

Educational Visits including EYFS (HSG 6, EYFS appendix HSG 6a, P3 ISI 14d)

Legal Framework

- [Health and Safety: Responsibilities and Duties for Schools 2018](#)
- [Health and Safety at Work Act 1974](#)

Guidance

- [School Trips and Outdoor Learning Activities – Tackling the health and safety myths](#)
- [Health and Safety on Educational Visits November 2018](#)
- [Planning and Leading Visits and Adventurous Activities - ROSPA](#)

Aims

- Ensure that children have access to a range of offsite educational activities within a supervised and safe environment.
- Through these activities it is vitally important that children learn to understand and manage the risks that are part of a normal life.
- To make the responsibilities of group leaders & other staff explicitly clear when taking children offsite.
- Inform governors, staff and parents of the regulations and procedures to be followed when planning an offsite activity.

Rationale

The school is committed to providing a range of educational visits during the school year to enhance and extend the curriculum. Such visits provide children with valuable first-hand experience and opportunities to develop their personal and social skills. They are also vital in providing opportunities to help them to understand and manage the risks of normal life.

The school recognises the responsibility placed on teachers, who manage and supervise off-site activities. The school has a long tradition of organising educational visits, with an excellent safety record. All WHP staff that plan educational trips have consistently proved themselves to be conscientious, professional and thoroughly trustworthy in their care of the children.

Trip organisers must always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.

The DfE guidance on Health and Safety of Pupils on Educational Visits, 'Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies 2018 and the school's own procedures and training, give staff the security of a clear framework and the confidence to make the correct judgements and decisions. It is not possible to anticipate every contingency, nor should this be attempted. The very point of taking children offsite is to accept some risks within a supervised environment to prepare them for the unexpected, so that they can take on challenges in later life.

Planning

As far as possible visits should:

- Be directly related to the curriculum being studied.
- Be appropriate to the age group.
- In the case of the school's younger pupils and EYFS be within one hour's travelling distance.

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Responsibilities

The school has three trained Educational Visits Coordinators (EVC): Headmaster, Chris Ward, Deputy Headmaster, Nicholas Roddis and Director of Outdoor Education, Bobby Pearson

The Headmaster, Deputy Head and the Head of Outdoor Education, together with the Governing Body, are responsible for ensuring that this policy is fully implemented and for agreeing in principle all offsite activities.

The Group Leader is involved in the planning and management of offsite visits. The Headmaster is responsible for approving all offsite activities. Before approval is given, the Headmaster must be satisfied that the activity is being efficiently and safely organised, will be well supervised and is in all circumstances appropriate. The Headmaster will also be responsible for ensuring that related staff training is organised for staff and regularly updated. In the case of any foreign or high risk activity the Chairman of Governors must receive details in writing and after consultation with the Headmaster give written permission for the trip to occur.

Before each visit the Group Leader for the visit, in consultation with the trip team is responsible for:

- Discussing the proposed visit with the Headmaster. EYFS should first be discussed with the Head of EYFS who should then consult with the Headmaster.
- Liaising with the venues to make the necessary bookings, the appropriate organisation of transport and informing the kitchen of any food that will be needed.
- If required completing a hazardous pursuits form at least 6 weeks before the visit.
- Informing parents by letter requesting consent for their child to be allowed off-site under the care of West Hill Park School.
- Ensuring that there is sufficient and appropriate adult help to provide the required supervision ratio to enable the children to be safe. This includes having all DBS (Disclosure and Barring Service) records checked for all staff and helpers before the trip occurs.
- Ensuring that each pupil gains the maximum benefit from the learning opportunities and they are experienced to the full.
- Making a preliminary visit to the site, carrying out a risk assessment and formulating the emergency plan.
- Completing all the necessary paperwork including the visit preparation form and passing a copy to the Headmaster for approval.
- Confirm via the Estates manager that the appropriate insurance cover is in place (provision for verification made on the Google Docs off-site form)

During the visit all teachers and group leaders (and by extension all adult helpers) are responsible for:

- The good order and discipline of the pupils in line with school rules and expectations.
- The health and safety of all participants.
- Being familiar with all practical and safety and first aid arrangements.
- Accepting that they at all times should act as a careful parent towards the children in their care.
- Ensuring that the visit is as enjoyable and successful as possible.
- All EYFS trips must ensure that at least one member of staff holds a paediatric first aid qualification.

The trip coordinator **must** be able to confidently answer “**yes**” to the following questions;

- 1) Is the leader of this trip qualified and currently competent to run the activity/trip at this level? Do all helpers and volunteers have an appropriate level of CRB Clearance? (Full enhanced checks must be in place for all staff accompanying an overnight trip)
- 2) Are appropriate supervision and pupil helper ratios available at all times throughout the trip?

