Risk Assessments

Location / Activity: London

No	*What are the hazards?*	*Who might be affected and how?*	*Risk Level High, Mid, Low*	*What are you already doing?*	*What further action is necessary?* ***(Be precise with information)***	*Action by when?*	*Action by whom*	*Done (date)*
1	Meeting for excursion	Students –leaders-teachers and guides	low	>Taking a register and doing a head count of the group to ensure full attendance. >Asking the group leader if everybody is in attendance. >Phoning any students or host families to follow up missing students. >Take the leaders telephone number. >Give maps to all students with a emergency telephone number on it and give a talk about the day and what the movements of the group will be.			All Social staff.	
2	Movement and Travel by **Train**	Students –leaders-teachers and guides. Students or leaders may take wrong train or get separated from the group.	Medium - High	>If traveling by train making sure students stay behind the yellow lines at all times, make sure the students know what train to get on and where to get off before boarding. >Let the people getting off the train before letting the students alight. >Once on the train make sure all student are seated and respecting others around them. **Monitor this for entire journey.** >Once at destination make sure everyone is off the train and do a register and head count once in a suitable position to do so.			All Social staff.	
3	Movement and Travel by **Coach**	Students –leaders-teachers and guides. Students or leaders may take wrong coach or get separated from the group.	Medium - High	>When travelling by coach make sure all students are on board, they have their seat belts on and know where all emergency exits are. >Tell them they must not leave their seats at anytime unless advised to. >Tell them how long the journey will take.			All Social staff.	

				>When at destination keep all students on the coach until you have seen a good place for them all to gather once off the coach.				
4	Meeting points at the destination	Students –leaders-teachers and guides. Students must know this for an emergency	low	>Chose a meeting point in a safe area where a group can stand without disrupting other pedestrians. >Inform them that this is the emergency meeting point if they get separated from the group. >Give them a specific time to meet there (eg half an hour before the train/coach departs).			All Social staff.	
5	Walking as a group	Students –leaders-teachers and guides. Students can be at risk from the general public and transport	medium	>Make sure everyone knows where the meeting point is on a map. >Make students aware of where they are going first and ask them to walk in pairs when moving around. >Make sure the guide has something that is visible to the students (eg a sign) >Make sure a suitable number of adults are placed throughout the group, with one at the back. >Choose suitable places to cross roads. >If stopping for photos choose suitable area's to do so.			All Social staff.	
6	Using the underground	Students –leaders-teachers and guides. Students or leaders may take wrong train or get separated from the group.	high	> If travelling with a large group, split it in to smaller, manageable groups; assign a leader to each group. >Make sure students are aware of **exactly** what route you will be taking, including number of stops and what changes you may make. >Make sure students stay behind the yellow lines at all times, make sure the students know what train to get on and where to get off before boarding. >Do not allow students to board a train unless you are confident there is enough room. >Once at destination make sure everyone is off the train and do a register and head count once in a suitable position to do so.			All Social staff.	

				>Count again! >**DO NOT** travel on the underground during peak times.				
7	Visiting sight or exhibitions	Students –leaders-teachers and guides. If the area is busy students may be separated from the group.	medium	>Decide if it is better to stay as a group or give a set meeting point and time for the students. >If separating stay at the meeting point so they can see you at anytime. >If staying as a group or separating into smaller groups make students aware of others around them. >Make sure all students are aware of the rules concerning any exhibition or site you enter. >Maker sure all leaders are also made aware so they can help control the group.			All Social staff.	
8	Free time	Students –leaders-teachers and guides. Students may get lost, robbed, run over.	high	>Advise students of what to do in an emergency and make them aware that pickpockets may target them as they are tourists. >Arrange a time and meeting point then ensure everyone knows it and has boundaries or a map of the area. >Ensure leaders/individuals have your telephone number. >Count once returned and phone anyone missing. >Contact police after 1 hour of no contact.			All Social staff.	
9	Return travel and meeting point	Students –leaders-teachers and guides.	Medium /high	>Make sure all students are accounted for once at the meeting point. If traveling by train and explain which platform you will be departing from and the exact time of the train. Also explain which station you need to get off at. >Once on train make sure all students are seated and respectful to others around them. >Do a head count once departed from the train at the final destination. >If you travel by coach make sure everybody gets on the coach and that they fasten their seatbelts before travel. >Again, tell them where the exits are and approximate time of arrival at the			All Social staff.	

				final destination. Count them off the coach also.				

Pre-departure signature (I confirm I have read and understand the risk assessment) _____

Date:

I confirm that I have actively used the risk assessment during this trip _____

Date:

Additional comments : Please write any extra risks encountered on your trip below
