GREENE'S COLLEGE OXFORD

Policy for Off-site Activity

This policy was adopted in August 2026.

This policy is due to be reviewed in August 2027.

The person responsible for the implementation of this policy is the College Principal.

It is the responsibility of the College's Governing Body to ensure that this policy is reviewed and updated annually.

Introduction

Greene's runs off-site activities for a variety of reasons but primarily as a way of developing a student's investigative skills, independence and self-

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esteem. This document is provided to assist with the planning, preparation and delivery of off-site activities.

All concerned in the organisation of off-site activities need to appreciate that no amount of guidelines could cover every possible set of circumstances. The supervision of off-site activities requires the implementation of a constant assessment of the level of risk involved at all times along with the application of common sense and sound judgement.

This policy is designed to help staff ensure that students at Greene's stay safe and healthy on all off-site activities.

The procedures for organising an off-site activity should follow a number of steps and use the Greene's checklist for off-site activities:

Definition
This policy refers to an educational, cultural, social or sporting activity that requires the students who participate to leave college premises having been authorised to do so by the College Principal.

This especially includes occasions when students are involved in such activities as:

- Residential visits that require an overnight stay – such as for fieldwork
- Day visits to such establishments as museums, galleries, paces of historical interest
- Visits abroad

Approval of off-site activities
All off-site activities should be approved by the College Principal. Using their judgment, the College Principal may seek further approval and guidance from senior management.

Responsibility for organisation of off-site activities
The College Principal will approve the appointment of a member of staff to be responsible for planning and management of the off-site activity concerned. An off-site activity cannot take place if no member of staff can be appointed as being responsible.

Risk Assessment
The appointed member of staff will develop a risk assessment for the off-site activity concerned.

Communications with parents/guardians
Parents/guardians should be aware of every off-site activity their child wishes to be involved in. Parents/guardians are entitled to be as fully

informed as possible about the aims and planning arrangements of the proposed off-site activity.

An e-mail seeking parental/guardian consent should be sent at least two weeks before the proposed off-site activity and signed consent received by Greene's at least two days before the activity.

Emergency telephone contacts should be provided to the appointed member of staff for all students participating in the off-site activity.

Planning
All aspects of planning the off-site activity should be discussed and agreed with the member of staff's line manager before requesting approval from the College Principal.

Finance
The financial implications of the activity should be discussed with the College Principal and clearly communicated to all parents/guardians as required.

The appointed member of staff should discuss and agree with the College Principal all security arrangements for money and credit cards during the activity and agree procedures for their safekeeping.

Insurance
No activity should commence unless there is adequate insurance cover in place. The appointed member of staff should ensure that parents/guardians are informed of all insurance arrangements and be informed of their ability to increase the level of cover should they so wish.

Code of conduct
The Greene's code of behaviour will apply.

Managing the activity
The appointed member of staff should be aware of the "duty of care" which is placed upon them. The overall responsibility rests with the College Principal. All safeguarding and child protection policies and procedures will be followed.

The appointed member of staff should:
- complete all relevant paperwork before and after the activity as required.
- demonstrate a knowledge of the venue by making a preliminary visit if possible

- have a clear understanding of the roles of all adults involved in the activity
- be provided with a list of students in their care along with their personal details in case of emergency
- ensure that all risk assessments have been completed and that ongoing risk assessment are carried for the duration of the activity and amend organisation if necessary
- ensure that regular counts take place during the activity
- ensure that all students involved in the activity understand the expectations of their behaviour during the activity.

The minimum supervising adult to pupil ratio should be 1:15 for all visits. A higher ratio is necessary when:

- public transport is used (1:12 minimum)
- adventurous activities are included (1:10 minimum)
- visits are residential (1:12 minimum)
- visits are abroad (1:10 minimum)

It is desirable that a supervising adult of each sex should accompany mixed groups of students if possible. Supervising adults should always include someone who has a knowledge of basic First Aid.

Supervising adults should know of any special medical details relevant to a student.

Supervision is “full time” and responsibility for students lies with the appointed member of staff at all times.

All “free time” should be planned for and supervised.

Emergency procedures

A list of all participants – students and supervising adults – should be held at the College and by the appointed member of staff taking part in the activity.

Regular head counts should be taken and safety briefings should be held regularly. “Lost student” procedures should be established and understood by all adults involved in the activity.

