

**Policy/Procedure Cover Sheet**

Policy/Procedure	Policy		
Type	Operational – Educational Visits Policy		
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Version	Description	Date issued	Reason	Approved by
1.0	New Policy	8.03.2020		CF

**Related Policies:**

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
HS/01	Health and Safety	OP/04	Anti-bullying
OP/09	Equal Opportunities	S/01	Child Protection and Safeguarding
OP/10	Equality and Diversity	OP/03	Behaviour for Learning
OP/28	SEND	OP/12	Staff Behaviour (Code of Conduct)
OP/29	Transport		

**Distribution:**

Electronic copy - C:/Company Policies and Procedures/

Hard copies – Company Policy Folder

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## Educational Visits Policy

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By applying consistent and rigorous management methods, centre outings will be made appropriate in a way that complies with Health and Safety requirements and follows recognised best-practice.

The following centre policies and documents form an important continuation of this policy:

- I. Health & Safety Policy
- II. Equal Opportunities Policy
- III. Disability Policy
- IV. Transport Procedures
- V. Code of Conduct (Staff Behaviour)

The Educational Visits Policy has been written according to the guidelines and advice offered in the following documentation:

- I. Learning Outside the Classroom - How far should we go? (Ofsted 2008)
- II. Warwickshire Learning Outside the Classroom and Offsite Educational Visits Policy
- III. Warwickshire County Council Off-Site Activities (2007)
- IV. DfE guidance Health and safety on educational visits (2018)

## 1 Statement of intent

- 1.1 Learning outside the classroom is a key element of our curriculum, contributing to the richness and high-quality education provision which we offer at Bright Sparks Learning Centre.
- 1.2 Educational visits provide a reinforcement of theory through practical investigations of the subject and offer educational, personal and social development experiences that cannot be accessed within the centre. Visits help to extend the experiences of our pupils and help to develop greater independence and confidence. With the thorough application of health and safety law, the centre organises many successful trips through the academic year.

## 2 Purpose

- 2.1 Bright Sparks Learning Centre will implement and maintain clear, and effective, systems for educational visits to extend and enhance the educational and learning opportunities for pupils. These visits will:
  - I. extend learning through enriching 'off-centre' premises activities
  - II. be planned within an educational, and health and safety context
  - III. have clearly defined educational outcomes
  - IV. be clearly communication between staff and parents/carers
  - V. be supported by a written application and approval process

## 3 Responsibilities

- 3.1 Parents are expected to support the centre by ensuring that pupils follow instructions given by those in charge of the visit. Should a pupil refuse to follow reasonable instructions, the member of staff with lead responsibility for the trip maintains the right to send the said pupil home early.

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- 3.2 The lead member of staff maintains responsibility for the visit. In cases where staff from other organisations 'lead' some, or all, of the activities on an educational visit, the health and safety of pupils and fellow Bright Sparks Learning Centre staff, still remains the responsibility of the lead teacher. Should the lead teacher feel an activity / set of behaviours poses a health and safety risk, they should intervene and manage the situation.
- 3.3 In the cases of a residential trip, the lead member of staff must meet with the educational visits coordinator (deputy Headteacher/DSL) to finalise the details of the trip. This discussion should confirm: the allocation of rooms for the pupils, a completed risk-assessment and a completed centre form to confirm they are medically fit to lead the excursion.
- 3.4 The educational visits coordinator (deputy headteacher / DSL) will maintain responsibility for overseeing the safety of centre visits. Key responsibilities will include:
  - I. drafting educational visit guidance and procedures, including those for risk assessment
  - II. ensuring all staff are aware of the guidance and procedures in place
  - III. providing additional guidance to staff as required
  - IV. reviewing all applications for educational visits and ensuring that they contain sufficient information and evidence of risk assessment
  - V. keeping records of all educational visits which take place and ensuring levels of approval
  - VI. monitoring and recording any accidents or mishaps which occur on visits, together with records of what action was taken
  - VII. acting as out-of-hours centre contact for residential or other trips which go beyond the school day.

