

# GOOD TO SEE

30 Culver Road, St Albans, AL1 4ED  
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## HEALTH & SAFETY

### Pre-visit inspections and risks assessments

We are happy to arrange pre-visit inspections for you, and include overnight accommodation if we shall be providing accommodation for your group. Where possible, this accommodation will be in the hostel, hotel or guesthouse where your group will be staying. If this is not possible (eg because the group accommodation is already fully booked) we will arrange an alternative on the basis that you will have access to the group's accommodation for your risk assessment. Dates are subject to agreement.

There will be a charge for this service but once you confirm a booking for 20 people or more, **this charge will be refunded** (refund limited to one night's bed and breakfast accommodation for one person).

### Top Tips for Health, Safety, and Peace of Mind

You will find full advice and suggestions on [www.teachernet.gov.uk](http://www.teachernet.gov.uk). The Government's, "A Handbook for Group Leaders" is available for download from this site.

Our Top 10 Tips are:

#### 1. Behaviour Contract

Ensure all students understand that a reasonable standard of behaviour is expected of them before the visit begins. Ensure also that they fully understand the consequence of failing to meet that standard. Might they be sent home, for instance? Consider requiring students to 'sign up' to the policy. Once in place, resist turning a blind eye to obvious lapses, otherwise students start to think it doesn't matter.

#### 2. First Aid and Emergencies

Decide in advance who is to have responsibility for medical records, student medication, first aid kit, insurance details etc at each stage of the visit, and the procedure to be followed in the event of an emergency. Ensure that all leaders and students know who to contact and the procedure to be followed.

#### 3. Leaders

Ensure that each leader is aware of his or her responsibilities eg for head counts, toilet visits etc and that he or she is accountable to the overall group leader.

Make each leader aware of the names, medical issues and personality traits of the students in their group

#### 4. Grouping

Divide students into groups having regard to who behaves well with whom, and – equally important – who doesn't!

Allocate a specific leader to each group, ensuring that each group member is aware of the identity of their allocated leader, and also the fact that the leader has authority over them (even if she is little Johnny's mum).

Sub-divide further via a buddying system, whereby pairs or trios of students are accountable for checking on each other on a regular basis.

#### 5. Communication

Establish channels of communication between group leaders and overall leader eg by arranging the exchange of mobile phone numbers, room numbers, briefings, debriefings etc. Ensure that a channel of communication is open to children, especially at night during residential visits.

Ensure also that you are able to comply at all times with your school's requirements for notifying and dealing with emergencies.

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## 6. Bags and Lunches

Suggest children use backpacks or similar so that hands are free (eg to hold a clipboard at the same time as holding a handrail while descending stairs).

Suggest bags are kept zipped or otherwise fastened to minimise the chances of pick-pocketing. Suggest also that bags are kept light and comfortable to minimise the chances of them being taken off and lost (or causing a security scare).

Fizzy drinks might be fun when shaken up like champagne but perhaps they're best avoided. Bottles and cans cause discomfort when packed in bags and are also hazards when they roll. Might carton drinks be better? Extra plastic bags can be useful, for collecting rubbish or for sitting on when it rains.

## 7. Travel

Ensure that students are supervised while awaiting transport, whether in a car park or on a station platform, and that they do not get on or off their transport without leader permission. Ensure that seat belts are worn (where appropriate) and that behaviour such as seat hopping does not cause inconvenience to other passengers or distract the driver.

Consider seating plans in advance to ensure supervision. Plan what is to happen with toilet visits and whether rules should be laid down, eg for exploring a train.

Luggage should be stored safely in appropriate places and students should not attempt to access it during the journey (chaotic and dangerous). Hand luggage should therefore contain all that is likely to be needed before arrival at your destination, including food, drinks, and jackets for toilet stops.

Buckets may not be appropriate on public transport, but it is never a bad idea to carry plastic bags and tissues in case of sickness.

## 8. Accommodation

Settle in advance who is to share with whom and ensure that students cannot change their rooming allocation without permission. Take time to acquaint leaders and students with safety issues such as fire exits from bedrooms and public rooms, and also rendezvous points. Ensure that students know where leaders are accommodated and how to make contact.

Decide in advance the rules you wish to impose regarding bedroom visiting, going into public rooms or outside the building, lights out, bathroom visits and the procedure to be followed in the mornings. Should students stay in their rooms until a certain time, for instance? Should they stay until called? Should they meet at a particular rendezvous point for breakfast?

## 9. Venues

Again, take time to acquaint leaders and students with safety issues such as exits, hazards and rendezvous points, and the procedure to be followed for toilet visits. Ensure that everyone is aware of where they are – and are not -allowed to go. Repeat head counts at various stages of the visit and establish what students should do in the event of becoming separated. Good supervision and a buddying system should make this extremely unlikely, but it never hurts to be prepared.

## 10. Maintained Vigilance

Monitor the visit at all times so that changes can be anticipated and acted upon. Changes might relate to the physical or emotional well-being of students or leaders (exhaustion, homesickness, friendship flare-ups etc). They might arise from the weather. Ensure that an activity continues to be suitable despite changing conditions, and have Plan B to fall back should the activity have to be cancelled or curtailed.