



## **EDUCATIONAL VISITS POLICY (INCLUDING EYFS)**

### **RATIONALE:**

At Harvington we believe that all children should be afforded the opportunity to engage in educational visits as these pertain to the fulfilment of the Harvington's ethos of rounded and balanced learning.

We consider it to be of utmost importance that these visits take place under strict supervision and only after the necessary planning and preparation have been undertaken. While aspects have been amended in order to reflect situations specific to the school, this document is based upon the *Health and Safety of Pupils on Educational Visits* (HASPEV) document, as well as its 3 - part supplement published by the DfE.

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## **1. LEVELS OF RESPONSIBILITY:**

If members of staff are to take responsibility for their roles in the planning and execution of educational visits, it is vital that they are aware of the specific responsibility they are to assume. Of equal importance is an understanding of the hierarchy of responsibility and where they fit into it.

### 1.1

#### ***The Employer***

We accept that the Employer retains overall responsibility for health, safety and welfare. In the case of Harvington Prep School 'the Employer' refers to the governing body.

The governing body should:

- be satisfied that the Head is able to show how plans for visits comply with regulations and guidelines, including the school's health and safety policy document.
- be informed about new residential visits or visits abroad, well in advance.

### 1.2

#### ***The Head***

The Head should:

- comply with the regulations and guidelines provided by the governing body and the school's own health and safety policy;
- ensure that the group leader is competent to monitor the risks involved in the visit;
- ensure that group leaders are allowed sufficient time to organise visits properly;
- be clear about their own role if taking part in a visit as a group member/supervisor. If they are attending in a visiting capacity only, they should follow the instructions of the group leader who will have sole charge of the visit;
- ensure that a school contact has been nominated (this may be the Head) and that the group leader has the details;
- ensure that emergency procedures have been agreed upon and the group leader, group supervisors and school contact have a copy;

- ensure that the leader, supervisors and contact have the names of all adults and children travelling in the group, the contact details of parents and the teachers' and other supervisors' next of kin;
- ensure that there is a contingency plan for any delays, including a late return.
- ensure that all appropriate vetting checks have been completed e.g. DBS checks for volunteers on overnight stays.
- where a child has specific medical or educational needs, the school will ensure that suitably qualified and, where necessary, extra staff are available to accompany the child, and if appropriate, that the person will not be counted in the adult to child ratio.
- Ensure that insurance and European Health Insurance Card (EHIC), appropriate for the visit, is in place, including those outside of the United Kingdom.
- Ensure that all vehicles used for visits, including hired, are adequately insured.
- Ensure that the drivers of the above are adequately insured

#### 1.4

##### ***The Group leader***

The group leader should have overall responsibility for the supervision and conduct of the visit, and should always pay attention to the health and safety of the group.

The group leader should:

- follow school policies and procedures;
- ensure that all EYFS visits have at least one paediatric first aider;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead children of the relevant age range and be familiar with the location/centre where the activity will take place;
- be aware of child protection issues;
- undertake the planning and preparation of the visit, including the briefing of group members and parents;
- complete a comprehensive risk assessment (Section 2.1)
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves;
- have enough information on the children proposed for the visit to assess their suitability, or be satisfied that their suitability has been assessed and confirmed;
- consider stopping the visit if the risk to the health or safety of the children is unacceptable, and have in place procedures for such an eventually;

- ensure that the ratio of supervisors to children is appropriate for the needs of the group (See section 2.4)
- ensure that all visit supervisors have the details of special educational or medical needs for the children, be they temporary or long term, which will be necessary for them to carry out their tasks effectively;
- ensure that group supervisors have details of the school contact;
- ensure that group supervisors and the school have a copy of the emergency procedures;
- be aware of the conflict of interest that exists when parents act as supervisors;
- continuously be aware of general safety considerations (e.g. photographs taken of the children by members of the public, road safety, trip hazards etc);
- observe the guidance set out for teachers and other adults below.
- In association with the School Business Manager/Head, plan appropriate transport for the visit and ensure that adequate insurance is in place.

## 1.5

### ***Teachers***

Teachers will accept responsibility in the following areas:

- on school-led visits act as members of staff of the governing body, whether the visit takes place within normal school hours or outside those hours;
- act as any reasonable parent would do in the same circumstances;
- follow the instructions of the group leader and help with control and discipline.
- elect a deputy, should the group leader become incapacitated during the visit.

