



HORRIS HILL
FOUNDED 1888

Educational Visits Policy

Policy reviewed:	September 2020
Policy approval:	Reviewed by Policy Audit Committee October 2020 Approved by Full Governing Board November 2020
Date of next review:	September 2021

Educational Visits Policy

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their time at Horris Hill. School visits are seen as an integral part to the academic and wider curriculum.

Covid-19

The Group Leader for any trip must ensure that any trip complies with Covid-19 government guidance on social distancing, personal hygiene and appropriate cleaning of any transport used.

Residential and foreign trips will not take place until further notice and other non residential trips may be postponed or cancelled if appropriate due to local or national restrictions.

Purpose

This policy aims to assist and inform those organising/leading trips and to ensure that visits are well-planned with significant risks identified and managed.

Educational Visits can provide stimulus and support to work being covered as part of the school's academic 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 topics being covered in class. Weekend visits for boarders are also integral to the life of the school and they enhance the boarding experience. Wherever or whatever the venue, teachers should ensure that the educational and welfare benefits to the children are maximised.

The Educational Visits Co-ordinator (EVC) will be responsible for the implementation of the policy in conjunction with the Headmaster.

The EVCs at Horris Hill are: Sam Moss and Felix Beardmore-Gray.

The Role of the EVC

The EVC will:

- support the Headmaster in the process of approving visits
- ensure, as far as is possible, that there is an even spread of visits through the age ranges
- that any pupil with specific needs is not disadvantaged
- help staff in organising and preparing the visits

Guidelines

The organisation of any visit is crucial to its success. With proper 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 School.

Trip Organisers

Staff organising a trip should ensure:

- that there is a suitable Group Leader
- that all necessary actions, assessments and requirements have been completed before the visit begins
- the risk assessment is complete and submitted to the EVC (Sam Moss or Felix Beardmore-Gray) through the Evolve procedure and that the trip has been signed off by Giles Tollit as Headmaster, or by the Headmaster and the local authority in the case of those trips specified as 'adventurous'
- 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 that all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- parents have given written permission with regard to trips with a cost implication. Parents should be made aware of the details of the cost plus the activity
- arrangements have been made for all the medical needs and any relevant specific needs of the pupils on the trip such as catering
- the mode of travel is appropriate and that the school's minibus booking sheet is used if that transport required so as to avoid double booking. If using the School's minibuses all children under 135cm in height must use a booster seat (a stock of booster seats is kept in the Lower School)
- travel times out and back are known
- that centres delivering any adventurous activity have a licence to do so
- they have the address and phone number of the visit's venue and have a contact name
- that the names of all the adults and pupils in the travelling group are published on the trip form as well as at least two emergency contact numbers within school and that a comprehensive pack containing all information relating to the trip is left with the Headmaster before the trip departs. Organisers must ensure that any late changes to participants taking part on the trip must be reflected in the trip paperwork and on Evolve.

Group Leader, if not the organiser

One teacher, the Group Leader, is responsible overall for the supervision and conduct of the visit. The Group Leader has a duty under common law to take care of the pupils in a way that a prudent parent would their own child.

The Group Leader should:

- appoint a deputy in case the leader is absent
- be able to control and lead pupils of the relevant age range
- be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not
- fully aware of the details contained within the trip forms and the risk assessment, planning and preparation of the visit
- have regard to the health and safety of the group at all times
- know all the pupils proposed for the visit to assess their suitability
- observe the guidance set out for teachers and other adults below
- ensure that pupils understand their responsibilities (see responsibilities of pupils below)

Other staff and adults involved in a visit

Staff/ 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-staff members 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 pupils

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;
- should not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour leading up to the visit may be considered to be a danger to themselves or to the group, or compromise its smooth running, 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 cost details of any visit where relevant and are invited to any briefing sessions for residential visits such as those abroad.

School will seek consent for:

- visits involving a cost implication
- adventure activities;
- visits abroad;
- other residential visits.

Planning off-site visits

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 Headmaster is responsible for the final approval of all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the Group Leader, and subsequent checking and submitting via the EVC.

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the School's Risk Assessment Form. The risk assessment will decide the adult:child ratio for each visit. 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?
- 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 staff assisting 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.

Exploratory visit

Wherever possible the Group Leader should undertake an exploratory 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 children.

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.

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. 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. At least one person who has a current paediatric first aid certificate must accompany children in the Early Years Foundation Stage (EYFS) Reception Class on outings.

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:

- age and ability of group;
- pupils with any specific 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 involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

Regardless of any suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits.

Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents and/or volunteers with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers, must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with specific needs or those with behavioural difficulties. Staff 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.

Transporting pupils

On occasions volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of pupils carried in volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where volunteers' cars are used on school activities the school will notify volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

Adventurous Activities

If the school is leading an adventure activity, such as canoeing, kayaking, wind surfing, sailing mountain biking or skiing to name but some, the school must ensure that the Group Leader and other supervisors are suitably qualified to lead and instruct the activity if the activities are not being undertaken by the staff from a centre. This must be done prior to the visit. As such, the trip form on Evolve should list the trip as 'Adventurous'. This means that the trip and the activities will be checked by the local authority and the authority will flag up any concerns. The Trip Organiser or Leader can ask the local authority to check on the suitability of a venue and whether it has the licence and qualifications to deliver the activity in question if outside staff are to be used.

In such cases, the Group Leader and any accompanying staff should be present in a supervisory capacity wherever possible.

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 other's safety.

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 key safety information. Pupils should understand:

- how to avoid specific dangers and why they should follow rules
- 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

Pupils with specific educational and medical needs

Horris Hill is an inclusive school and will not exclude pupils with specific 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.

Educational Visit Co-ordinators

Sam Moss

Felix Beardmore-Gray

Evolve Log In Page:

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=hampshireoutdoors.com

EVENT and MATCH PLANNING

If you are responsible for an event, or a sports fixture, please use the following checklist. Staff must also have regard to the school's policy covering activities away from school.

WORK A WEEK IN ADVANCE

SMT, housemothers, office, music, extra lessons, catering and medical departments work on this timescale; parents have to plan ahead. SMT meets to look at the week ahead. If your event is not in the school calendar, your communication will need to start even earlier.

Have you planned for all eventualities for the HH boys involved, other children involved, staff, parents etc. What they will wear, what they will eat, where they will stand, what are the assessed risks, is there a cost implication?

Some Guidelines

1. **Boys:** is information on noticeboards, and announcements beforehand; be present as they get ready.
2. **Parents:** are parents aware of any important events or those with a cost implication?
3. **Day Boys:** will their collection times be different?
4. **Teaching colleagues:** display details in the staffroom so that they know which boys will be missing from lessons, and so school routine can be adjusted accordingly by SMT; request cover for lessons and duties (PJB) and games (PBH).
5. **Health Centre:** to ensure that you have the correct medical resources.
6. **Office:** so that calls and queries can be answered correctly.
7. **Caterers:** so food can be prepared at the right times for the right number of boys.
8. **Jenny/Housemothers:** so that the best clothing for your event can be provided if required.
9. **The minibus booking sheets:** book in early to avoid clashes or awkward situations.
10. **Coach Transport:** Book in with the Bursar's Office as soon as you can to avoid any last minute issues.

Check that the details published to all via include:

- **Departure time from school**
- **Return time from school**
- **The names of the boys involved**
- **The names of all staff involved**
- **All information required by Evolve for trips off site.**

When you return, or your event is over, you are still responsible for the boys and equipment until everything is back in the right place; this includes seeing teams through the changing room and dining room. If this will be a problem, organise the help in advance.