

# Hampden House Educational Visits



**Hampden House**

## **Educational Visits Policy**

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Adopted by Management Committee:

Signed:

Date: June 2018

Chair of Managers

Review date: June 2020

Member of staff responsible for review: Head of Care (Educational Visits Co-ordinator)

# Hampden House Educational Visits

## Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Hampden House a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants, not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Hampden House:

1. Adopts the Local Authority's (LA) document: **'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE'**
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

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## Types of visit

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

## Roles and responsibilities

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher (Graham Alcock) or EVC (Sarah Chesterton) prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinator (EVC)** is **Sarah Chesterton**, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Headteacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE. The Headteacher can delegate this authorisation to the Head of Care or Deputy Head of Care for trips outside normal school hours, but should be informed as soon as possible.

**The Management Committee's** role is that of a 'critical friend'. The Management Committee has the responsibility for overseeing LOtC and should challenge any visits they have concerns about, both from an educational and safety point of views and also support any opportunities they think will be in the best interests of the students (see National Guidance [www.oeapng.info](http://www.oeapng.info) for additional information).

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- As part of their induction, new staff will be briefed on the educational visits policy; risk assessing trips off site; the location of risk assessments; their responsibilities and the legal consequences and what they are doing; what to do before a visit and what to do if things go wrong and how to record the activity.
- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.

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- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

At least one adult accompanying the visit should have First Aid Knowledge.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extending learning locality' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking at least 14 days in advance, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval.

## Emergency procedures

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

## Educational Visits Checklist

Hampden House's Educational Visits Checklist forms part of the risk management process for visits and off-site activities.

This has been adapted from the LA's generic checklist.

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A visit should only go ahead if the answer to all relevant questions is 'YES'. Hampden House's Educational Visits Checklist may be downloaded from EVOLVE Resources.

Venues should have the quality assurance mark



If not, the Leader will have to complete a risk assessment for the activity.

**YOU MUST NOT USE A VENUE'S RISK ASSESSMENT OR YOU WILL HAVE LIABILITY AND NOT THEM. Hampden House will risk assess each venue or activity if they do not have the quality assurance mark.**

## Parental Consent

The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 1). Parents have the option of consenting online via email, or through a traditional paper consent form.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via EVOLVE, letters, meetings, etc.), so that consent is given on a fully informed basis.

## Inclusion

All pupils at Hampden House will be considered for visits, however, the school has a clear code of conduct for school visits based on the school Behaviour Policy. This code of conduct will be part of the condition of booking by the parent/carers.

Students, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such students should be sent home early and *parent/carers will be expected to cover any costs of the journey home early.*

## Charging / funding for visits

The school may invite, but not require, parent/carers to make voluntary contributions for school activities in order to enhance what is otherwise provided. There is no obligation to contribute and students will not be treated any differently according to whether or not their parent/carers have made a contribution.

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The level of contribution will be calculated for each activity and may include, for example, an element to cover the participation by young people from low-income families or the cost of travel for accompanying teachers. Some activities may not take place if parent/carers are reluctant to support it. Students that generate pupil premium funding for Hampden House will have the opportunity to have their contribution met by the school.

The school will comply with the law in relation to charges that may be made for the cost of activities provided outside school hours, within school hours and for board and lodging on residential courses.

(See National Guidance [www.oeapng.info](http://www.oeapng.info) for more information.)

## Transport

Please refer to the Travelling in Cars and Minibus risk assessments.

Staff will check that the children are wearing seatbelts on every journey in every vehicle BEFORE the journey starts, and students should be made fully aware of expectations of behaviour.

Students will usually be transported in the **School Minibus**, driven by Hampden House Staff who have passed the Suffolk County Council Minibus Driver's Test. Should there be more than four children on the bus, then an additional adult will be required, **who will sit by the side door** with the children. More adults may be necessary according to the needs/risks of the student group.

The minibus has a weekly maintenance check by a designated member of staff, and is serviced regularly. The Minibus driver is responsible for ensuring the minibus is safe BEFORE they drive the bus.

### Booking of coaches for school trips/journeys

The Administration staff will arrange any coach bookings. Please allow plenty of time when booking coaches especially in the Summer Term. They will use SCC recommended coach companies that have agreed pre-use checks. Please note, coach companies will charge a cancellation fee for booked coaches that are cancelled at short notice.

### Using Public Transport

Using public transport (bus, train, underground) should only be used if due consideration is given to safety procedures and there is a suitable staff/student ratio.

## Use of staff cars to transport pupils –

### Risk Assessment and Operating Procedures – Lone Working (Transport)

There are times that Hampden House may require an employee / volunteer to transport young people for the purposes of an educational visit without the direct assistance of another employee or volunteer.

For example:

- Taking young people to and from a school's sport fixture.

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- A worker transporting a young person to and from an activity.
- Keyworker conducting a support session
- Boarders taking part in a scheduled activity.

The following procedures will help to reduce the vulnerability of both the employee and the young people and should be followed in conjunction with the general transportation guidance, private car guidance and the transport in minibus guidance. It must also be linked in with the organisations Critical Incident Management policy.