Evaluation

The appointed member of staff should evaluate all off-site activities as soon as possible after return.

Checklist for off-site activities		
1.	Have the aims of the activity been determined and documented?	
2.	Have initial plans been presented to the College Principal (e.g. venue, costs, supervision, programme outline, risk assessment, etc.)?	
3.	Has the organiser completed a pre-visit (if possible)?	
4.	Has the organiser discussed the activity with the College Principal to ascertain viability of the activity and competence of adults to be involved? Has a member of staff been appointed as key contact and organiser?	
5.	Has approval been given by the College Principal?	
6.	If approval has been given by the College Principal, have risk assessments been completed?	
7.	Has communication with parents/guardians taken place? Have signed consent forms been received?	
8.	Have financial arrangements been finalised and communicated?	
9.	Has adequate and relevant insurance been arranged?	
10.	Is there a detailed plan that includes all of the above and – at a minimum– risk assessment, supervision arrangements, parental/guardian consent, transport and insurance?	
11.	Are students well prepared and briefed regarding their responsibilities, the activity programme and expected behaviour?	
12.	Are staff well prepared and briefed regarding their responsibilities, programme, schedule, student details, resources/equipment needed, emergency plan, etc.?	
13.	Has the activity been evaluated?	

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Extended checklist for residential off-site activities		
		Y/N
1.	Have the educational aims of the visit been clearly identified and agreed upon?	
2.	Is the visit appropriate to the age, ability and aptitude of the group?	
3.	Has there been suitable preparation for students prior to the visit?	
4.	If using an external provider or tour operator, has suitability of the provider been checked?	
5.	Are transport arrangements suitable and satisfactory?	
6.	Is the accommodation suitable?	
7.	If the visit is abroad, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?	
8.	Has a pre-visit been undertaken?	
	If not, have appropriate additional checks been carried out?	
10.	Do the supervising adults in the party have the appropriate skills for the visit?	
11.	Have all adults on the activity been approved by the College Principal as to their suitability and DBS checked?	
12.	Will the level of supervision be adequate at all times?	
13.	Is the appointed member of staff aware of and comfortable with his/her role?	
14.	Are all other supervising adults aware of and comfortable with their roles?	
15.	Have the risk assessments been checked?	
16.	Is insurance cover adequate?	
17.	Does at least one supervising adult know the students taking part in the activity, including any behavioural traits?	
18.	Have students been advised about expectations for their behaviour?	
19.	Are students fully aware of the purpose of the visit?	

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20.	Are parents/guardians fully aware of the purpose and nature of the visit, including contingency plans?	
21.	Has written consent been obtained from parents/guardians?	
22.	Has relevant information been issued to parents/guardians? (e.g. clothing, equipment, itinerary, etc.)	
23.	Are staff aware of any medical needs and/or other relevant details for students?	
24.	Has parental consent been gained for the administration of necessary medication?	
25.	Has parental consent been gained for the administration of specific drugs, injections – (by community nurse, doctor, self-administration for inhalers, etc.)?	
26.	Are adults aware of any relevant medical conditions of other adults within the group?	
27.	Does at least one member of staff have a good 'working knowledge' of First Aid?	
28.	Is a First Aid Kit (appropriate to the visit) to be taken to the activity?	
29.	Has the suitability and safety of transport been considered?	
30.	Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. e.g. Plan 'B', and have these been risk assessed?	
31.	Do supervising adults have emergency contact phone numbers for designated senior college staff?	
32.	Are supervising adults aware of the appropriate action to be taken in the event of an accident, incident or emergency?	
33.	Can the appointed member of staff access information about the local weather and local conditions and be able to act upon it appropriately?	
34.	Will the group leader be in possession of a mobile phone and will reception be good in the area being visited? Is the college aware of the telephone number?	
35.	If specialist clothing or equipment is required, are procedures in place to check its suitability?	
36	Have all financial matters been dealt with	

