



SCHOOL JOURNEYS

Version	1.5
Name of policy writer	Euan Burton-Smith
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Record of Alterations

Version 1.0	Original
Version 1.1	Alterations
Version 1.2	None
Version 1.3	Alterations
Version 1.4	Alterations
Version 1.5	None

Approved by Chris Sellers

September 2023





Supervision ratios:

The recommended supervision ratios are:

One adult to every 4 pupils in Lower Kindergarten and Kindergarten

One adult to every 6 pupils in years one to three

One adult for every 10-15 pupils in school years four to six

Identification of a passenger assistant:

Passenger assistants are to:

- Prevent the driver being distracted by passengers
- Supervising children and in particular preventing any behaviour that could create a hazard
- Help passengers whom the driver may not be qualified to help
- Assisting in the event of a breakdown or other emergency

Emergency procedures

Breakdown.

In the event of a vehicle breakdown:

- The driver should move the vehicle off the carriageway (onto the hard shoulder on a motorway) and switch on the hazard warning lights. If this is not possible, it should be moved as far away from moving traffic as possible.
- The passengers should be moved out of the nearside of the vehicle and as far away from it and other traffic as possible. No one should stand between the vehicle and oncoming traffic.
- On motorways or other busy roads passengers should be taken onto the embankment or grass margin and as far from the traffic as is practicable.
- Passengers should be kept together in one group. Children should be kept calm and under constant supervision.
- If necessary, the driver should go for help, leaving the passengers with the passenger assistant. If the driver is the only adult present, he or she should not leave the children alone.
- The driver is to give the breakdown service, accurate details of the vehicle's location, and inform them if children or passengers with mobility problems are being carried. The Group Leader should have the app 'What Three Words' installed on their phone so that they can communicate with emergency services quickly as soon possible.



- The trip leader should telephone the school or nominated contact person, preferably with a mobile telephone kept on board for this purpose, to tell them what has happened and ask them to relay messages to parents and others.
- If the breakdown occurs on a motorway, it is better to use the roadside emergency telephone as this will enable the Police to pinpoint the vehicle's location.

Road traffic collision

- In the event of a road traffic collision, the driver and/or the passenger assistant must make the collision scene as safe as possible.
- Stop at the scene if you think your accident has caused injuries or damage to vehicles or property. It is an offence not to stop. If your car hits a dog or farm animal, you are required by law to report the incident to the police. If you hit a cat or wild animal, there is no obligation to report it, but you must ensure that the animal is not injured or suffering.
- Ensure the scene is safe: Switch off all engines, turn on hazard warning lights and alert oncoming traffic about the accident. Check that all the children are safe and move them to a place where they are out of danger and properly supervised.
- Do not move injured passengers unless they are in immediate danger of further injury from other vehicles or from fire or explosion.
- Call the emergency services immediately; provide them with information about the situation, any special circumstances (for example if carrying oxygen bottles) and if any passengers have special needs.
- Get the names, addresses and vehicle registrations of any witnesses (including passengers in the other vehicles involved).
- Take down the registration number, make, model and colour of all other vehicles involved in the accident. All drivers involved must exchange details by law. Ask them for their name, address, telephone numbers (don't just get a mobile number but a home number too) and insurance details. You must also provide this information about yourself.
- Record any other details you think may be important e.g. use of mobile phone, if you think the driver of the other vehicle has been drinking, weather conditions.
- Alert the school immediately – see the emergency contact details.
- Ensure one person (driver or passenger assistant) remains with the children.
- Do not allow child passengers to assist with repairing or re-starting the vehicle



and never allow them to push the vehicle.

- If the emergency services are called, the driver must stay at the scene of the collision until the emergency services (and anyone else with reasonable cause) have taken all the details. If possible, the names and addresses of all independent witnesses should be obtained at the scene.
- If the collision is 'damage only' and no one is injured, the driver should ensure that the vehicle is roadworthy before continuing the journey. If in doubt call the breakdown service.
- If the vehicle is inoperative ring the breakdown service and give them the details of your location and nature of the breakdown.
- Pickups and drop offs. Places where passengers are picked up and dropped off should be pre-arranged. Pick up and drop offs should only occur on the near side and not on the traffic side.

