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# RISK ASSESSMENT ACTIVITIES AND EXCURSIONS FOR SCHOOLS

**This activities and excursions for schools risk assessment is an addition to the general “risk assessment school trip general” specific for the excursions and activities organized during a school trip. Please refer to the other risk assessment documents for specific assessments, such as family stays and residence stays.**

Hazards	Risk	Control measures <sup>1</sup>	Notes
Emergencies (general)		<ul style="list-style-type: none"> <li>✓ Students will be made of aware at the start of each activity of potential risks and what to look out for during each activity or excursion.</li> <li>✓ A meeting point and time will be agreed upon with the group leaders and the students at the start of each activity if applicable. The chaperone will advise the group leaders when it comes to establishing these and to inform about general rules of what to do in case students get lost. It will be the group leaders' responsibility to make sure the students have everything clear and understand everything.</li> <li>✓ Although the chaperone will do regular head counts, or check with the group's leader that they have conducted a head count at different moments and especially when getting on and off a bus, when separating and when reforming groups, it will be the group leaders' responsibility to make sure all students are there however and decide what to do in case students are missing.</li> <li>✓ The chaperone will check with the group's leader any arrangements made with students regarding visits to the toilet, free time and minimum group size when students go off into smaller groups.</li> <li>✓ The chaperone as well as the group leaders have maps and the chaperone briefs the leaders regarding routes and areas where they should pay special attention to specific circumstances.</li> <li>✓ Excursions and routes are planned to avoid fast or dangerous sections of the road and to make sure to use wide pavements and safe crossing points as much as possible.</li> <li>✓ The chaperone informs the group leader and the students of high risk areas, if applicable, to be vigilant of their belongings.</li> </ul>	<p>Unless otherwise informed or agreed, Spark staff members, including the group's chaperone, work of the following premises:</p> <ul style="list-style-type: none"> <li>➤ The group's leader will ensure to inform students about general rules of what to do when they get lost.</li> <li>➤ The group leaders will do regular head counts, establish supervision rules, divide groups with a supervisor and establish buddy rules for students to look after each other if so needed.</li> </ul>
Temperature and	Sun stroke, dehydration	<ul style="list-style-type: none"> <li>✓ All students and home supervisors are encouraged to bring or will otherwise be given a water bottle with their packed lunch that can be refilled.</li> <li>✓ In case of activities that include transport by private coach, extra water is brought on the coach to provide students with more water if needed.</li> </ul>	

<sup>1</sup> Group leaders = any staff members or volunteers from the school (teacher, head, governor etc) who come on the trip with the students and have assumed responsibility for the wellbeing and safety of the students.

Hazards	Risk	Control measures <sup>1</sup>	Notes
weather conditions		<ul style="list-style-type: none"> <li>✓ The itinerary is planned so as to avoid long periods of time being out in the sun and with sufficient time for breaks and meals and to reapply sun cream.</li> <li>✓ Whenever possible the chaperone leads the group to walk in the shade in case of high temperatures.</li> <li>✓ Contingency plans are made in case of extreme rain or adverse weather conditions and the chaperone and Spark staff will consider changes in weather conditions before running an excursion or event if it is deemed they might affect the safety or wellbeing of the students during the event.</li> <li>✓ A suggested packing list will be sent out to the group leader to recommend what to bring to protect students against certain weather conditions (cap, sun cream etc.).</li> </ul>	
Safety, welfare, water activities	Accidents and injuries, drowning	<ul style="list-style-type: none"> <li>✓ All activities and transport organized by third parties submit their risk assessment to Spark before Spark contracts their services.</li> <li>✓ Risk assessments of third parties are available to schools if they wish to see them (please note these are generally in Spanish).</li> <li>✓ Inscription forms require information regarding the students' swimming abilities and confidence.</li> <li>✓ Inscription forms require information regarding the students' swimming abilities and confidence. For any students who are NOT confident or competent swimmers, the group tour's responsible will be consulted to confirm whether an alternative should be suggested during any water activities.</li> <li>✓ The school tour's inscription form that is completed by the tour's responsible furthermore contains spaces on the students' swimming abilities and allows for further comments.</li> <li>✓ Spark has a separate risk assessment available for the kayaking activity, please refer to this document for specifics on this activity.</li> </ul>	
Remote supervision	Accidents, separation from group, inappropriate approach or attack from others, obtaining illegal substances	<ul style="list-style-type: none"> <li>✓ The group's chaperone recommends the group leaders in terms of safe and easily recognizable meeting points.</li> <li>✓ The chaperone can inform leaders about safe areas for students to enjoy their time with less supervision (a safe shopping street with easily located or centralized areas for the leaders to supervise from a distance).</li> <li>✓ All students should be reminded to check they still have the emergency contact details of the chaperone and the Director of Education in case of need before being allowed of during remote supervision times.</li> <li>✓ For students for whom remote supervision is not considered suitable, a plan can be made up with the chaperone to ensure they are more directly supervised.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The group leaders assess students all students as sensible, mature and competent enough to participate in an activity with less supervision (e.g. shopping time).</li> <li>➤ The group leaders should instruct the students regarding acceptable behaviour, meeting points and times and what to do if they are separated from the group or approached by a</li> </ul>

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			stranger or offered anything on the streets.