



Hamsey Green  
Primary School



**Date reviewed: September 2022**

**Reviewed by Nikki Mace**  
**Head Teacher/EVC**

**Date to be reviewed: September 2024**

## **Introduction**

Hamsey Green Primary School and Acorns Nursery provide many opportunities for its pupils to enrich and enhance their on-site learning through the use of outdoor education and off-site educational visits. This encompasses residential activities, environmental studies, sports, physical and cultural activities and adventurous activities. Visits both day and residential are an integral part of life at Hamsey Green Primary and Acorns. They serve to provide experiences that will aid the acquisition of new skills and attitudes and a better understanding of the wider world.

Visits aim to:

- Provide first hand experience
- Support and enhance classroom experiences
- Foster an awareness and sensitivity about the environment
- Develop cooperation
- Enhance personal and social development
- Maximise every child's potential through a variety of learning experiences
- Develop skills of observation, research and recording and the ability to question

## **Legal Requirements**

This policy document supplements and follows:

the guidance and advice contained within Surrey's "Guidelines for Educational Visits and Outdoor Education Activities"

- guidance from the Health and Safety Executive in conjunction with the DCSF
- The DCSF document "Health and Safety of Pupils on Educational Visits"

## **School Visit Categories**

### **Category 1**

Visits within the school day or extended day -day trips (about 1.5hrs) and not involving adventures/activities. Category 1 visits need to be approved by the governing body and/or Head Teacher or by the EVC on behalf of the Head Teacher.

### **Category 2**

Visits, which involve a day or extended day visit much further away from the school (1.5hrs+) and not including adventures/activities and/or sea or air travel.

### **Category 3**

Residential visits, overseas visits and visits that involve adventurous activities. Please see Appendix 1 for approval procedure for Category 3 visits as it has a number of steps that need to be undertaken including approval from the Local Authority.

The Head Teacher and EVC MUST be notified at least 6 weeks in advance to plan a trip.

### **Curriculum links**

All trips and visits are educational and link to the subjects taught in the curriculum. All these activities are in line with guidance published by the LA. These could be:

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to Riddlesdown Common; Science Museums, Science visitors, mini beast hunting at open gardens, Godstone Farms, British Wildlife Centre, Chessington Zoo
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, local museums; local area walks, visits such as Butser Ancient Farm, WW2 workshops,
- Geography – use of the locality for fieldwork, village trails;
- Art and design – art gallery visits, use of the locality;
- PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches;
- Music –primary concerts, extra-curricular activities, local schools’ orchestra, concerts for parents to hear;
- Design and technology – visits to local factories or design centres;
- IT – its use in local shops/libraries/secondary schools/technology company support etc;
- RE – visits to local centres of worship, visits by local clergy.
- PSHE and citizenship –firefighter talks or an old people's residential home, visits by local police officers and health workers.

### **Residential activities**

Children in upper Key Stage 2 have the opportunity to take part in a residential visit. The residential visit enables children to take part in outdoor and adventure activities as part of their PE work, as well as having links with PSHE, Science and Geography. We undertake this visit only with the written agreement of the LA via Evolve. Qualified instructors for all specialist activities that we undertake, are required. We will only book with Outdoor Learning Accreditation recognised by Surrey on Evolve.

## **Roles and Responsibilities**

### **The Governing Body**

- must satisfy itself that the appropriate procedures, risk assessments and control measures are in place and that the documented guidance notes are being followed.
- All offsite visits that are residential or hazardous must be approved by the Governing Body.

### **The Head Teacher**

The Head Teacher is delegated by the Governing Body to approve all off-site educational visits of a perceived low risk, local, daily or regular nature. The Head Teacher will also:

- Ensure adequate child protection procedures are in place
- Approve the group leader for every visit, ensuring that they have experience in supervising the age groups going on the visit and will organise the group effectively
- Ensure that Criminal Records Bureau disclosures are in place where necessary

### **The Educational Visits Co-ordinator**

The Educational Visits Co-ordinator ensures that all off-site activities follow the correct procedures. The person with these responsibilities will approve the group leader for every visit and monitor the written risk assessments to ensure good practice. In addition, they will:

- Use EVOLVE to upload information for all trips and visits. These are uploaded to either the Local Consent or Visits section.
- Support the group leader in identifying the purpose for the visit and the selection, training and briefing of appropriate supervising adults and volunteer helpers
- Ensure that Criminal Records Bureau disclosures are in place where necessary
- Arrange Emergency Contact Duty Officer and draw up proper procedures to be followed in such an event
- Keep records and make reports of accidents and “near accidents”
- Review and regularly monitor procedures
- Liaise with the LA Outdoor Education Adviser to ensure the proposed visit complies with the LA regulations

### **The Group Leader**

The Group Leader is responsible for identifying the purpose of the visit and following the checklist for planning a school visit (see attached). He or she is responsible for ensuring that:

- The Head teacher's approval for the visit has been given
- The LA guidelines and school policy is followed
- Child protection issues are addressed
- A full risk assessment has been completed and all necessary measures put into place
- All supervisors are fully aware of what the proposed visit involves and all risk assessments
- Parents are informed of the visit in order for them to make an informed decision on whether their child should go on the trip or not
- All planning and preparation for the visit, including briefings, is completed
- Group lists, medical forms and consent forms are completed and available on the visit
- Arrangements for medical needs and special educational needs have been implemented
- Group supervisors roles are clearly defined and all tasks assigned
- The ratio of adult to child is appropriate
- All supervisors have the school contact information and emergency procedures
- First aid provision is in place
- All SEN, music, office and other staff are informed of times of visits which will affect other provision
- The school diary is up-to-date with visit dates and times
- A financial account and costs for the trip have been made
- All children know what is expected of their behaviour during the educational visit

### **Other teachers and adults involved in a visit**

Teachers on school-led visits act as employees of the LA or of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours.