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.	appropriately?	
37.	Has the visit been approved by the College Principal?	
38.	Are full details of the visit on file at the college?	
	Immediately prior to the visit:	
39.	Do all supervising adults accompanying the group have a list of students, with emergency contact details, participating in the activity?	
40.	Does the college have a list of the names of and contact details for all participants, including adults?	
41.	Do supervising adults have sufficient funds to allow for any contingencies?	
42.	Do supervising adults have relevant materials for the success of the activity? – clipboards, materials, equipment, etc.	
43.	Will pupil numbers be checked regularly?	
44.	Will the group be warned about potential hazards in advance?	
45.	Will the group be made aware of the procedures for walking in congested areas – heavy traffic, narrow or busy pavements, crossing roads?	
46.	If the students are working by remote supervision, is there a clear recall system that the students understand?	
47.	If a rendezvous point has been arranged after a period of time, will all students and adults know exactly where and when to meet?	
48.	Will students know what procedures to follow if they become separated from the main group?	
49.	Will on-going Risk Assessment be conducted and the programme adapted if necessary to suit changes in circumstances?	
	At the end of the visit:	
50.	Are there appropriate arrangements in place for the dismissal of students?	
51.	Will the appointed member of staff report back to the College Principal?	
52.	Will the group be debriefed and any relevant work completed?	

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53.	Have all loose ends been tied up – papers collected, equipment gathered in, thank you letters written, etc.?	
54.	Will the visit be evaluated with points being made for future visits?	
55.	Will all staff and helpers be thanked for their input?	

Additional Guidelines

Risk assessment
Safe practice is a state of mind. Safety cannot be guaranteed simply by setting out rules, regulations and procedures that must be adhered to.

Assessing risk is something everyone does on every day of everyone's life and the consequences of our actions are always being considered. The difference is that organising an activity or visit makes a member of staff responsible for the welfare of the students in his/her care and it cannot be claimed that all reasonable steps have been taken without having produced, used, continually monitored and reviewed a comprehensive risk assessment.

Risk assessment and risk management include nothing more than a careful examination of what, during off-site activities, could cause harm to people. A decision can then be made as to whether all that is reasonably practicable has been done to prevent harm.

As with any other aspect of college activity, Greene's must give careful consideration to the hazards involved in an off-site activity and ensure that any areas of risk are contained within acceptable limits. All activities involve a level of risk and risk assessment includes the assessment of hazards and their management so as to reduce the risk to an acceptable level.

For off-site activities, there are three recognised levels of risk assessment:

1. *A generic risk assessment of the generic risks of the activity.*
This risk assessment must be referred to by the appointed member of staff in planning and conducting the visit.

2. *A specific risk assessment of the activity.*
This includes the specific risks of the venue and programme, the medical and behavioural needs of the group and the expected conditions.

3. *An ongoing risk assessment.*
This is a continuous process of judgement before and throughout the activity. It is the responsibility of the nominated member of staff and other supervising adults on the visit and is very important.

First aid and medicines
The level of first aid provision for an activity should be based on risk assessment. At least one person, trained to an appropriate level based on the risk assessment, should accompany each group. First aid provides 'immediate temporary care', and in any doubt, medical advice should be sought as soon as possible. The appointed member of staff must find out how to contact medical help in the location visited before this is required.

It should be ensured that a first aid kit appropriate to the visit should always be carried by each group.

No drugs, other than those prescribed by a physician, should be administered to a student. Supervising adults cannot be expected to administer drugs but can volunteer to undertake the role. Students who are authorised by parents/guardians to self-administer could do so under supervision.

During off-site activities, arrangements should be made for the control and administration of prescribed drugs to students on the basis of signed information and consent forms from parents/guardians. Similar arrangements may be made for non-prescription drugs such as painkillers.

Insurance
No off site activity, however brief, should start off unless there is adequate insurance cover in place. There are many types of insurance that it might be necessary to acquire depending on the type of activity to be undertaken:

- personal accident cover for all adults including tutors
- personal accident cover for all students
- employers' liability
- public liability
- medical and related expenses particularly when abroad
- loss or damage to hired equipment
- special activities
- emergency costs including accommodation and transport
- compensation against cancellation or delay, loss of personal possessions, baggage and
- money
- legal assistance in the recovery of claims
- failure or bankruptcy of an agent or travel company
- travel abroad

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The cover provided must be adequate for the activities planned. It is important to ensure that all insurance arrangements, including the extent and limits of the cover, are made clear to parents/guardians as they may wish to extend the cover themselves.

Supervision
Tutors are not “in loco parentis” as the care they are expected to give is in a
`professional not family context, and the number and type of specific interactions required are different in principle from those exercised by parents. There is a body of opinion across the (teaching) profession as to reasonable standards, not necessarily applicable to individual parents and families.’