Passenger briefing

Passengers should be aware of the behaviour expected of them. Children in particular, should be briefed before the journey begins so that they understand why boisterous behaviour is inappropriate.

Passenger care

Drivers and/or passenger assistants must make certain that all passengers have:

- Boarded, are safely seated and are wearing properly adjusted seat belts, if fitted, before moving off.
- The doors must be properly closed but not locked before the driver moves off.
- They must make sure that all passengers have left the minibus and are clear of the doors before moving off.
- They should be aware of the danger of passengers' clothes becoming trapped in a door.
- Drivers should only use suitable, agreed, drop off points.
- They should ensure that passengers do not exit from doors opening into traffic.
- When collecting or dropping off passengers from/to premises on the offside of a one-way street, the vehicle should stop on the nearside and the passengers escorted across the road when it is safe to do so.

Seat belts

The passenger assistant must ensure that all passengers are wearing a seatbelt; it is not optional. It is important that seat belts and child restraints are correctly adjusted for the wearer to maximise their effectiveness. The basic points to note are:

- The belt should be worn as tight as possible
- The lap belt should go over the pelvic region, not the stomach



- Seat belts must be fitted to coaches carrying children. Only one passenger must use each seat belt. It is dangerous and illegal for a seat belt to be worn by more than one person at a time.

Accessibility

It is vital that passengers can easily board and leave the vehicle during normal use, and in an emergency. Every passenger must have easy access to the doors, which should be kept unlocked. Gangways must be kept clear of luggage at all times. Good accessibility also means that passengers should be able to enter and exit the vehicle comfortably.

Luggage

All luggage and equipment must be securely stored. It should also be evenly distributed so one side of the vehicle is not weighed down.

Fire hazards

In the event of a vehicle fire, the following is to happen:

- The passengers should be evacuated first, and moved as far away from the vehicle as possible before any attempt is made to extinguish the fire.
- Under bonnet fires should never be tackled but left for the Fire and Rescue Service.
- Drivers can assist the Fire and Rescue Service by pulling the bonnet release (but not opening the bonnet any further) as they evacuate the vehicle.

Risk Assessments

The Head Teacher will sign off all trip risk assessments two weeks prior to the visit. Whole school trip risk assessments to complete and share with all staff at least one week prior to the trip.


- The Deputy Head will write KS2 Trip Risk Assessments.
- The Assistant Head will write KS1 Trip Risk Assessments.
- The EYFS teacher will write EYFS Trip Risk Assessments

All staff are to use the annexed Risk Assessment proformas to this document. Should the venue / destination of trip have their own risk assessment, this should replace Appendix 3.





Appendix 1

 <p>The Mount School Preparatory School for Boys and Girls</p>		RISK ASSESSMENT FORM			
		The Mount School			
ACTIVITY: Offsite Visits – Travel by Coach			Group Leader: Teaching assistants		
Visit Details:				Date of Visit:	
Pick up Location:		Drop off location:			
Assessment by: Natalie Sandford			Date:		Target Date for review: September 2022
Approved by: Euan Burton-Smith		Position: Head Teacher		Date: September 2021	
Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures(CM's):		Additional CM's required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)
Driver error / Traffic accident	All on board	<ul style="list-style-type: none"> Only coaches from a bona fide, reputable company will be hired. All drivers are adequately trained and adhere to recommended standards, 		Group Leader to discuss with the driver about mutual expectations regarding the journey.	L
Inappropriate driving by driver	All on board	<ul style="list-style-type: none"> Group leader to discuss concerns with driver Stop the journey and phone the company for a new driver if it is felt the group is at risk 			L