#### 4 Risk Assessment

- 4.1 There are five steps to risk assessment:
  - I. look for hazards
  - II. decide who might be affected and how
  - III. evaluate the risks and decide whether the existing precautions are adequate or whether safety/control measures should be implemented to reduce risks to an acceptable level
  - IV. record findings
  - V. review assessment and revise if necessary
- 4.2 The three accepted levels of risk for educational visits comprise:
  - I. generic activity risk assessments, which are likely to apply to the activity, wherever and whenever, it takes place
  - II. visit/site specific risk assessments which will differ from place to place and group to group
  - III. ongoing risk assessment that takes account of new circumstances / dangers that might emerge during a visit; for example, illness of staff or pupils, changes in weather, availability of a preferred activity
- 4.3 The following variables should be considered when conducting a risk-assessment:
  - I. number of pupils involved

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- II. age, sex, ability and general behaviour of pupils
- III. previous experience of the group in undertaking off-site visits
- IV. time of the day and time of the year
- V. travel arrangements
- VI. environmental hazards
- VII. number and experience of staff and volunteers
- VIII. nature of the visit

## 5 Ratios

5.1 Bright Sparks Learning Centre will apply an initial staff/pupil 1:6 ratio for outings. However, the senior leadership team will review appropriate staff/pupil ratios based on the age of children in the party, the size of the group, and the nature and location of the activity. Dependent on the type of outing, at least one teacher or experienced member of the centre’s staff will be required on each trip with accompanying classroom assistants. On residential trips, staff must be divided equally between activities.

## 6 Transportation

6.1 Where a centre minibus is used, the driver must have the appropriate qualifications. Other than for short journeys (e.g. under one hour’s duration) a second qualified driver should be present. Where appropriate and cost effective, coaches are to be used to transport students at distance. Only approved coach companies are to be used. Where there is a small number of students attending a nearby venue, it is appropriate to use one of the centre’s cars. Centre vehicles must always be used in preference to personal vehicles, which can only be used on centre business with the permission of the Finance Officer and where appropriate insurance is in place.

## 7 Key documentation

7.1 Along with the risk-assessment, the following documentation is required for an educational visit. This documentation will allow prompt and efficient handling of an emergency situation. A copy of this information must be available in the centre office.

7.2 A folder containing the following information should be kept in the centre:

- I. parental consent – written parental consent must have been received for all pupils participating in the educational visit. In cases of regular outings, parents will be offered a blanket consent form covering multiple outings on pupil enrolment
- II. details of pupils on the visit, including names, addresses and up to date parental contacts
- III. details of adults on the visit, names, addresses, next of kin and mobile telephone numbers

7.3 A folder containing the following information should be kept by the lead member of staff:

- I. centre information – details of the centre name and contact number. An out-of-hours contact number should also be provided. Note: the person who is the out-of-hours contact should keep copies of the list of students and adults on the visit and their emergency contact details

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- II. details of all students and adults on the trip – emergency services need access to these in the case of an accident
  - III. in the case of residential trips, at least one member of staff on the trip must be first aid qualified and be responsible for the students’ medical conditions
  - IV. medical forms with up to date information about the pupil’s medical conditions and medication giving consent for staff to administer it on the trip
  - V. first-aid kit containing emergency medications for pupils and copies of individual health care plans where applicable
  - VI. educational visit insurance details, including any emergency telephone numbers
  - VII. the centre’s mobile telephone – for contact with students and for staff back at the centre to contact the group leader if required
  - VIII. daily observations log noting all incidents, major or minor, events, points of interest during the trip and disciplinary notes
  - IX. records of registers taken at certain points of the day, such as the start and finish of any major activity. This is to be done in addition to regular head counts
- 7.4 A folder containing the following information should be kept by pupils on the visit:
- I. schedule of visit – written details of destinations and estimated timescales. This should include details of assembly points, and what to do in case of an emergency
  - II. contact details – the centre mobile telephone number and the number of the main centre’s switchboard
  - III. code of conduct – detailed behaviour expectations and health and safety guidance. The contents of this document should be discussed with pupils before the visit and again following the arrival at the destination. For residential trips, pupils and parents will be asked to sign a Code of Conduct contract
  - IV. pupils’ own emergency medications (e.g. adrenaline-pen, reliever-inhaler)
- 7.5 Evaluation – a post-trip evaluation will be conducted to help the centre:
- I. evaluate the success of the trip
  - II. learn from any incidents which took place

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**Appendix 1**

**Ratio of Adults to children required when making a visit**

Year Group	Category A Comparatively low risk activities	Category B Medium risk activities	Category C High risk activities
R Yr 7-13	1:6 depending on age and activity minimum 1 competent adult per group	1:6 depending on age and activity minimum 1 competent adult per group	1:3

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## Appendix 2

### Range of Activities

The following are offered as a breadth of activities that might be included as off-site activities that are undertaken by the centre:

- adventurous activities using licensed providers
- day or part day visits using transport
- farm visits
- field visits
- day or part day visits on foot