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- 3) If the activity involves caving, climbing, trekking, skiing or water sports, does the provider hold a licence as required by the Adventure Activities Licensing Regulations 2004?
- 4) Have all reasonable steps been taken to ensure the safety of the environment and equipment?
- 5) Is there a code of conduct detailing behaviour expectations throughout the trip?
- 6) Have the group been briefed on the need for safety and been warned of the dangers in a manner appropriate to their age, intelligence and experience?
- 7) Have the group and staff been systematically prepared for the activities being undertaken including attention to footwear clothing (worn and spare) and equipment?
- 8) Will the activity be carried out in a manner compatible with regular and approved practice and BRITISH law in other similar activities and expedition situations?
- 9) Have the parents/guardians been properly briefed (in writing or in person) and signed a consent form for both the trip and emergency medical treatment?
- 10) Has a comprehensive risk assessment been completed, signed and approved appropriately by the Headmaster or Deputy Headmaster?
- 11) Are the group leader and all accompanying staff/helpers aware of any medical or special needs of children within the group and has appropriate action been taken to cater for these needs?
- 12) Have the school's organisational guidelines been followed?
- 13) Is a fully comprehensive and compliant insurance policy in place to cover all aspects of the trip?
- 14) Is there a contingency plan for all aspects and activities during the trip and is the school aware of this?
- 15) Has the school been left a copy of ALL the paperwork being taken on the trip?
- 16) Is there a written log book to record any incidents, minor or major, that occur throughout the trip?

All school trips are different and require different organising. The following procedure must be followed in the first instance. This basic framework must be applied but may not cover all the requirements that may need further specialist research. Some, more local, trips will only require the early stages of this process. This process pays due regard to the DfE guidelines *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies (2011)*.

Research

Once you have decided on the type of trip or activity to be undertaken make detailed checks of the site and or company you plan to use, i.e.

- Site visits
- Questioning on routines
- Questioning on safety
- Check that external providers have appropriate safety standards and liability insurance
- Check the to see if the company holds the Council for Learning Outside the Classroom Quality Badge ([LOtC](#))
- Check the quality and reliability of the transport company
- Request copies of qualifications
- Check sleeping and security arrangements if appropriate
- Contact other schools who have used the provider for references
- Heed advice and warnings from others, for example those with local knowledge or specialist expertise.
- Check with County Council to see if the site or company are approved
- Provisional risk assessment cleared with EVC. When you know as much as possible, start your information flow to parents. Information about day trips should go to parents at least 2 weeks prior to the excursion. ALLOW AT LEAST 9-12 months to organise most foreign trips. Parents like to spread payments and children's passports can be time consuming to acquire. A sample of letters' contents and procedures follows:

Letter I Informing parents of trip, to include:

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- a. Venue
- b. Activities
- c. Dates
- e. Timings
- f. Price
- g. Consent form and signature of parent or guardian
- h. Deposit arrangements and final payment dates
- i. Safety checks that have been made on venue and Travel Company
- j. Insurance details
- k. Reply slip

Most day trips require only letter I

Letter 2 Letter confirming child's place on course with confirmation of further payment details.

Letter 3 Letter giving latest details and requesting:

- a. Last payment
- b. Full passport
- c. Completed European Health Insurance Card (EHIC) or current equivalent
- d. Insurance details and forms if necessary
- e. Detail any pocket money requirements
- f. Medical details and contact number for parents whilst away

This letter may also need to give details of final travel arrangements

Letter 4 Final departure letter:

- a. This letter must give emergency contact numbers:
 - At school
 - at site
 - at travel company
- b. Journey arrangements and packed lunch arrangements, what to wear
- c. Luggage
- d. Pocket money
- e. Valuables
- f. Passports and European Health Insurance Card (EHIC)
- g. Medicines and consent to administer
- e. Sun creams and sun hats
- f. Kit list
- g. Any centre information

Before departing on longer or foreign trips party leader must have:

- a. Risk assessment
- b. Valid tickets for all stages of journey
- c. Passport for each child. Numbers to be provided for the Headmaster and Emergency Contact at school
- d. European Health Insurance Card (EHIC) or equivalent and relevant medical insurance documents
- e. List of all group members including staff
- f. Copy of school emergency procedure
- g. Normal and emergency contacts for all group members
- h. Medical consent form for all group members
- i. Copies of medical notes from Matron

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- j. Medical conditions and medicines for all group members
- k. Pocket money for all group members
- l. Copy of travel company and school emergency routines
- m. First aid kit appropriate to trip (checked & approved by Matron)
- n. Travel sick bags
- o. Where appropriate, mobile phone(s) or walkie-talkies for communication
- p. A written log and record any minor or major incident that may occur throughout the trip

All group leaders **must** have copies of:

- a, d, e, f, g, h, j, k, l, p

The Headmaster **must** have copies of:

- a, c, d, e, f, g, h, j, k, l

The designated emergency contact at school **must** have:

- a, c, d, e, f, g, h, j, k, l

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