



## **Educational Visits Policy Whole school and EYFS**

### **Rationale**

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good primary practice.

### **Purposes**

Educational visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum. Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

### **Statement**

Parsons Green Prep School recognises its 'Duty of Care' and statutory responsibilities for the health, safety and welfare of participants, staff, voluntary assistants, providers and members of the public in connection with educational visits for which it is accountable.

In order to achieve and maintain the highest possible standards in this regard we have adopted the newest guidance from the DfE Health & Safety Department for Education Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies Updated: February 2014.

This guidance supersedes the DfES/0803/2001 Health and Safety Responsibilities and Powers and Health and Safety of Pupils on Educational Visits (HASPEV 1998).

Paragraphs 11 and 12 of the Schedule to the Education (Independent School Standards) (England) Regulations 2010 require Independent Schools to take into account the guidance in Health and Safety; Responsibilities and Powers (2001) and Health and Safety of Pupils on Educational Visits (HASPEV 1998). This newest DfE advice replaces that guidance for the purposes of the 2010 Regulations.

Standards for LEAs in Overseeing Educational Visits	DfESI0564I2002 July 2002
Standards for Adventure	DfESI0565I2002 July 2002
A Handbook for Group Leaders	DfESI0566I2002 July 2002
Group Safety at Water Margins	DfESICCPRI2002 July 2002

This policy will form the basis of good practice in the management and conduct of educational visits. From time to time they will be supplemented by complementary guidelines, instructions and procedures issued by the LEA, or by the school with the approval of the LEA.

### **Guidelines**

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich learning experience for the pupils. The following guidelines



support the planning and implementation of educational visits organised at Parsons Green Prep.

## **Role and responsibilities**

### **Headteacher**

The headteacher at Parsons Green Prep is responsible for the approval of all visits but may delegate the approval of local routine and low risk visits (Category A) to a designated member of staff who may be the Educational Visits Coordinator (EVC), Celine Lemerle.

The headteacher will approve all higher risk visits including adventure activities, residential experience and foreign travel (Categories B and C). The most demanding of visits (Category C) will be submitted to the LEA for endorsement.

The headteacher will ensure that:

- all off-site visits and activities are notified or submitted for formal approval by the health and safety advisor as required
- they have appointed a suitable group leader
- all necessary actions have been completed before the visit begins (this applies even when the head is not going on the visit)
- sufficient time is assigned for staff to organise visits properly
- all staff involved are competent to carry out such responsibilities as they may be allocated. If taking part in the visit or activity as either an assistant leader or as a group member, they are clear about their role and that they should follow the instructions of the designated visit leader (who will have sole charge of the visit) and that the appropriate ratio of staff to pupils is in place.
- suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to the pupils is regular or significant, DBS checks must be in place as required. Parents are expected to be only responsible for their children and will not be included as part of the ratio.
- the risk assessment is complete and that it is safe to make the visit.
- training needs have been met.
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively.
- the group leader has relevant skills, qualifications and experience if acting as an instructor and knows the location of the activity.
- the visit information has been shared with parents and that consent has been sought where necessary. Suitable transport arrangements are in place and meet any regulatory requirements. Travel times out and back are known
- there is adequate and relevant insurance cover
- arrangements have been made for all the medical needs and special educational needs of all the children and staff. Inclusion/disabilities issues are addressed
- they have the address and phone number of the visit's venue and have a contact name
- they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff are accessible at all times
- that there are contingency plans in place should the visit plan be



significantly changed or cancelled

- where the activities or visit involves a third-party provider, appropriate assurances have been sought, including a clear management Statement of Competence and insurance
- all visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any serious incident and to inform the operation of future visits
- the establishment visit risk assessment includes a procedure to ensure that parents are appropriately informed in the event of a serious incident
- serious incidents are reported as required - meeting the requirements of RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)

### **Health and safety advisor**

To help fulfil its health and safety obligations for visits, the school has a specifically designated health and safety advisor who supports the headteacher.