Risk	Control Measure
<p>Group Supervision</p> <p><i>“A driver cannot provide effective supervision as well as drive safely.”</i></p>	<ul style="list-style-type: none"> <li>• The driver of any vehicle transporting children or young people cannot drive and supervise at the same time. Therefore a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children or young people may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted.</li> <li>• In the event of behavioural issues arising during the journey, where there is not a second worker, the worker must stop as soon as it is safe and legal to do so</li> <li>• They must then contact their emergency contacts, who must either provide a second employee to join the group or alternative transport for the young person/s causing the issues. Before the commencement of the journey.</li> </ul>
<p>Accident / Incident</p>	<ul style="list-style-type: none"> <li>• The worker must have emergency contacts for their organisation. The emergency contacts must have their mobile phones switched and be in a position to support the worker if required to do so. This made include enacting the organisations Travelling Team procedures, to provide support.</li> </ul> <p><b>Students should be briefed BEFORE the trip as to what to do if the staff member is unconscious in an emergency.</b></p>
<p>One to one supervision</p> <p><i>“Where the worker is alone with a young person for part or all of the journey”</i></p>	<ul style="list-style-type: none"> <li>• The Manager should must a full risk assessment, to protect both the worker and young person, before authorising the journey.</li> <li>• The emergency contact must record the time of departure of the worker and student in the office diary.</li> <li>• The worker must call the emergency contact at the end of the journey to confirm the completion of the journey with no incident. The emergency contact must record the time of arrival in the office diary.</li> <li>• If a history of allegations relating to any of the parties involved is identified during the risk assessment, then a second adult must be present or alternative transport arranged.</li> </ul>

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	<ul style="list-style-type: none"><li>• If there is a change in circumstances and it is likely that if the worker continues the journey that they will be in the position of being alone with a young person where there is a history of allegations, the worker must contact the emergency contact to arrange a second worker or alternative transport before starting the journey.</li><li>• When completing a journey where there are multiple drop offs or pickups, the driver must arrange them so that they are never alone with young person where there is a history of allegations.</li></ul> <p><i>If the vehicle is equipped with a legal hands free mobile phone system the worker should make a call to the emergency contact, before starting the journey, and leave the phone line open during the period of time that they are alone with a young person.</i></p>
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**If a member of staff is prepared to use their car to transport children, then they must show their log book, MOT, full business insurance and clean driver's license to the EVC or Headteacher annually and this information is held on their file.**

### **Insurance**

Hampden House takes out the LA's insurance for visits, additional school journey insurance is only mandatory for overseas visits. See LA guidance for further information.

# Hampden House Educational Visits

## Appendix 1 - Extended Learning Locality

Hampden House is in Sudbury and takes full advantage of all the local facilities and amenities on offer to it, which include two Parks; two Swimming Pools; Gym; Scout Groups; Army Cadets; Boxing Clubs; walks and woodland areas. Children are taken Horse riding at Shelley as part of the curriculum. Children that board are also taken further afield to Colchester, Mersea Island, Brightlingsea and Walton on the Naze for activities and opportunities. Please see boundary section below.

These activities are subject to risk assessments that are updated bi-annually or as and when needed, and these are held on file at Hampden House or on the EVOLVE network.

If these activities happen “ad hoc” then the Group Leader MUST take into account the risk assessment for the activity and record those taking part on EVOLVE and evaluate the success of the activity.

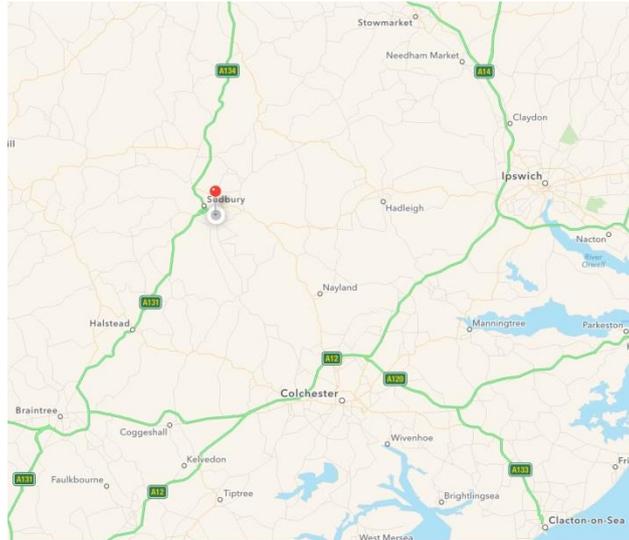
## Boundaries

The boundaries of the locality are shown on the attached map. This area includes the following frequently used venues:

- Kingfisher Leisure Centre, Sudbury
- Bellevue Park, Sudbury
- Rugby Club Park, Great Cornard
- Shopping in the town centre, Sudbury
- Visiting local shops, including Sainsbury’s
- Colchester Leisure Centre, Colchester
- Go Bananas Colchester
- Ten Pin Bowling and Laser Quest, Sudbury
- Shelley Riding Centre, near Ipswich
- Arger Fen, Assington, Suffolk
- Brightlingsea
- Walton on the Naze
- Mersea Island
- Water Meadows, Sudbury
- Thomas Gainsborough School Swimming Pool, Great Cornard
- Local Schools for football fixtures etc....
- Shopping in Bury St Edmunds/Ipswich
- Cinema Trip – Braintree
- Jimmy’s Farm, Ipswich

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

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## Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc.).
- Behaviour Management

These are managed by a combination of the following:

- The Head or EVC must give verbal approval before a group leaves. Only staff judged competent to supervise groups in this environment are approved.
- A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults. Though some trips will follow the lone working policy. **All staff should familiarise the children with the "Yikes! Your Driver is ill" procedure and keep a copy of this in the Minibus and personal cars.**
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group – go to a fixed meeting place or return to Hampden House.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available. This includes knowledge of their risk assessment/home contact numbers etc.... These are available on the minibus.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return. **In "care" time, the Senior staff member should have their mobile phone on them so that the person on the trip can contact them for advice or updates.**
- A school mobile phone is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. Gloves, goggles)

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## Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office, later it is the Senior on Duty or Headteacher).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. The minibus has contact information, medical information; risk assessments and consent forms for all children locked in the safe. Emergency contact numbers for are also in the safe along with the breakdown and insurance information for the bus. This is updated every half term.
4. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
5. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
6. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.