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## Appendix 3

### Categorisation of activities

Adventure activities and adventurous activities can be classified in three categories:

- |      |  |   |
|------|--|---|
| I.   | No significant risk  | A |
| II.  | Some higher risk or higher profile activities  | B |
| III. | Demanding activities that, if not centre led, would need licensing, or are potentially hazardous e.g. canoeing, high rope activity | C |

- |      |  |
|------|--|
| I.   | risk level A - low risk (Museum, Theatre, Study Centre, Parkland)  |
| II.  | risk Level B - Medium Risk (Walking within non-remote country, residential visits, cycling on roads)   |
| III. | Risk Level C - High Risk (Adventure Activities Licensing Authority activities, field study in remote areas, City Locations, in or near water, overseas visits) |

#### Category A

Activities with comparatively low risks. These activities will be supervised by a teacher who has been assessed as competent by the EVC. Activities should be conducted following the centre's standard visit procedures.

#### Category B

Higher risk or higher profile activities. Safe supervision requires that the leader, as a minimum, has undergone an additional familiarisation process to the activity and/or location. An NGB award such as the Basic Expedition Leadership (BEL) Award may be relevant as a measure of competence.

#### Category C

The most demanding and highest risk category. It includes all those activities that if not school/centre led would be in the scope of the Adventure Activities Licensing Regulations 1996. It also includes activities that fall outside the scope of licensing or are less commonly pursued by student groups such as motor sports whose safe supervision requires that the leader should normally complete some prior test of his/her specific competence. Such testing might include a recognised course of training or an assessment of competence by an appropriate body. At the employer's discretion category C may also include activities not currently licensable such as high rope courses, sub-aqua activities or canoeing in placid waters. Competence in this area needs to be the relevant NGB Award or Level 3 NVQ in Outdoor Education.

In assessing the appropriate category for an off-site activity, the EVC should consider the environment in which the activity will take place. An activity might be rated in a higher category if it takes place:

- in or near water
- in winter conditions or areas subject to environmental change
- on or near cliffs or steep terrain
- crowded city locations

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**Appendix 4**  
**Forms**

- I. Risk Assessment
- II. Form OSA1 (2016) - Off-Site Activity Notification
- III. Form OSA2 (2019) - (Young Person) Medical Details and Consent Form
- IV. Form OSA3 (2016) - (Adults) Consent to Activity, Medical Details and Treatment Form
- V. Form OSA4 (2016) - Emergency Action Form

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7. If using an external provider, tour operator, activity centre, ski resort etc.:

Do you have copies of external provider risk management summaries / risk assessments?

YES  NO

8. Address and telephone number of venue being used:

.....  
 .....

9. School /Youth or Community unit emergency base contact:

<b>Named person 1:</b>	<b>Named person 2:</b>
Daytime telephone:	Daytime telephone:
Evening/mobile:	Evening/mobile:

10. Name of Party Leader: .....

Mobile number.....

11. Names and Status of other COMPETENT adults accompanying the party:		
Name	Status	Gender
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

12. Have you completed all relevant risk assessments for which

you are responsible, including journeys, supervision etc.?

YES  NO

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13. Has appropriate insurance cover been arranged? YES  NO
14. Will full parental permission be obtained? YES  NO
15. Further details of proposed visit:

Date	Time of day	Place of Activity	Brief Description of Activity	Staff Responsible	Supervision Ratio
Day 1	a.m. p.m. eve				
Day 2	a.m. p.m. eve				
Day 3	a.m. p.m. eve				
Day 4	a.m. p.m. eve				
Day 5	a.m. p.m. eve				
Day 6	a.m. p.m. eve				
Day 7	a.m. p.m. eve				

Continue, if necessary, on an additional piece of paper and attach it to this form.

16. Any other details relevant to visit:

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Please notify the LA of any significant subsequent changes prior to the visit

I confirm that the EVC and I have checked the information contained in this form and that it is in accordance with the LA Guidelines. I also confirm that the EVC and the Governing Body / Management Committee have given their approval.

**Name of Head of Establishment:** .....

Agreed by Head (*Signature*) ..... Date: ...../...../.....

**Name of EVC:** .....

Agreed by EVC (*Signature*) ..... Date: ...../...../.....