The health and safety advisor will:

- be specifically competent and knowledgeable of a range of visits similar to those typically run by the school. Where the health and safety role is attached to an administrative post, they will receive structured support in the form of regular supervision meetings from the headteacher, who has that practical experience
- attend training and update training
- support the headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions
- ensure that a risk assessment is in place for the offsite visits and activities, and can be updated as necessary by the teacher carrying out the visit
- ensure that offsite activities meet school policy and procedures
- ensure that the headteacher, visit leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that the school's procedures are properly understood
- ensure that off-site activities must be led by competent leaders and that assistants/volunteers are competent to carry out the tasks to which they are assigned
- coordinate, with the headteacher, the training of leaders and assistant leaders, including voluntary helpers
- monitor visit planning and arrange for sample monitoring in the field as appropriate
- liaise with the school administrator to ensure that DBS checks are in place where required
- provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent
- ensure that there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place
- ensure that medical and first aid issues are addressed
- ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff
- ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure



- keep up to date with health and safety training

### **Group leader**

One teacher, the group leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the headteacher.

The group leader will:

- have the overall responsibility for supervision and conduct of the visit. They must be an employee and not a volunteer
- be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so
- plan and prepare for the visit, taking a lead on risk management. This school sees it as good practice to involve all participating staff in the planning and risk management process for any given off-site visit or activity to ensure wider understanding
- undertake and complete a comprehensive risk assessment
- define the roles and responsibilities of other staff (and volunteers) to ensure effective supervision and appoint a deputy wherever possible
- have regard to the health and safety of the group at all times
- ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management
- know all the pupils proposed for the visit to assess their suitability
- collate, make available and disseminate relevant information to supporting staff, parents and pupils as appropriate
- make sure there is access to first aid at an appropriate level
- arrange pre-visit information meetings where appropriate
- evaluate all aspects of the visit, both during and after the event
- ensure that staff and other supervisors have been appropriately briefed on:
  1. the pupils making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities
  2. the nature, location and duration of the activity
- ensure that the visit is effectively supervised; the overarching duty of care remains with the accompanying school staff, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in pupils being put at greater risk
- ensure that all staff and any third party providers have access to emergency contact and emergency procedure details
  - ensure that pupils understand their responsibilities (see responsibilities of pupils below)

### **Proprietor responsibilities**

The proprietor of Eridge House Ltd will be consulted and advised in connection with off-site visits. This person's role is to "enable and ensure" by acting as a "sounding board".

They will ensure that:



- they have a clear understanding that ultimate responsibility rests with the employer of school staff
- they have an understanding of how outdoor learning supports a wide range of learning outcomes
- they have access to employer guidance as well as establishment policy
- there is a health and safety advisor in place that meets with employer requirements
- there are formal notification and approval procedures in place that meet with employer recommendations and requirements
- the school's policy supports the principles of inclusion
- there are monitoring procedures in place

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

Teachers on school-led visits act as employees of the school. 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 headteacher if some of their time on the visit falls outside normal hours.

### **Teachers 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

### **Responsibilities of children**

The group leader should make it clear to pupils that they must:

- not take unnecessary risks
- follow the instructions of the leader and other adults
- dress and behave sensibly and responsibly
- look out for anything that might hurt or threaten anyone in the group and tell the group leader about it
- not undertake any task that they fear or that they think will be dangerous

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

### **Parents**

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. Parents accompanying the trip would have received and read Keeping children safe in Education (KCSIE) September 2016, as well as a document providing guidance for parents volunteering for school trip prior to the visit (appendix 1). 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. Parents will only be in charge of supervising their own children.

Parents must:

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

### **Supervision**

It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group
- pupils with special educational needs
- nature of activities
- experience of adults in off-site supervision
- duration and nature of the journey
- type of any accommodation
- competence of staff, both general and on specific activities

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. As general guidelines, the following ratio of adults to children should be used: Early Years visits off-site may be as high as:

Reception	1:4
Year 1 to Year 3	1:6
Year 4 to Year 6	1:10/15

Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios do not include residential visits.

Where there is more than one adult supervisor, a group leader, who has authority over the whole party, should be appointed. The group leader and all the adult supervisors must carry a mobile phone for the duration of the trip. The group leader should have the phone numbers for the school, the other adult supervisors, the venue being visited, the number of the bus driver and/or bus company, and the emergency services. The bus driver/company should have the numbers of the school and the group leader. Likewise, the school should also have all the above phone numbers. Members of staff taking part and supervising residential trips must communicate the name and contact details of their next of kin to the school office in case of an accident.