However, the ‘duty of care’ as a contractual obligation for all staff, places a specific responsibility on the College Principal to ensure that full and appropriate supervision of all students occurs throughout the day. An agreed supervision policy must be enacted by all staff to ensure that duty of care to students, both on and off the College premises.

The employer is responsible for any negligent acts of their employees committed in the course of their employment. However, if anything happened to a pupil, the cause of which could be attributed to some lapse in the standard of appropriate care, the College Principal, Managing Director or the College staff could incur some legal liability.

Supervision ratios
For every educational activity there should be a group leader who manages the whole visit. Staff selected by the College Principal to work on an educational activity should meet a number of criteria. The category of staff is unimportant for the selection process – tutor, academic staff or another member of the support staff. However, it is important to assess whether the member of staff can fulfill the educational aims of the activity and whether they have the specific skills, experience and expertise to fulfill the supervisory tasks to be assigned.

The College should ensure that measures are taken on all activities to protect students, particularly those with special educational needs, from physical, racial or sexual abuse. Adequate control measures should be in place at all times.

Best practice would suggest that there must never be less than two responsible adults accompanying a group. However, this level of supervision may be reduced with older students subject to an assessment of their maturity and their safety. It is for the College to consider the level of support offered to newly trained tutor or new members of staff on their first visits. However, in all cases of adult supervision, the College

Principal must assess the level of competency of those involved and the outcome of any risk assessment of the activity.

It is desirable that an adult of each gender should accompany mixed groups of students on an off-site activity although it may not always be practicable.

For their own protection, adults need to consider the appropriateness of being alone with students in any situation – this includes travelling in a vehicle. On residential visits, separate male and female sleeping areas should be arranged.

Additional help may be provided by other adults whom the College Principal has considered to be responsible adults. Special care should be taken when deciding whether to allow students on placement to share responsibility for the supervision of an activity.

Should the College decide to ask non-college staff or tutors to accompany an activity, it would be considered good practice for expectations to be set by the College with clear guidance as to their role.

The ratio of adults to children depends on a number of factors:

- the age, sex and ability of the students
- the number of students involved
- the degree of special educational needs presented by the group
- the previous experience of being away from College/home and of the activities involved
- the degree of responsibility and discipline shown by the group
- the type of visit and the nature of the activities involved
- the amount of risk
- the location and travel arrangements
- the time of year
- the experience and quality of the supervisory staff available
- first aid cover

Supervision of children with special educational needs requires a higher staff to pupil ratio than otherwise proposed. It remains the duty of a College Principal to ensure appropriate supervision for every off-site activity.

Staffing numbers should never be decided just by simple numerical calculation of the ratio of children to adults. It should always be based on risk assessment.

Planning supervision

Supervision is most effective when:

- the aims and objectives of the visit are clearly understood by all supervisors and students

- the visits and activities have been carefully risk assessed and will be managed safely
- clear guidelines for standards of behaviour have been laid down and are understood by all
- supervisors have reasonable knowledge of students including any special educational needs, medical needs or disabilities.

Supervision is always 24 hours – either close or remote

- close supervision occurs when the group remains within sight and contact of the supervisor
- remote supervision occurs when a group works away from the supervisor but is subject to stated controls. The supervisor is present though not necessarily near or in sight, but his/her whereabouts are known. The group leader should establish whether the students are competent in remote supervision. The students must be aware of ground rules and be adequately equipped to be on their own in a group. The group leader should also ensure that parents/carers have agreed this part of the visit/activity.
- recreational time may involve close or remote supervision, but should not be unsupervised – the supervisors continue to be in charge.

The closeness of supervision, the size of the party and the tutor and adult/pupil ratios should be governed by the age and experience of students, the competence of staff, the nature of the venture, and the location. It is important to ensure that there are sufficient experienced staff to deal with an emergency.

All activities/visits should have an alternative plan 'B' – e.g. in case of bad weather, accident, etc.

All staff should be in possession of a list of every child and adult taking part in the activity along with their personal details – address, emergency contact number for next of kin, medical information, SEN information.

Communicating with parents/guardians

Parents/guardians need to be aware of every occasion that their child is taken off site during the College day or on a college authorised activity out of college hours. Routine visits such as weekly ones to the swimming baths can be approved by parents/carers on a termly/annual basis as appropriate.

