

RISK ASSESSMENTS FOR VISITS FOR EYFS PUPILS

September 2026

1) Introduction

A risk assessment is a tool for examining the hazards linked to a particular activity or situation; and establishing whether enough precautions have been taken in order to prevent harm from them based on their likelihood and their potential to cause harm.

Hazard	Something with the potential to cause harm to people, (such as chemicals or working from height).
Risk	The chance (high or low) that people could be harmed by hazards, together with an indication of how serious the harm could be.
Control measure	Action taken to prevent people being harmed.

2) Compliance with Statutory Frameworks

The school will ensure that all procedures comply with the following statutory requirements:

- **Early Years Foundation Stage (EYFS):** The school will meet all mandatory standards for learning, development, and safeguarding for children from birth to five years, including welfare and staffing requirements.
- **Keeping Children Safe in Education (KCSIE):** The school will implement all guidance for safeguarding and promoting welfare in schools, including safer recruitment, staff training, and reporting duties.
- **Health and Safety Legislation:** The school will comply with the **Health and Safety at Work Act 1974** and related regulations, ensuring risk assessments are completed, competent persons appointed, and proportionate control measures applied.

3) Risk assessment process

When assessing risks in the School, we will follow the process outlined below.

Step 1: identify hazards - we will consider activities, processes and substances within the school and establish what associated hazards could injure or harm the health of staff, pupils and visitors.

- e.g. such as a child getting lost, or run over, a traffic accident, a child falling over, sun burn, getting cold or wet on an outing.

Step 2: decide who may be harmed and how - for each hazard, we will establish who might be harmed, listing groups rather than individuals (e.g. pupils, staff, volunteers).

- We will bear in mind that some people will have special requirements, for instance pupils with special educational needs (SEN) and expectant mothers.
- We will then establish how these groups might be harmed.

Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well)

- We will use a scoring system (documented within Appendix 1) to establish the degree of risk:
 - the likelihood of the hazard being realised
 - the consequence of the hazard being realized
 - the degree of risk is identified by multiplying the Likelihood x Consequence

The residual risk is level of risk that remains after suitable control measures are introduced.

- We will use Table A in Appendix A to determine if the risk should be categorized as High (shown as red on the matrix), Medium (shown as amber on the matrix), or Low (shown as green on the matrix)
- We will use Table B in Appendix B to determine what action should be undertaken e.g. if the activity has to be stopped or if additional controls need to be implemented.

Examples of controls that can be considered in the EYFS risk assessment: using a higher staff ratio on all outings than are used inside the school, ensuring that one member of the party is qualified in Paediatric First Aid, frequent head counts, a clear missing child policy that is known to all, taking a first aid kit and water, asking parents to send appropriate protective clothing to mitigate impact of weather, sound preparation in advance, briefing all of the adults (staff and volunteers) on their respective roles.

Emergency procedures should be rehearsed in advance with the accompanying staff.

Step 4: record significant findings - the findings from steps 1 to 3 will be written up and recorded in order to produce the risk assessment. A risk assessment template can be found in Appendix 1 of this document.

Step 5: Every EYFS risk assessment must be **checked and approved by a Co-Head of the Junior School** before the trip is approved.

Step 6: review the assessment and update, as needed - we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or pupils spotted a problem?
- Have we learnt anything from accidents or near misses?

Step 7: retaining risk assessments - risk assessments are retained for 3 years after the length of time they apply. Risk assessments are securely disposed of.

4) Risk assessments for EYFS trips and visits

The risk assessment form must be completed for all EYFS trips and visits.

Our policy at The Newcastle School is not to carry out any activity with EYFS children where the residual risk is not acceptable after Additional Controls have been considered.

Every EYFS risk assessment must be checked and approved by a Co-Head of the Junior School before the trip is approved.

We will determine the risk level (using Table A in Appendix A) and then determine what action/s are required (using Table B in Appendix B) e.g. if the activity has to be stopped or if additional controls need to be implemented.

5) Dynamic Risk Assessment During Trips

The school will ensure that risk assessment is an ongoing process during all off-site activities. Staff will:

- Monitor changing conditions (weather, group behaviour, medical needs).
- Adjust plans or implement contingency measures if risks escalate.
- Empower visit leaders to make real-time decisions to maintain safety.

6) Evidencing Training and Communication

The school will maintain clear evidence of training and communication by:

- **Training Records:** Keeping signed attendance sheets, certificates, and digital logs for all safeguarding, first aid, and health and safety training.
- **Communication Evidence:** Retaining copies of staff briefings, meeting minutes, newsletters, and digital acknowledgements of policy updates.
- **Audit Trail:** Using electronic sign-off or quizzes to confirm staff understanding of key policies (e.g., KCSIE Part 1).

7) Examples

Example 1: The likelihood of a coach in a city being stuck in traffic and therefore delayed in collecting pupils after a visit may be assessed as likely, but the consequence would be minor if the EYFS pupils were suitably supervised at all times. The resulting residual risk would probably be acceptable if the following controls were put in place:

- Teacher in Charge and Driver are in mobile phone contact
- Staffing ratio is 1: 8
- Teacher in Charge has made a reconnaissance visit, and discovered where the party can wait out of the rain/sun
- Bottled water is carried
- All staff carry visit packs, and can phone the school to advise that there will be a delayed return
- All parents' emergency contact details are available to the School Office, who phones them and explains that the coach has been stuck in traffic; but there is nothing to worry about
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

Example 2: The likelihood of a child falling over and grazing a knee on a walk in the countryside would be rated as likely, but the consequence would be minor. The resulting residual risk would be acceptable if the following controls were put in place.