### **Use of voluntary helpers**

The use of parents and other adults with a clear association with the school, as helpers or supervisors on off-site visits or activities, is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst the school staff. Such volunteers will understand and consent to the fact that they will be answerable to the visit/activity leader. Guidelines are handed to parent volunteers on school trips by the visit/activity leader prior to departure.



A volunteer will not be accountable through a legalistic audit trail (as would exist were their involvement based on a contractual relationship) and is therefore the case that a volunteer helper cannot be appointed as a visit leader. All adult helpers and volunteers are subject to DBS checking; however, this may not be required where there is no possibility for unsupervised direct contact. Clear DBS checks must have been returned before a volunteer adult helper may participate in a residential visit.

Teachers retain responsibility for the group at all times. For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one-to-one situation with a pupil.

If the school is leading an adventure activity, such as canoeing, the LEA must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity. 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.

### **Preparing pupils**

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and others safety. Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

### **Competence**

Competence is a combination of experience, training/qualifications and common sense. The competence of the visit leader is the single most important contributory factor in the safety of participants.

Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits? (check visit history)
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision-making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- If appropriate, what is the leader's personal level of skill in the activity and fitness level?
- Does the leader possess appropriate qualifications, especially if leading adventurous activities?
- Is the leader aware of all relevant guidelines and able to act on these?



### **Planning off-site visits**

The extent of planning required is related to the complexity of the visit, based on STAGED - Staffing, Timings, Activity, Group, Environment, Distance

Whether the visit is to a local park, museum, swimming pool or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them. The headteacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the Educational Visits Coordinator (EVC), Celine Lemerle, or the group leader, but the headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The EVC/group leader must agree all plans with the headteacher.

### **Risk assessment**

Risks are expected to be reduced to an acceptable or tolerable level and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. Due to the complex nature of off-site visits, conventional risk assessment as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall risk management of visits by taking all aspects of visit planning and management into account.

A risk assessment should always be carried out before setting off on a visit, using Parsons Green Prep's own Risk Assessment Form. The risk assessment will decide the number of adults required. The child ratio for each visit may vary (see guidance under 'supervision'). 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 section on 'supervision').

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
- pupils with special educational or medical needs
- the quality and suitability of available equipment
- seasonal conditions, weather and timing

Where possible, a site-specific risk assessment should be obtained from the venue prior to the visit. In conjunction with the organisation the school is visiting, if a child is lost all entrances and exits are locked by the staff from the organisation to ensure that children and adults cannot exit the building.



### **Exploratory visit**

Wherever possible the group leader should undertake an exploratory visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings and any site-specific procedures or issues which may have an impact on the visit or members of the group. The group leader will:

- 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 an exploratory 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. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

### **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 it is sensible to have at least one trained first aider in the group.

It is not always necessary that a qualified paediatric first aider accompanies an off-site visit or activity unless there are EYFS pupils attending. However, it is the school's practice to ensure that all staff have Basic First Aid training. First aid issues for any activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is 'appropriate' will be determined by:

- the nature of the activity
- the nature of the group
- the likely injuries associated with the activity
- the extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

It is a legal requirement that all minibuses must carry a first aid kit.

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 headteacher should take this into account when assessing what level of first aid facilities will be needed. The contents of a first aid kit will depend on what activities are planned.

Medication will be administered by the leader of the trip whenever necessary. Celine Lemerle is responsible for ensuring that medication is explained clearly and clear instructions are written for the group leader. A clear and concise form is taken on each trip and residential trip with medication details and times to be given. On residential trips, the group leader is responsible for



calling the headteacher each day to confirm that all medication has been given.

### **Pupils with special educational and medical needs**

The headteacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them while 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.

### **Emergency procedures in the event of a security incident on the visit**

Staff involved in a visit must be aware of, and adhere to, the school's policy on emergency procedures. The school maintains a number of mobile phones specifically for use during off-site visits. It is each visit leader's responsibility to ensure that these phones have:

- fully charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit

If a group is caught up in a security incident, the group leader should:

- attempt to keep everyone together if possible.
- notify the school as soon as practical and noting the known whereabouts of all members.