Parental consent should be given for the following:

- all non-routine visits no matter how short the visit
- adventure activities
- visits abroad
- other residential visits

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- remote supervision

Non-routine day visits should also require the permission of parents/guardians. Parents/guardians should also provide an emergency telephone contact number for the period of the activity. This should be transferred to a summary list, a copy of which should be carried by staff at all times. Permission can only be given by adults who have parental responsibility.

For residential visits, an emergency contact telephone number should be provided for parents/guardians.

Parents/guardians have an important role in deciding whether any off-site activity is suitable for their child. Subject to their agreement to the activity, parents/guardians should:

- support the implementation of an agreed code of conduct
- inform Greene's of any medical, psychological or physical condition relevant to the activity
- provide emergency contact numbers
- sign the consent form

Transport

Many off-site visits require a means of transport to ensure the students arrive at the site of the activity. On occasions, the group will be required to walk and the manoeuvring of a group of children along crowded streets and across busy roads is a task that carries enormous responsibilities. On these occasions, the route must be risk assessed, with particular care given to the crossing of roads.

All minibuses and coaches which carry groups of students must be fitted with a seat belt for each student. The seats must face forward and seat restraints must comply with legal requirements.

When the College hires a coach for an off-site visit, the following need to be checked:

- the company is a reputable one
- the operator is appropriately licensed
- seat belts are available
- if a wheelchair user is one of the group, appropriate access and securing facilities should be in place.)

Supervising adults who use their private cars to transport students should ensure that their insurance cover is for 'business purposes'. The College Principal should ensure that other adults who use their car to transport students are covered by the appropriate insurance – not just third party, fire and theft.

It is advised that parents/carers are informed of the intention to transport their child by private vehicle. They have the right to prevent their child travelling in such a way.

Adequate supervision is of vital importance when travelling on any form of public transport.

Activities abroad
Below are ten points to consider when arranging visits abroad.

1. Travel documentation – allow plenty of time to organise travel documentation
2. Foreign language – at least one member of the party should be able to speak the language of the country fluently or at least to be able to know what to say in an emergency.
3. Foreign culture – provide the children with the opportunity to learn something of the country's culture before the visit.
4. Health, fitness and general safety – carry out thorough risk assessments. Ascertain whether vaccinations are needed and ensure that first aid materials are taken. Inform the children about the dangers of rabies.
5. Residential centres and hotels – ensure that risk assessments are thoroughly carried out either by the travel company or by the group leader. Check fire evacuation procedures and carry out evacuation soon after arrival.
6. Identification of group members – it is good practice to ensure that each child carries identification details giving the group's accommodation address.
7. Luggage – 'economic' packing!
8. Know where the British Embassy is situated.
9. The nominated member of staff should always carry necessary information e.g. College Principal telephone number, emergency contacts for all party members, list of all party members, etc.
10. Insurance – confirm that insurance cover is appropriate.

Passports
The nominated member of staff should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. Photocopies of the group's passports should be taken for emergency use and copies retained at Greene's as well as with the nominated member of staff. Students who are not British nationals will normally need a visa to travel to another EU member state unless visa exemption has been secured for them.

Medical Insurance
Some emergency medical facilities are available through reciprocal health care arrangements in the European Union countries to EU

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nationals. The European Health Insurance Certificate is the certificate of entitlement to this treatment and must be acquired by the child's parent/guardian.

Exchange visits
In addition to the points made in this section, the organiser should address the following:

- is there sufficient knowledge of the host organisation?
- have the 'pairing' arrangements been thoroughly researched e.g. are there any concerns about the suitability of members of any host families?
- are the domestic arrangements acceptable in terms of student privacy within the home?
- are the expectations of the visit in terms of behaviour understood by host families?

Outdoor activities and environments
Different activities and environments present different levels of risk and levels of competence by supervising adults. The activities are grouped into three categories:

Category 'A' activities
This category includes:

- walking in country parks or non- remote country paths (no more than 30 minutes from a usable road);
- field studies in environments presenting no significant hazards;
- orienteering in an enclosed area.

These activities should present no significant risks and may not require specific training. A minimum ratio of 1 adult to 15 students is recommended for these activities.

Category 'B' activities
This category includes higher risk or higher profile activities such as:

- walking on country paths where groups are remotely supervised;
- walking on non-remote moorland;
- field studies in a coastal location or inland waters;
- orienteering in a public or non-enclosed area;
- camping involving the use of tents and/or stoves;
- cycling on roads or non-remote off-road terrain.

