that might have been earlier agreed, especially if safety might be compromised.

- **One person's sole responsibility** - all risk assessments should be shared and discussed in advance with all the other leaders (including volunteer helpers) involved as part of the visit planning process. Wherever possible, the group members should also be involved in discussions - this will help them to recognise hazards, to identify suitable control measures, and to take more responsibility for their own safety and welfare;
- **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 and agreed as acceptable by all those responsible for the visit (evidenced by written and dated signatures);
- **Complete** – the generic risk assessments identify likely hazards and suggest control measures to consider, but they do not provide a comprehensive list of all options. Users should delete or amend inappropriate and unacceptable options, and add extra measures in each section of the form, as necessary. In addition to using relevant generic risk assessments, a “Specific Visit Risk Assessment” form should normally be completed before the visit to identify foreseeable hazards and control measures that are unique to the precise locations visited, activities undertaken, and individuals within the group (see the blank “Specific Visit Risk Assessment form below) on a particular visit. 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 or Ongoing Risk Assessment” (this is NOT a form, and no written record is normally required) 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 LA Educational Visits Officer 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.

#### 4. What is the recommended process for using Generic Risk Assessments?

- **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 considered acceptable and approved by the Headteacher/Senior Manager.
- **Check and approve** – e.g. by line manager/head of dept and/or visits coordinator if appropriate
- **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 normally 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** - is still necessary. Staff should dynamically risk assess situations throughout a visit and respond appropriately, mindful of, but not necessarily totally constrained by, the general practice agreed in the generic risk assessments. However, staff should always have reasonable justifications for their actions.
- **Specific Visit Risk Assessment** - is also normally required for each visit to address any extra foreseeable issues relevant to the specific site/group/activities involved.

#### 5. Which Generic Risk Assessments should be completed?

- Generic risk assessments that apply to all visits (e.g. “All Educational Visits” or “All Travel” or “All Overseas Visits”) should normally be completed as a foundation for all other Generic Risk Assessments, and identify issues that are common to all visits.
- In addition staff teams should decide which other generic risk assessments will be relevant and helpful – this will depend upon the type of visits and activities that they normally organise during the year.
- Other generic risk assessments that were not originally considered at the start of the year, but apply to unscheduled visits later in the year, can be completed in addition, as and when required.

#### 6. 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 for schools, copies of the forms should be presented for inspection and checking internally if requested by the Head of Dept and/or Headteacher (according to the school’s own Visits Policy), but 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.
- For Youth and Children’s Service groups, copies of risk assessments should normally be presented for inspection and checking internally by a suitably experienced and competent Line Manager or Unit Manager (according to their agreed policy).

#### 7. When, and how often, should Generic Risk Assessments be completed?

- For generic risk assessments that apply to all visits (e.g. “All Educational Visits” or “All Travel” or “All Overseas Visits”) or for visits that are organised frequently and/or regularly (e.g. “Sports Matches” or “Visits to Cities” or “Visits to Theatres/Cinemas/Museums”), it is appropriate and acceptable for the form to be completed once initially, then reviewed, amended, and signed annually by all those staff who might be involved in organising and leading those type of 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 other occasional, non-routine visits, the relevant generic risk assessments can be completed and signed as required as the foundation for a risk assessment of the visit.

- New staff arrivals and prospective new leaders should normally 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.

#### **8. When should the generic risk assessments for outdoor or adventurous activities (e.g. Rock Climbing) be used?**

- The generic risk assessments for outdoor or adventurous activities should be used only on those occasions when members of your own staff are directly responsible for the leadership or instruction of the activities (e.g. your own staff are leading/instructing a canoeing group).
- If external service providers (e.g. instructors from a residential outdoor centre) are directly responsible for the leadership/instruction of activities, the Overall Group Leader is not responsible for completing risk assessments for each activity, and therefore the generic risk assessments are not applicable.
- However, the Overall Group Leader has a duty to check that the external activity provider has full safety management systems in place, and it would be appropriate to obtain a written assurance from the providers that they have their own risk assessments for each activity, and that these are available for inspection if required.

#### **9. 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 or department room. 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 Overall Group Leader and/or the Educational Visits Coordinator and/or Headteacher), 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 until they are aged 21, it is recommended that, for practical reasons, documentation is stored only for a period of 6 years, unless there is good reason to suspect that further legal action might be taken.

#### **10. 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 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, providing they are suitable and sufficient. However, in the event of an investigated incident, leaders clearly might need to justify why they had chosen not to adopt the forms provided by the LA.