While the group leader and supervising teachers are *in loco parentis*, we accept that there may be circumstances where we cannot make decisions pertaining to consent on medical issues where that remains the sole responsibility of the child's parent or guardian. In such circumstances it is the responsibility of the group leader to contact the school office, who will contact the parent or guardian to obtain a decision during office hours. If the situation arises out of office hours the group leader will contact the parent or guardian to obtain a decision.

## 1.6

### ***Adult volunteers/Non-teaching staff***

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. Non-teacher adults acting as supervisors must:

- not be left in charge of a single child unless they have been cleared by the Disclosure and Baring Service or are the parent of the child;
- follow the instructions of the group leader and teacher supervisors and assist with control and discipline.

## 1.7

### ***Children***

The group leader should make it clear to children that they are expected to adhere to a clear code of conduct and outline the reasons for that expectation. This serves to involve children in the risk assessment process to an appropriate degree by allowing them to understand how rules for the visit have evolved. This includes:

- not taking unnecessary risks;
- following the instructions of the group leader;
- dressing and behaving responsibly;
- notifying an adult in the group of anything or anyone posing a possible threat to individual or collective safety or wellbeing;
- notifying an adult in the group as soon as possible of any accidents or incidents

Any child whose behaviour may potentially compromise the safety of the group may be stopped, by the Head, from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways, wherever possible.

## 1.8

### ***Parents/Guardians***

When parents sign the consent form they are doing so based upon the reasonable expectation that their child's safety has been a paramount consideration in the planning and preparation of the visit.

- For longer visits, such as residential visits, the group leader should ensure that parents are given sufficient information in writing and are invited to briefing sessions.
- Informed by the group leader, parents may prepare their child for the visit by reinforcing the visit's code of conduct.
- Parents should also be asked to agree the arrangements for sending a child home early and agree to meet the cost.
- Parents must provide the group leader with emergency contact details (phone numbers, email addresses etc.).
- Parents must sign the consent form.
- Parents must give the group leader *relevant* information about their child's emotional, psychological and physical health (including current medication), which might have an impact on the visit.
- Parents should agree permission for emergency medical treatment to be given if they cannot be contacted.

## 2. PLANNING THE VISIT

### 2.1.

#### ***Risk assessment*** (see ANNEX 1)

We accept that formal planning should take place prior to any visit, whatever its type and scale. This involves being aware of the dangers and difficulties that may arise, and making plans to reduce them. While employers are legally required to formulate a risk assessment, it is usually undertaken on their behalf by the group leader.

A risk assessment for a visit need not be complex but it should be comprehensive and based upon the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

Completed risk assessment forms, once signed by the Head/Head of Pre Prep will be filed in the office once the group leader has discussed with all teachers/supervisors on the visit. To maximise effectiveness the completed risk assessment form should include details of the measures which supervising adults should take to avoid or reduce the risks. We adhere to the guidelines and responsibilities as they are outlined in HASPEV as those apply to the specific needs and requirements of Harvington. The document and its supplements will serve as constant references throughout the various stages of planning a visit or visit.

## 2.2

### ***Overseas Visits***

At the pre visit stage, the following should be checked:

- There will be a member of staff attending who is proficient in the language of the country being visited. This is essential in case of emergencies if a translator is not available through the venue.
- All children and accompanying staff have their own individual valid passport.
- Visas are acquired where necessary.
- All children and accompanying staff have a valid EHIC card.
- The school has insurance for foreign visits.

## 2.3

### ***Types of visit***

Educational visits are integral to the curriculum at Harvington and as such, are regularly undertaken. Due consideration must be given to the nature of the visit when considering pupil/teacher ratios (see below). These must be appropriate to the activities undertaken and the setting, whether for a day visit or residential. Outward Bound residential visits are only organised through specialist companies, and staff booking these must take account of the number of staff at the particular venue being visited and level of their qualifications.

Examples of types of visit undertaken are as follows:

- Short visits on foot or via public transport
- Day visits by school minibus
- Day visits by coach
- Residential visits by coach

## 2.4

### ***Staff Ratios for educational visits***

Staffing ratios for educational visits are difficult to prescribe, as the factors to be taken into consideration will vary depending on the activity, age, group, location, etc. Thus the appropriate staff ratio will be informed by the risk assessment undertaken by the group leader. A general guide might be:

- Nursery                    1 adult per 3 children
- Transition                1 adult per 4 children
- Year 1                      1 adult per 5 children
- Years 2 and 3            1 adult per 6 children
- Years 4 and above      2 adults up to 20 children, followed by a ratio of 1 adult per 10 children

We accept that this is a general guide and does not reflect the varying circumstances that influence each visit.