The above activities require that the nominated member of staff, as well as having relevant experience should have undertaken location and activity familiarisation and be judged as appropriately competent. A minimum ratio of 1 adult to 10 students is recommended for these activities.

Category 'C' activities

This category is the most demanding category and includes:

- water sports such as canoeing, sailing and white water rafting;
- adventure activities in water including river, stream and gorge walks;
- rock climbing (including indoor climbing);
- moorland and hill walking, mountaineering including any area where it is possible to be more than 30 minutes from a road
- skiing, snow boarding and snow sports;
- caving and potholing;
- swimming in sea or inland waters;
- horse riding.

A minimum ration of 1 adult to 10 students is essential for these activities.

These activities require that the nominated member of staff should have been assessed as competent, usually by possession of a national governing body qualification.

Environmental Considerations

In assessing the appropriate category in which to place an activity, account should be taken of the environment in which the activity will take place. For example, the following would require a higher activity rating;

- near or in water – e.g. pond dipping
- in winter conditions e.g. winter camping
- on or near cliffs or steep terrain
- in an area subject to extremes of weather.

Emergency Procedures

Prior to any off site activity, the nominated member of staff and the College Principal should have:

- details of the itinerary
- accurate list of names
- copies of parental consent forms including next of kin contacts (except for local visits)

In addition, for residential visits and visits abroad, the nominated member of staff must have:

- next of kin contact details for staff
- addresses and contact telephone numbers for the group leader, the accommodation used and any tour operator involved
- 24 hour contact numbers for the College Principal
- copies of insurance documents and contracts with tour operators

Suggested emergency procedures for off-site activities

Supervising adults have a duty of care to make sure that the students are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would.
Supervising adults should not hesitate to act in an emergency and to take life-saving action in an extreme situation.
Emergency procedures are an essential part of planning an excursion. If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident.

Who will take charge in an emergency?
The nominated member of staff would normally take charge in an emergency and would need to ensure that emergency procedures are in place. The nominated member of staff should liaise with the representative of the tour operator if one is being used.

Pre-arranged home base contact.
The home base Greene's contact's main responsibility is to link the group with the establishment, the parents and to provide assistance as necessary. The home base Greene's contact should have all the necessary information about the visit

Emergency procedures framework
All those involved in the off-site activity should be informed of who will take charge in an emergency, the named back-up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit
If an emergency occurs on an excursion the main factors for leaders to consider include the need to:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a leader accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;

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- notify the British Embassy/Consulate if an emergency occurs abroad;
- inform the home base contact. The home base contact number should be accessible at all times during the visit;
- collect details of the incident to pass on to the establishment, which should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far, including where casualties have been taken; action yet to be taken (and by whom);
- notify insurers, especially if medical assistance is required (this may be done by the home base contact);
- notify the provider/tour operator (this may be done by the home base contact);
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE inspector, if appropriate;
- ensure that no-one in the group speaks to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area;
- ensure that, although group members may wish to reassure parents etc. individually, they are discouraged from making direct telephone or other forms of contact in the immediate aftermath of an incident. At that stage full details may not be available and inaccurate information might cause unnecessary speculation and anxiety for relatives and others at home;
- ensure that nobody in the group discusses legal liability with other parties.

<u>Emergency procedures framework for home base</u>
Prior to the off-site activity, the name and 24 hour telephone numbers of a home base contact should be identified. It may be advisable to arrange a second home base contact as a reserve. Contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the home base contact to consider include the need to:

- ensure that the nominated member of staff is in control of the emergency and establish if any assistance is required from the home base;
- contact parents. The home base contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;

- ensure, if the group is abroad, that the local police at home are informed;
- inform the College Principal.

Media contact

The College Principal will appoint a designated person to deal with media enquiries. The media contact should liaise with the home base contact, the nominated member of staff and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

After a serious incident

It is not always possible to assess whether participants not injured or directly involved in the incident have been traumatised or whether other participants have been affected. In some cases reactions do not surface immediately. Under such circumstances it will be necessary to seek professional advice on how to cope with the effects of a tragedy.

Following any serious incident in which emergency procedures have been utilised, it would be appropriate to conduct a review of the incident and how it happened, and of how the procedures were implemented. Any lessons to be learned should be incorporated into risk assessments, operating procedures and emergency planning arrangements.