The school will:

- activate the contact pyramid if a group is caught up in an accident. Establish a crisis team to become communication point and receiving area for parents and pupils upon return.
- arrange the group's return transport as quickly and smoothly as possible. Parents should collect their children from school rather than travel to the incident location.
- communicate with parents using its normal methods where possible, including emails and school website
- consider arranging proactive trauma counselling for pupils and staff after such an event

For all out of hours and residential visits there will be a nominated person (the headteacher) who can provide 24/7 cover as an emergency contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as pupils.

Consideration will be given to the following:

- Criteria for identifying the nominated emergency contact(s).
- Is more than one emergency contact required?
- Procedure for lodging visit plans to enable them to be accessed in the event of an emergency?
- Have procedures been tested?
- Is it possible to demonstrate a proactive response to any pattern that can be recognised within incidents?

Visit Leaders should also carry an emergency contacts sheet.

### **Communicating with parents/guardians**

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information is on matters that might affect pupils.

Health and safety is useful to parents, and will be included in a letter to parents/guardians prior to a visit. The letter will include:



- 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
- a request to parents to inform the school of any medical conditions **on the day of the trip** and written consent to administer any medication necessary.

### **Parental Consent**

Section 35 of the Education Act 2004 states: 'Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'. For regular school trips (walking trips and museums etc.) parental consent will be obtained when the child first joins the school and parents will receive full details of the activities and any other significant information.

At the start of a child's entry, Parsons Green Prep will seek written consent from parents for:

- children visiting a local venue such as a park, library, post office, shops, etc
- local museums

A separate consent form will be needed for:

- Any school trips for children in EYFS
- adventure activities
- visits abroad
- other residential visits

If parents withhold consent the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the headteacher will need to consider whether the child may be taken on the visit or not. The school's parental consent form should be completed for each pupil in the group.

### **Seeking assurances from provider**

Many providers have websites and offer information packs which contain the sorts of information required, including a safety management statement. Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the school trip leader, does not need to be requested from the provider, but best practice will ask for the provider's risk assessment to be produced to the health and safety advisor prior to the trip. In addition to the standard Public Liability cover which all establishments will have in place, the school has taken out 'blanket' personal accident cover/travel insurance for all trips/visits at home or



abroad. The school's current provider is Marsh Schools Insurance. For EU trips, the school will require all children to carry a current EHIC card for emergency treatment.

### **Participation**

Pupils should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear. Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils will return home early.

### **Information to pupils**

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

- 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

### **Transport and pupils**

Coaches and privately owned minibuses are used by the school. The school will ensure that any company used for transport will have the appropriate insurance and seatbelts.

Pupils using transport on a visit should be made aware of basic safety rules including:

- Arrive on time and wait for the transport away from the road, track, etc.
- Do not rush towards the transport when it arrives.
- Wear your seatbelt (where available) and stay seated while travelling on transport.
- Make sure your bags do not block aisles on the transport.
- Never attempt to get on or off the moving transport.
- Never throw things out of the transport vehicle's windows.
- Never get off a vehicle held up by traffic lights or in traffic.
- Never run about while transport is moving or pass someone on steps or stairs.
- Never kneel or stand on seats or otherwise impede the driver's vision.
- Never distract or disturb the driver.
- Stay clear of automatic doors/manual doors after boarding or leaving the transport.
- After leaving the vehicle, always wait for it to move off before crossing the road.
- If you have to cross roads to get to the transport always use the Green Cross Code.
- If you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.



### **Public transport**

For short, manageable journeys, the school encourages trip leaders to plan activities that include use of public transport. Specific consideration should be given to the group of children to be accompanied and whether this is a manageable risk. This will normally be considered for children in Year 3 and above.

### **Swimming**

The school acknowledges the immense educational benefits that swimming activities can potentially bring to pupils, and fully supports and encourages swimming activities that are correctly planned, managed and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken. All swimming activities and venues are included within the visit plan, and lifeguarding arrangements checked in advance. Particular consideration should be given to the following factors:

- Supervisor complacency and lack of transferable knowledge.
- Preparation and knowledge of the pupils

Pupils must be supervised by a competent adult at all times whilst undertaking swimming activities.

### **Swimming pools (lifeguarded)**

UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely. Unless suitably qualified, the school's staff do not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

For swimming lessons, the school should ensure that the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

### **Residential visits**

When planning a residential visit that incorporates adventure activities or a day trip with an activity that will involve caving, climbing, trekking, skiing or watersports, the Parsons Green Prep EVC (Celine Lemerle) must currently check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004. These DfE regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future.