Defective vehicles	All on board	<ul style="list-style-type: none"> Only bona fide, reputable companies will be hired 	Group leader to make visual inspection of interior and exterior of coach, draw any obvious defects to the driver's attention	L
Injury whilst vehicle is in motion	All group members, including leaders	<ul style="list-style-type: none"> All group members will be briefed to stay seated, wherever possible, during journey Group members will be instructed to use and fit seat belts correctly at all times during journey Aisles and emergency exits will be kept clear of obstructions 		L
Travel sickness		<ul style="list-style-type: none"> Identified potential sufferers to be seated near the front or coach toilet 		M
On-board toilet		<ul style="list-style-type: none"> Should only be used as an emergency 		L
Misbehaviour / injury to self, others inside coach, or passers-by		<ul style="list-style-type: none"> Leaders will sit at various separate locations to maintain good order and ensure young people keep seat belts on, and do not need to leave seats to ask questions etc. On double-decker coaches supervisors should be positioned on both decks. No food or drink to be consumed on the coach. 		L
Collision with passing vehicle whilst getting on or off the coach	All group members, including leaders	<ul style="list-style-type: none"> Safe locations will be chosen away from busy traffic to get on/off coach (e.g. coach park, onto wide pavement) Allocate one staff member to stand by and check doorway as young people enter / leave Brief group to enter and leave in an orderly manner. 		L
In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation	All on board	<ul style="list-style-type: none"> Staff to ensure group members are aware of emergency procedures, as appropriate. Follow directions by coach driver. All passengers to be evacuated away from passenger side of vehicle to safe resting place (beyond side barrier if possible), well away from passing vehicles. If above is not possible, passengers will be instructed to sit on side of vehicle furthest from moving traffic 		L



		<p>and remain wearing seat belts.</p> <ul style="list-style-type: none">• Ensure that Traffic Patrol officers are informed (0300 123 5000.) to place blue or amber flashing hazard lights between the coach and approaching traffic as soon as possible.• In an emergency, ring 999.		
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Appendix 2

 <p>The Mount School Preparatory School for Boys and Girls</p>		<p>RISK ASSESSMENT FORM</p>			
		<p>The Mount School</p>			
<p>ACTIVITY: Offsite Visits – Travel – On Foot, near roads</p>					
<p>Visit Details: Walk from school to coach and vice versa</p>				<p>Date of Visit: See overview</p>	
<p>Assessment by: Euan Burton-Smith</p>				<p>Target Date for review: September 2022</p>	
<p>Approved by: Euan Burton-Smith</p>		<p>Head Teacher:</p>			
<p><i>Significant Hazards and Associated Risks</i> Those hazards which may result in serious harm or affect several people</p>	<p><i>Those who might be harmed</i> Persons at risk from the significant hazards identified</p>	<p>Control Measures(CM's):</p>		<p>Additional CM's required? If existing CM's cannot be met or circumstances have changed</p>	<p>Residual Risk Rating (H / M / L)</p>
<p>All accidents</p>	<p>Pupils and Staff</p>	<ul style="list-style-type: none"> • Where possible, prior inspection of the intended journey will be undertaken by at least one group leader to identify potential hazards and choose safe walking route • The route will be planned to avoid fast or dangerous junctions or sections of road • Staff will be fully briefed with respect to supervisory responsibilities 			<p>L</p>



Collision with vehicular traffic (roads with pavements)		<ul style="list-style-type: none">• Young people given appropriate briefing regarding hazards and required behaviour e.g. remain on pavements unless instructed otherwise, courtesy to public, etc• The planned route utilizes wide pavements where possible• The planned route will cross roads only at designated crossing points or at specified locations which are considered to be low risk• All journeys, especially road crossings, will be closely supervised by staff• Young people will be briefed not to cross roads, unless and until specifically instructed to do so by staff• One supervisor (or appropriate group member) will be at the front of the group, one at the back, with the others positioning themselves alongside the group between the young people and the road itself.		L
Collision with vehicular traffic (roads with no pavements)		<ul style="list-style-type: none">• Walking beside roads with no pavements will be kept to a minimum, and only undertaken if the risk is considered reasonable, and there is no suitable alternative (consideration will be given to factors such as speed and business of traffic, and widths of road and verge)• Young people given appropriate briefing regarding required behaviour i.e. –<ul style="list-style-type: none">○ to stay together as one group, on one side of the road only○ to walk in a single file close to roadside○ to walk off the road and on the verge, if at all possible• The group will normally walk on the side of the road facing oncoming traffic, but the group leader will choose the safest side according to road conditions, width of verge, and visibility of traffic) Particular care will be taken around corners, when oncoming traffic		L