<p><b>Significant HAZARDS</b> Likely places/ways that people could be seriously harmed</p>	<p><b>CONTROL MEASURES and PRECAUTIONS</b> <i>Consider carefully the suggested precautions below with all the staff in your establishment or department who help to lead offsite visits. Place a tick (in the box) against those measures that you decide together should generally be regarded as good practice and are normally applicable on your visits, and delete or put a cross against those that are not. Make any amendments that might be needed. Also record below any additional control measures and precautions that you agree may also usually be helpful and sensible.</i></p>
<p>Inadequate staff competence and experience → accidents/injuries</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> If any instruction is given, this will be by a qualified Ice Skating instructor</li> <li><input type="checkbox"/> Staffing ratios are in accordance with LA Visit Guidelines</li> </ul>
<p>Insufficient risk assessment and management planning → accidents/injuries</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This generic risk assessment is 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”</li> <li><input type="checkbox"/> The ice rink is 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)</li> <li><input type="checkbox"/> The location is 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/></li> </ul>
<p>Insufficient briefing of group members → accidents/injuries</p>	<p>All group members are briefed regarding:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.)</li> <li><input type="checkbox"/> the behaviour expected and required (e.g. no deliberate collisions)</li> <li><input type="checkbox"/> how novices can gain confidence and competence safely (e.g. keep close to the sides initially)</li> <li><input type="checkbox"/></li> </ul>
<p>Collisions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> adequate support and guidance is given, especially to novices</li> <li><input type="checkbox"/> group members skate in the correct direction with the flow</li> <li><input type="checkbox"/> group members skate at a speed which is safe and appropriate for their level of competence</li> <li><input type="checkbox"/> group members skate in a sensible, controlled manner</li> <li><input type="checkbox"/></li> </ul>
<p>Slips/falls/cuts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> group members have adequate full body clothing (covering arms/legs)</li> <li><input type="checkbox"/> group members have gloves (N.B. skates can cause enormous damage to hands/fingers)</li> <li><input type="checkbox"/> skates are fitted correctly and properly</li> <li><input type="checkbox"/> adequate physical support is given to novices</li> <li><input type="checkbox"/></li> </ul>
<p>Additional Hazards?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Additional precautions?</li> <li><input type="checkbox"/></li> </ul>

**Staff Agreement: “I have read and understood this risk assessment”**

Staff name (continue list overleaf if required)	Job title	Sept 2017 – 18 (Initials/date)	Sept 2018 – 19 (Initials/date)	Sept 2019 – 20 (Initials/date)	Sept 2020 – 21 (Initials/date)	Sept 2021 – 22 (Initials/date)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

**Generic Risk Assessments user guidance**

- **Purpose** - to encourage staff to identify likely hazards, agree general good practice, and apply consistent standards. The following procedure (or similar) is recommended:
- **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** – e.g. by line manager/head of dept and/or visits coordinator if appropriate
- **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 general good 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** – is still necessary. Staff should dynamically risk assess situations throughout a visit and respond appropriately and reasonably to each specific circumstance.
- **Specific Visit Risk Assessment** - is also normally required for each visit to address any extra foreseeable issues relevant to the specific site/group/activities involved.

### SPECIFIC VISIT RISK ASSESSMENT – Appendix VGA 9.3

This form should normally be completed, in addition to any generic risk assessments 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. If there are no additional specific issues to note (beyond those already recorded on the generic forms), it is advisable to state that in the form below or on the EVOLVE approval form

Educational visit to:	Date(s):
Name of leader(s):	Ages/year group(s) of pupils:

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

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

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

### SPECIFIC VISIT RISK ASSESSMENT – Appendix VGA 9.3

This form should normally be completed, in addition to any generic risk assessments 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. If there are no additional specific issues to note (beyond those already recorded on the generic forms), it is advisable to state that in the form below or on the EVOLVE approval form

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

The risk assessment should be discussed and agreed with all the visit leaders. If the overall risk level for any activity is considered unacceptable, additional precautions/control measures may be needed or the proposed activity might have to be cancelled. Any visit involving “high risk activities and environments” should be recorded as a Category “A” visit on EVOLVE and submitted for manager approval. If in doubt, group leaders are advised to seek advice and guidance from the LA Educational Visits Officer.

**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 understand the likely risks and the recommended precautions above, but will remain alert, flexible, and ready to respond appropriately to each circumstance during the visit”.

<i>(Add extra if necessary)</i>	Name	Signature	Agreement date
Overall Group Leader			
Deputy Group Leader			
Assistant/Volunteer leader			
Assistant/Volunteer leader			
Assistant/Volunteer leader			
Assistant/Volunteer leader			
Assistant/Volunteer leader			
Assistant/Volunteer leader			
Assistant/Volunteer leader			

Managers may also request to inspect and approve risk assessment forms

**Manager/Head of Dept/EVC** Name: \_\_\_\_\_ Position: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_