**Email this form to:** [educationalvisits@warwickshire.gov.uk](mailto:educationalvisits@warwickshire.gov.uk)

**ONLY SUBMIT FORM OSA1 TO THE LA FOR *CATEGORY C* VISITS**

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**FORM OSA2 (April 2019) (Young Person)**

**Warwickshire County Council’s Form for Consent to the Activities, Young Person’s Medical Details, and Consent to Medical Treatment**

For details of your information rights on how we process yours and your child’s information, including making a complaint about your information rights, please see [www.warwickshire.gov.uk/privacy](http://www.warwickshire.gov.uk/privacy) and for Education & Learning see [www.warwickshire.gov.uk/privacyedu](http://www.warwickshire.gov.uk/privacyedu).

**CONSENT TO TAKE PART IN TRIP/ACTIVITIES**

I wish my child to take part in the journey/activities\* and, having read the information provided, agree to them taking part in any or all of the activities described apart from those I have listed below.

\* All journeys and activities carry some amount of risk.

Name (Please print).....	Signature.....
Date.....	Relationship.....
Name (Please print).....	Signature.....
Date.....	Relationship.....

Name of Young Person.....

Date of Birth..... Male  Female

Home address  
 .....  
 .....

Telephone number: (Home).....(Mobile).....

Visit to.....

From: ..... (Date) To: ..... (Date)

Emergency contacts.

1) Name..... Relationship .....

Home..... Mobile.....

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2) Name..... Relationship .....

Home.....Mobile.....

Name, address and telephone number of own doctor (GP)

.....

.....

.....

Does he/she suffer from: asthma, chest complaints hay fever, migraine, fits or faints, travel sickness, diabetes, attention deficiency, hyperactivity or any other condition, illness or disability? If so, please give details:

.....

.

.....

.....

Is he/she allergic to anything? (e.g. aspirin, antibiotics, any particular food or drug, or other) If so, please give details.

.....

.....

Is he/she having any medical treatment at present? If so, please give written details of treatment and medicines, etc. (These MUST be handed to the Party Leader)

.....

.....

Are there any activities in which they should not participate? .

.....

.....

.....

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Date of anti-tetanus injection (if known)

.....

Is there any other relevant information which the party leader should be aware of?

.....

.....

Please indicate any special food or dietary requirements where applicable:

.....

.....

**CONSENT TO MEDICAL TREATMENT**

I, ..... (YOUR NAME IN BLOCK CAPITALS PLEASE) agree to my son/daughter receiving any emergency or other medical treatment as deemed urgent, necessary and/or in the best interest of my son/daughter by the medical authorities present. This includes dental, medical or surgical treatment, the use of anaesthetic's or blood transfusion. I also agree to the release of relevant and necessary medical information to educational establishment staff by the GP if circumstances are deemed necessary and appropriate.

**FOR OVERSEAS VISITS**

**Spanish / Español**

Autorizo a las autoridades médicas que estén presentes a practicar a mi hijo/hija cualquier tratamiento de urgencia u otro tratamiento médico que se considere urgente, necesario o recomendable. La autorización se extiende a tratamientos dentales, médicos y quirúrgicos, a la aplicación de anestesia y a la transfusión de sangre.

Autorizo igualmente la difusión de la información médica pertinente y necesaria al plantel del establecimiento de educación por parte del médico si las circunstancias lo justifican.

**French / Français**

Je suis d'accord pour que mon fils/ma fille bénéficie de tout traitement médical d'urgence ou autre considéré comme urgent, nécessaire et/ou dans le meilleur intérêt pour mon fils/ma fille par les autorités médicales présentes. Ceci comprend les traitements dentaires, médicaux ou chirurgicaux, l'utilisation d'anesthésiques ou de transfusion sanguine.

Je donne également mon accord pour la diffusion d'information médicale importante et nécessaire au personnel d'établissement éducatif par le médecin traitant si les circonstances sont jugées nécessaires et appropriées.

**German / Deutsch**

Hiermit stimme ich zu, dass mein Sohn/meine Tochter jede mögliche Notfallbehandlung oder andere ärztliche Behandlung, die als dringend und notwendig eingestuft wird und/oder in seinem/ihrer besten Interesse ist, durch die vorhandenen medizinischen Einrichtungen empfängt. Dies schließt zahnmedizinische,

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medizinische oder chirurgische Behandlung, den Gebrauch von Betäubungsmitteln oder Bluttransfusion ein. Ich stimme auch der Freigabe der relevanten und notwendigen medizinischen Informationen an Mitarbeiter der Bildungseinrichtung durch den Arzt zu, falls dies notwendig und angemessen erscheint.