		<p>may not be visible</p> <ul style="list-style-type: none">• Leaders will be positioned at the front and back of the group. N.B. It will not normally be safe for staff members to walk alongside the group• If visibility is poor, leaders at the front and rear of the group will be positioned at an appropriate distance ahead and behind the group to give prior warning to oncoming vehicles (wear bright clothing - fluorescent, if possible; flags or signs might be used if appropriate to signal to drivers to slow down)• Leaders will warn group members of oncoming traffic and give instructions to the group to move onto the verge if appropriate• Roads will be crossed only at safe locations where visibility is clear and sufficient time is available to cross		
Collision with vehicular traffic when crossing roads		<ul style="list-style-type: none">• Young people given appropriate briefing regarding required behaviour when crossing roads e.g. walk, utilize pedestrian islands, cross in waves/small groups, leave clear exit at far side• Young people only to cross roads when specifically directed to do so by staff• Staff will be appropriately positioned and clearly visible to signal traffic to stop and guide group safely across		
REVIEWS:				
DATE OF REVIEW: September 2021	REVIEWED BY: <i>EBS</i>	COMMENTS:		

Appendix 3



Preparatory School for Boys and Girls



Trip Key Information

Place:		Date:		
Pick up from The Mount – Kaffir Road: TIME		Pick up from <i>'Insert location'</i> : TIME		
Trip Leader:		Children highlighted in green below have a medical need and must have their kit and (where applicable) their health care plan with them on the trip.		
Phone number:				
Classes Attending the Trip:		Other adults and children responsible for:		
Group 1 <i>Trip Leader name</i>	Group 2 <i>Name of adult</i>	Group 3 <i>Name of adult</i>	Group 4 <i>Name of adult</i>	Group 5 <i>Name of adult</i>
	Pupil A Pupil B			
	Group 7 <i>Name of adult</i>	Group 8 <i>Name of adult</i>	Group 9 <i>Name of adult</i>	Group 10 <i>Name of adult</i>
Notes:				
Implications for cover needed at school (break duties, lunch duties, after school clubs):				

Please use Pupil Asset to retrieve emergency contact details.



Remember to take your mobile phone.
Remember to use a school iPad for any photographs.
Remember to take this document.
Please remember to sign out of the building before leaving.
School number: 01484 426432

Signed: _____

Date: _____



Risk Assessment - Offsite Visit

Date: (1)	Assessed by: (2)	Checked by: (3)	Location: (4)	Assessment ref no (5)	Review date: (6)
Task / premises: (7)					

Activity (8)	Hazard (9)	Who might be harmed and how (10)	Existing measures to control risk (11)	Risk rating (12)	Result (13)
				L	A
				L	A