Teacher and other adults on the visit must:

- do their best to ensure the health and safety of everyone in the group
- care for each individual pupil as any reasonable parent would
- follow the instructions of the leader and help with control and discipline. Non-teachers should generally not have sole charge of pupils except where risks to health and safety are minimal
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

### **Information to Pupils**

It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- the aims and objectives of the visit / activity
- background information about the place to be visited
- how to avoid specific dangers and why they should follow rules
- why safety precautions are in place
- why special safety precautions are in place for anyone with disabilities
- what standard of behaviour is expected from pupils
- who is responsible for the group
- what to do if approached by a stranger
- what to do if separated from the group
- emergency procedures
- rendezvous procedures

### **Further health and safety considerations**

All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day the home telephone number of a designated emergency contact should be provided.

Before a party leaves school, the school office should have collated a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.

The safety of the party, and especially the children, is of paramount importance. During the activity the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times.

Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the headteacher the possibility of making additional arrangements for that child.

## Parents

### Communication with parents

The parents of children taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities. If this is a local trip, this is covered under Local Consent forms and a letter will inform parents of the activity.

Funding for off-site activities is provided mainly by parental contributions (voluntary except in the case of residential visits). This must be made clear to parents in all correspondence about an educational visit at the planning stage.

No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school prospectus and letters sent home about intended visits.

The timetable for the payment of contributions should allow for the Headteacher to make a decision about the financial viability of the activity in reasonable time.

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits. The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language;

The following information on matters that might affect pupils' health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- dates of the visit
- times of departure and return
- mode(s) of travel including the name of any travel company
- details of accommodation with security and supervisory arrangements on site
- names of leader, or other staff and of other accompanying adults
- visit's objectives
- details of the activities planned and of how the assessed risks will be managed
- insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested
- clothing and equipment to be taken
- money to be taken

Parents must:

- provide the group leader with emergency contact number(s)
- sign the consent form
- give the group leader relevant information about their child's health which might be relevant to the visit

### **Preliminary Visit**

Wherever possible the group leader should undertake a preliminary visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit
- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- ensure that the group leader is familiar with the area before taking a party of young people

If it is not feasible to carry out a preliminary visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.

### **Risk Assessment**

A risk assessment should always be carried out before setting off on a visit, using Hamsey Green Primary's Risk Assessment Form, six weeks in advance of a planned trip. Trips must be approved by the Head teacher before proceeding via the office. The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? - see Appendix 1

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The group leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken
- the location

- the competence, experience and qualifications of supervisory staff
- the group members' age, competence, fitness and temperament
- ratio of staff required
- pupils with special educational or medical needs
- the quality and suitability of available equipment
- seasonal conditions, weather and timing

## **First Aid**

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad there should be at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box
- a person appointed to be in charge of first-aid arrangements

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher should take this into account when assessing what level of first-aid facilities will be needed.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

## **Transport**

Appropriate transport must always be booked via the office and guidance will be given by the EVC. Only travel companies approved by EVOLVE will be used. A risk assessment will be completed to provide detailed guidance on health and safety issues.

Transport arrangements will allow a seat for each member of the party. It is our policy only to use coaches fitted with seat or lap belts, and to insist that they be worn by all those participating in the visit.

Where private cars are used for transport, the group Leader is responsible for checking that the insurance of each driver covers such journeys, and double-checking that each driver has been subject to the normal police checks.

### **Pupils with Special Educational and Medical Needs**

The Head Teacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

### **Evaluation Report**

A general evaluation of the visit will inform future visits and may be a useful check on the value of the risk assessments undertaken. Any minor incidents or 'near misses' should be reported on the Risk Assessment and any relevant information reported on Evolve.

## Appendix 1:

### STAFFING AND STAFF RATIOS

General Activities including fieldwork			
<b>Ratios for specific adventure activities can be found on Evolve by the EVC/establishment requirements for Outdoor Leader Activities.</b>			
Activity	Age of young people	Staff: young person ratios – this is a typical range and should be discussed with the EVC as <b>actual ratios must be determined by a process of risk assessment</b>	Visit Leader competence
Category 1 and 2 <b>i.e. visits in the UK</b> <b>but not:-</b> residential adventurous	<b>Nursery</b>	1:2 (minimum 2 staff)	<b>Previous experience</b>
	<b>Reception</b>	1:3-5 (minimum 2 staff)	
	<b>Years 1-2 (KS1)</b>	1:6-8 (minimum 2 staff)	
	<b>Years 3-6 (KS2)</b>	1:10-12 (minimum 2 staff) <b>Note: for KS2 local visits to AT7, or similar, 1:15 ratio is appropriate.</b>	
Category 3 <b>i.e. adventurous and residential visits</b>	<b>All years</b>	1:10 (but minimum 2 staff)	<b>Previous experience and qualified where adventurous</b>