### **Hostels and hotels**

The school will bear in mind the following:

- The group leader should ideally have adjoining rooms with staff quarters next to the young people – we will endeavour to obtain a floorplan of the immediate accommodation area, which should be exclusively for the use of the group.
- Access by staff to student rooms must be available at all times.
- There should be separate male and female sleeping areas for pupils and adults.
- Ensure that the whole party is aware of the layout of the accommodation, its fire precautions/exits, its regulations and routing, and that everyone can identify key personnel.
- Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors.



- The rooms are reserved for the group's use in advance.
- Ensure that locks/shutters, etc., work on all the rooms used by the group.
- Storage of clothes, luggage, equipment, etc., particularly safekeeping of valuables.
- Adequate lighting – it is advisable to bring a torch.
- Provision for sick, disabled pupils or those with special needs.
- Safety in rooms (electrical connections, secure balconies).
- Recreational accommodation/facilities for the group.

### **Coastal visits**

Group leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. At Parsons Green Prep, the group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked.
- Ensure that group members are aware of warning signs and flags.
- Establish a base on the beach to which members of the group may return if separated.
- Look out for hazards such as glass, barbed wire and sewage outflows, etc.
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds.
- Clifftops can be highly dangerous for school groups, even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

### **Weather, clothing and survival**

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice. Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements.
- Likely changes in weather.
- The experience and strength of the party.
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- comfort, insulation and shelter for a casualty
- comfort, insulation and shelter for the whole group
- provision of emergency food and drink
- torch
- possible need of signalling equipment and/or mobile phone (N.B. mobile phones may not work in remote areas)

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.



### **Swimming**

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will not be allowed for Parsons Green Prep children. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers and one teacher should always stay out of the water for better surveillance. Where paddling is to be allowed on a visit, a ratio of 1 adult to 4 children is a minimum.

### **Farm visits**

Parsons Green Prep recognises that farms can be dangerous, even for the people who work on them. Taking children to a farm will be very carefully planned and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E. coli O157 food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed, that it has a good reputation for safety standards and animal welfare, and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out. The basic rules for a farm visit will be that we will never let pupils:

- place their faces against the animals or their hands in their mouths after feeding them\*
- eat until they have washed their hands\*
- sample any animal foodstuffs
- drink from farm taps (other than in designated public facilities)
- ride on tractors or other machines
- play in the farm area

\*In the event that children or staff handle any farm animals on a farm visit, all children and staff will thoroughly wash and disinfect their hands. Under no circumstances should pregnant members of staff or volunteers pet sheep on a farm visit. Infections that can affect female sheep (ewes) and which could be passed to pregnant women and induce possible miscarriage include:

- chlamydia
- toxoplasmosis
- listeriosis
- Q fever

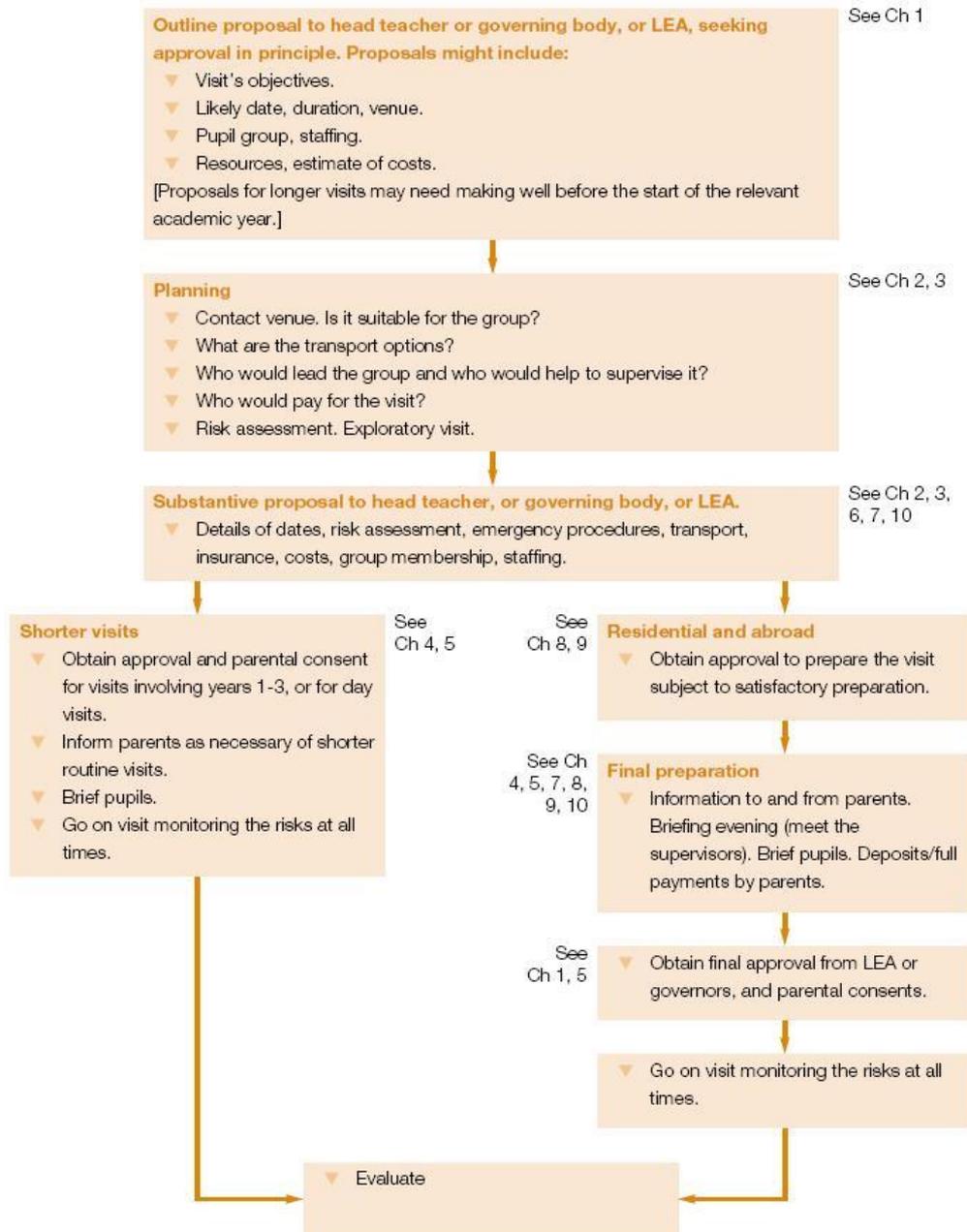
The risks are low. These infections are uncommon in sheep and very rare in humans. The number of human pregnancies affected by contact with sheep is extremely small. Although the risks are low, any pregnant staff or volunteers should still avoid close contact with sheep. Any farm visit risk assessment should take this into account.

The following flow chart indicates the likely stages involved in planning a visit. The chapter references link to the DfES Guidance Health & Safety of Pupils on Educational Visits (1998).



## PLANNING THE VISIT

This page charts the likely stages of planning a visit





<b>This policy will be reviewed annually</b>		
Reviewed: September 2011	By: Janie Richardson	None
Reviewed: March 2012	By: Catrin Sherwood	None
Reviewed: September 2012	By: J Richardson	changes
Reviewed: November 2012	By: M McLachlan	Changes to legislation under new DfE guidelines replacing previous DfES guidelines and HASPEV 1998, named EVC Celine Lemerle, included health and risk assessment advice for pregnant members of staff or volunteers on farm visits
Review: November 2013	By: Mrs Pippa Hogg-Andrews	None
Review: 2 March 2015	By: Celine Lemerle	School name, ratio changed. New ISI regulations for permission slips for trips.
Reviewed: 1 September 2015	By: Celine Lemerle	Ratio for Nursery no longer applicable. Members of staff going on residential trips must communicate their next of kin contact details to the school office.
Reviewed: 1 August 2016	By: Celine Lemerle	Parents accompanying the trip will receive KCSIE and parental guidelines
Reviewed: 1 August 2017 25 September 2017	By: Celine Lemerle By: Tim Cannell	Policy merged with Offsite visit section of the H&S policy, parents escorting trips only be in charge of their own children, section added on security incident on visit.



Reviewed: 1 August 2018	By: Celine Lemerle	Annual written consent replaced by written consent on child's entry – page 11. Written parent consent required for each school visit for children in EYFS. Flowchart for planning visit added – page 16.
Next review: 1 August 2019		