**Italian / Italiano**

Accosento che mio figlio/mia figlia venga sottoposto/a a qualsiasi cura medica o di emergenza che venga ritenuta urgente o necessaria nell'interesse di mio figlio/mia figlia dai medici presenti. Ciò comprende eventuali cure dentistiche, mediche o chirurgiche, l'uso di anestetici o trasfusioni di sangue. Accosento inoltre al rilascio delle informazioni mediche pertinenti e necessarie al personale scolastico da parte del medico generico qualora le circostanze vengano ritenute necessarie ed appropriate.

Signature: ..... Date: .....

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**FORM OSA3 (2016) (ADULTS)**

**Warwickshire County Council – Consent to Activity, Medical Details and Treatment Form**

Name of Adult: .....

Date of Birth: ..... Male  Female

Home address: .....  
 .....

Telephone Number:  
 .....

Visit to: .....

From: ..... (Date) To: ..... (Date)

Name of Education Establishment:  
 .....

Names and telephone numbers of emergency contacts:

1. ....
2. ....

Name, address and telephone number of own doctor (GP)  
 .....  
 .....

Are you allergic to anything? (e.g. Aspirin, antibiotics, any particular food or drug?)  
 If so, please give details:

.....

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Do you suffer from any illness or disability? If so, please give details:

.....  
 .....

Are you having any medical treatment at present? If so, please give written details of treatment and medicines, etc.

.....

Are there any activities in which you should not participate? .....

.....  
 .....

Date of anti-tetanus injection (if known):

.....

Is there any other information which the Party Leader should be aware of?

.....  
 .....  
 .....  
 .....

Name/ Please Print: .....

Signature:.....Date: .....

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**FORM OSA4 (2016)**

**Emergency Action Form – to be completed by the Visit Leader**

A copy of this completed form should be given to all visit supervisors and carried at all times during the visit.

**Immediate Response**

- Ensure safety from any further danger
- Arrange search, rescue, medical care or hospitalisation, as necessary
- Ensure welfare of all concerned
- In the case of serious incident notify the local Police

**Secondary Response**

Inform your Emergency Base Contact as soon as possible:

<b>1.Name</b>	<b>2.Name</b>
<b>Telephone</b>	<b>Telephone</b>
<b>Telephone (out of hours)</b>	<b>Telephone (out of hours)</b>
<b>Mobile</b>	<b>Mobile</b>
<b>Email</b>	<b>Email</b>

**Please see over page for checklist of secondary responses you may need to discuss with your Emergency Base Contact.**

**Notes (Keep a record of all relevant facts and preserve any evidence that may be required to build up a picture at a later date).**

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Extracted from the OEAP National Guidance- 4.1 Visit Leader emergency Checklist

**Visit leader Emergency Check List –**

<b>Preserve</b>	<b>IMMEDIATE ACTION</b>	<input checked="" type="checkbox"/>
	Ensure own safety	
	<i>All subsequent actions are better delegated to other members of the leadership team when possible - allowing the Visit Leader to remain in charge of the whole situation:</i>	
	Ensure safety of uninjured group members and other leaders	
	Ensure safety of casualties and triage?	
	Deal with life threatening first aid?	
	Call emergency services, as appropriate	
	<b>URGENT ACTION – Use resources to do this efficiently and concurrently if possible.</b>	<input checked="" type="checkbox"/>
<b>Prevent Worsening</b>	Take stock and make a plan	
	Allocate resources to maximise concurrent activity	
	Continue First Aid	
	Inform emergency base contact, as per your plan	
	Liaise with emergency services as they arrive	
	Deal with urgent physical needs of group	
	Shelter	
	Warmth	
	Water	
	Deal with urgent emotional needs of group	
	Remove from stress	
	Protect from intrusion	
Useful things to do?		
	Control outward communications	
	Begin written log/note keeping	
<b>Promote Recovery</b>	<b>FOLLOW UP ACTION – Much of this can be done at the same time as Urgent Actions with efficient use of resources (including young people and emergency base contact)</b>	<input checked="" type="checkbox"/>
	Take stock again and re-plan next phase – what have you forgotten?	
	Deal with casualties in care of emergency services:	
	Accompanying to hospital	
	Keep track of who is where	
	Consider needs of self and fellow leaders – are you/they coping?	
	Liaise with establishment/employer, as per your emergency plan	
	Deal with physical needs of group members:	
	Food	
	Toilets, washing facilities and clean clothes, if necessary	
	Accommodation and/or onward transport	
Deal with emotional needs of group members:		
Emotional support		
Contact with home		
Deal with press – via employer		
Contact support agencies e.g. travel company, insurers, Consular Assistance Team		

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