- Teacher in Charge has First Aid kit
- One member of staff is qualified in Paediatric First Aid
- Teacher in Charge has mobile phone
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

Example 3: The likelihood of a child going missing on an organised school outing headed by a qualified Teacher, who has been trained in leading visits, and was appropriately staffed would initially be rated as unlikely, but the consequence would be major for a EYFS pupil. The residual risk is likely to be acceptable if the following controls were put into place:

- Pupils have been briefed about the purpose of the visit and the expectations of behaviour
- All pupils understand where they should go if they accidentally become separated from the rest of the group
- Teacher in Charge and other staff carry mobile phones
- Staffing ratio is 1:8
- Teacher in Charge has made a reconnaissance visit, and planned the route inside the location (e.g. museum) in advance
- Pupils are divided into groups each supervised by one member of staff
- All members of staff had held a meeting to discuss the outing and the risk assessment and the Missing Child Policy beforehand
- All members of staff know what to do in an emergency
- All volunteers have been briefed thoroughly on their respective roles.
- All children are wearing suitable clothing and are readily identifiable
- Head counts are taken on leaving the classroom, on sitting in the coach, on leaving the activity and on returning to the coach. The coach does not leave until everyone is accounted for.

8) Conclusion

The three examples quoted above are intended to illustrate that everyday risk assessments for school outings are no more than practical tools that are designed to assist teachers who are in charge of an outing. The following issues can arise, and need to be anticipated in advance:

- What if the coach is delayed?
- What if a child falls over and injures him/herself?
- What if a child goes missing?

However, conducting risk assessments on EYFS outings does not require specialist knowledge.

9) Role of the teacher in charge

Again, the role of the Teacher in Charge, and the training given to those who take on that important role is explained in the companion model policy: “Educational Visits for EYFS Children”.

All Teachers in Charge are given assistance and training with conducting risk assessments, with emergency procedures, as part of their training for the role. They understand the importance of setting clear procedures for everyone in the group - staff, volunteers and children.

TRIPS AND VISISTS RISK ASSESSMENT (insert title)

ACTIVITY ASSESSED:	LOCATIONS COVERED:
DATE OF ACTIVITY/ EXERCISE	RATIO (STAFF: PUPILS):
ASSESSMENT UNDERTAKEN BY:	ASSESSMENT DATE:
ASSESSMENT CHECKED BY:	REVIEW DATE

HAZARD OR ACTIVITY	PERSON(S) AT RISK	WHAT MIGHT HAPPEN	RISK CONTROL MEASURES IN PLACE	LEVEL OF RISK			FURTHER ACTION REQUIRED	RESIDUAL RISK		
				L	C	DR		L	C	DR
			•				•			
			•				•			
			•				•			

Definitions:

Hazard	Something that has the <u>potential</u> to cause harm e.g. electricity, manual handling, slips & trips, strong acids etc.
Risk Likelihood	Measure of the hazard's potential to be realised.
Risk Consequence	Measure of the outcome should the potential be realised.
Residual Risk	Level of risk that remains after suitable control measures are introduced.

Degree of Risk (DR) = Likelihood x Consequence

Score	1	2	3	4	5
Risk Likelihood	Very Unlikely	Unlikely	Fairly Likely	Likely	Very Likely
Risk Consequence	Insignificant e.g. very minor injury	Minor e.g. first aid treatment	Moderate e.g. RIDDOR over 7 days	Major e.g. serious injury, permanent disability	Catastrophic e.g. death

Table A should be used to identify the level of risk e.g. high, medium or low. Where the score indicated in the Likelihood (L) column and the score in the Consequence (C) meet identifies the level of risk.

Table B identifies what action (if any) is required.

TABLE A					
Likelihood Score	Consequence Score				
	1	2	3	4	5
5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	15
2	2	4	6	8	10
1	1	2	3	4	5

TABLE B	
	Action Required
Risk Level	Level Of Risk
HIGH	Level of risk is not satisfactory. Activity must be STOPPED until suitable and sufficient risk control measures are in place. The Risk Assessment must be updated as soon as it is reasonably practical.
MEDIUM	Level of risk is manageable. Activity can proceed if management has agreed the appropriateness of the control measures and the residual risk level.
LOW	Level of risk is satisfactory with continued monitoring and reviewing for continuous improvement. Activity can proceed (in line with the documented risk control measures)

POLICY CONTROL - RISK ASSESSMENTS FOR VISITS FOR EYFS PUPILS

Status & Review

Statutory policy or document	No
Publish on school website	Yes
Review frequency	Annually
Approval date	September 2026
Review date	September 2026

Version Control

Author	Creation / Revision Date	Version	Status
Assistant Head, Early Years (SW)	November 2025	1.0	Complete re-write of previous policy, including inclusion of statutory framework, dynamic risk assessments during trips, evidencing training and communication. Introduction of version control
Executive Assistant (TA)	September 2026	2.0	Changed school name to The Newcastle School. Head of Junior School changed to a Co-Head of the Junior School