## 2.5

### ***Parents/Guardians/Volunteers***

It is not feasible to only use school staff and therefore parent/guardian helpers or volunteers may be used to supplement the supervision ratio. This raises several issues:

- helpers will be known to the school and, if possible, the pupil group;
- in assigning parent/guardian helpers to supervise groups, the group leader must address the conflict of interest that would arise in the event of an accident, and have a sufficient supervision ratio to absorb this;
- the teacher in charge must ensure that helpers are aware of children who require closer supervision, such as those who are overly energetic or have special needs.

### **3. FEEDBACK AND EVALATION**

The group leader will communicate any relevant feedback about the visit to management and staff. By 'relevant feedback' we refer to:

- any aspects about the venue that require consideration when planning the next visit to the same venue;
- information about any child or adult who requires special consideration when embarking on another visit;
- any 'near misses' or hazardous situations that have presented themselves;
- ideas or recommendations on how future visits may be planned in order to further reduce levels of risk.
- Actions or decisions taken that went well or were particularly successful

The Harvington Educational Visits Policy will be reviewed on a regular basis, as agreed and stipulated by management and staff. This review process will also be ongoing, based upon constant evaluation as stated above.

We aim for this to be a working policy, reflecting the Health and Safety practices we employ on a constant, consistent basis. Thus the policy will be amended as we take cognisance of the changes we regularly have to implement. We strive not merely to fulfil the curriculum but also to enhance it by facilitating learning in environments other than the classroom. We aim to strike a balance between this approach and making every reasonable attempt to provide the children in our care with security and protection.

### **4. MISSING CHILD**

Regular headcounts are carried out throughout the day, from prior to departure to the time the children return to school. In order to avoid the unlikely event of a child going missing whilst on an educational visit, the following procedures are in place:

- prior to any visit, the children will be reminded if they are lost they are to stand still, ask for help from someone in a uniform or a lady with children
- children wear Rosemead uniform
- Rosemead staff have access to mobile phones for use on visits
- adults have responsibility for named children

If a child/children is missing:

- the group leader will inform all adults accompanying the visit as soon as is practically possible
- an immediate thorough search of the area will be carried out, ensuring that all other children remain supervised throughout
- if appropriate, on - site security will also be informed and a description of the child/children given
- in the event of a child not being found, the group leader will immediately inform the police and the school office who will inform the Head
- if a child is missing for any longer than 15 minutes the group leader will inform the Head, who will be responsible for contacting the child's parents, giving details of what has happened
- only the Head, Deputy Head or Head of Pre-Prep, will communicate with the parents
- the group leader and as many other members of staff as possible will remain at the scene whilst others return to Harvington with the children. The members of staff who remain will continue searching for the child/children
- the group leader will meet the police and parents when they arrive at a designated point
- if a child is found within 15 minutes of being missing, the parents will be informed of the incident as soon as is practicably possible
- a written log of events must be kept
- Ealing Social Services, ISI, Charities Commission will be contacted and informed of any incidents within 24 hours
- with incidents of this nature parents and children may require support and reassurance following the traumatic experience.

The Head of Harvington, or the person taking charge, must keep in mind at all times, and act upon, the primary principle laid down in the Children Act – the welfare of the child is paramount.

## **ANNEX 1**

## STEPS TO FOLLOW WHEN ASSESSING RISKS

1. **Place to be visited** e.g. Paris:

Potential hazards: Issues

eg: walking in city streets  
travelling by ferry  
loss of passport  
unsuitable hotel  
terrorism

2. **List groups of people who are especially at risk from the significant hazards you have identified:**

eg: children  
non teaching staff  
teachers  
group leaders

3. **List existing controls or note where the information may be found:**

eg: ensure sufficient supervision  
clear guidance to children  
know details of consulate  
exploratory visit

4. **How will you cope with the hazards which are not currently or fully controlled under (3)?**

List the hazards and the measures taken to control them.

5. **Continual monitoring of hazards through visit:**

Adapt plans and then assess risks as necessary.