Notes to accompany Risk Assessment Form

- (1) **Date** : Insert date that assessment form is completed. The assessment must be valid on that day, and subsequent days, unless circumstances change and amendments are necessary.
- (2) **Assessed by** : Insert the name and signature of the assessor.
- (3) **Checked by** : Insert the name and signature of someone in a position to check that the assessment has been carried out by a competent person who can identify hazards and assess risk, and that the control measures are reasonable and in place. The checker will normally be the Head Teacher, School Manager or Director.
- (4) **Location** : insert details of the exact location, ie building, floor, room etc.
- (5) **Assessment ref no** : use this to insert any local tracking references used by the school.
- (6) **Review date** : insert details of when the assessment will be reviewed as a matter of routine. This might be in 1 year's time, at the end of a short programme of work, or longer period if risks are known to be stable. Note that any assessment must be reviewed if there are any significant changes – to the work activity, the vicinity, the people exposed to the risk, etc
- (7) **Task / premises** : insert a brief summary of the task, eg typical office activities such as filing, lifting and moving small objects, use of misc electrical equipment i.e. computer, hot plates and ovens.
- (8) **Activity** : use the column to describe each separate activity covered by the assessment.
- (9) **Hazard** : for each activity, list the hazards. Remember to look at hazards that are not immediately obvious. The same activity might well have several hazards associated with it. Assessment of simple chemical risks (eg use of cleaning chemicals in accordance with the instructions on the bottle) may be recorded here. More complex COSHH assessments should be recorded on the specific COSHH forms.
- (10) **Who might be harmed and how** : insert everyone who might be affected by the activity and specify groups particularly at risk. Remember those who are not immediately involved in the work, including cleaners, young persons on work experience, maintenance contractors, Estates personnel carrying out routine maintenance and other work. Remember also that the risks for different groups will vary. Vulnerable groups could include children on organised visits, someone who is pregnant, or employees and students with known disabilities or health conditions (this is not a definitive list).



For each group, describe how harm might come about, eg an obstruction or wet patch on an exit route is a hazard that might cause a trip and fall; use of electrical equipment might give rise to a risk of electric shock.

(11) **Existing measures to control the risk** : list all measures that already mitigate the risk. Many of these will have been implemented for other reasons, but should nevertheless be recognised as means of controlling risk. For example, restricting access to rooms for security reasons also controls the risk of unauthorised and unskilled access to dangerous equipment. Some specific hazards may require detailed assessments in accordance with specific legislation (eg COSHH, DSEAR, manual handling, DSE work). Where this is the case, and a detailed assessment has already been done in another format, the master risk assessment can simply cross-reference to other documentation. For example, the existing control measures might all be listed in a COSHH assessment. Controls might also include use of qualified and/or experienced staff who are competent to carry out certain tasks; an action plan might include training requirements for other people who will be carrying out those tasks.

(12) **Risk Rating** : the simplest form of risk assessment is to rate the remaining risk as high, medium or low, depending on how likely the activity is to cause harm and how serious that harm might be.

The risk is **LOW** - if it is most unlikely that harm would arise under the controlled conditions listed, and even if exposure occurred, the injury would be relatively slight.

The risk is **MEDIUM** - if it is more likely that harm might actually occur and the outcome could be more serious (eg some time off work, or a minor physical injury).

The risk is **HIGH** - if injury is likely to arise (eg there have been previous incidents, the situation “looks like an accident waiting to happen”) and that injury might be serious (broken bones, trip to the hospital, loss of consciousness), or even a fatality.

(13) **Result** : this stage of assessment is often overlooked, but is probably the most important. Assigning a number or rating to a risk does not mean that the risk is necessarily adequately controlled. The options for this column are:

T = trivial risk. Use for very low risk activities to show that you have correctly identified a hazard, but that in the particular circumstances, the risk is insignificant.

A = adequately controlled, no further action necessary. If your control measures lead you to conclude that the risk is low, and that all legislative requirements have been met then insert A in this column.



N = not adequately controlled, actions required. Sometimes, particularly when setting up new procedures or adapting existing processes, the risk assessment

might identify that the risk is high or medium when it is capable of being reduced by methods that are reasonably practicable. In these cases, an action plan is required. The plan should list the actions necessary, who they are to be carried out by, a date for completing the actions, and a signature box for the assessor to sign off that the action(s) has been satisfactorily completed.

U = unable to decide. Further information required. Use this designation if the assessor is unable to complete any of the boxes, for any reason. Sometimes, additional information can be obtained readily (eg from equipment or chemicals suppliers) but sometimes detailed and prolonged enquiries might be required.

For T and A results, the assessment is complete.

For N or U results, more work is required before the assessment can be signed off.

- (14) **Action Plan.** Include details of any actions necessary in order to meet the requirements of the information in Section 11 'Existing measures to control the risk'. Identify someone who will be responsible for ensuring the action is taken and the date by which this should be completed. Put the date when the action has been completed in the final column.