



Calder Valley Steiner Education
The Valley Kindergarten
Making time for childhood

**CVSE Health and Safety Policy for Pupils on
activities outside the kindergarten grounds**

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HEALTH AND SAFETY POLICY OF PUPILS ON ACTIVITIES OUTSIDE THE KINDERGARTEN

1.0 Introduction

The kindergarten curriculum is based on the teaching of Steiner education and “outside” activities form a very important part of that curriculum. Outside activities broaden the experience of pupils, but the safety and welfare of pupils is also of paramount importance.

2.0 Purpose

The purpose of this document is to set out clearly the procedures to be followed for any trip or outing meaning the children will be outside of the kindergarten grounds.

3.0 Responsibilities

A teaching lead will be identified for each trip or activity. It is their responsibility to ensure compliance with this policy and they must ensure the following steps are undertaken prior and during the activity.

It is the duty of the teacher to ensure:

- That adequate arrangements have been made for the health and safety of the pupils travelling to and at the destination by doing a RISK ASSESSMENT of the trip. NB: Normally places visited are covered by health and safety regulations. Remote areas, e.g.: beach, moor etc, will need more adults in attendance.
- That before leaving the kindergarten they inform the Setting Manager (if present). They will always sign in and out of the building.
- That any transport provided by parents/helpers is properly insured and carries only the permitted number of passengers and for whom seatbelts are available.

NB: Seatbelts in Minibuses and/or cars must be worn at all times.

- That legal child-adult ratios are maintained at all times. For the kindergarten, a ratio of 8.1 children to adults is employed.
- Where a high adult/pupil ratio is required, parents /volunteers must be carefully selected and should be well known to the kindergarten and pupil group. Anyone who has not had a Criminal Records Bureau Check should never be left in sole charge of the pupils. It is good practice that parents/volunteers, particularly those used regularly should have a DBS check.
- That First Aid boxes and mobile phones are taken on all outings.

- That you report all accidents to any person or vehicle carrying members of the party to the Setting Manager on return.
- In the event that the kindergarten children are to be taken on an extended or irregular trip, the teacher in charge of a kindergarten trip or outing will hand out a PARENTAL CONSENT FORM for every pupil and informs the parent or guardian that the Consent Form must be filled in and signed by a parent or guardian and returned to the teacher in charge before the pupils can go on the trip.
- In the event that the kindergarten children are to be taken on an extended or irregular trip, that addresses, phone numbers and information on each child going on the trip must go with the teacher in charge.
- That a person is nominated before each outing to ensure contact between parents/kindergarten and outing organisers.

4.0 Procedure for when a child leaves the group unaccompanied

This should never happen, and very rarely does. Groups should have in place the following systems for the protection of children:

- An accurate and up-to-date register must be kept and both adults and children, including visitors, should be signed in and out whenever they enter and leave the premises,
- Key workers of new children should take especial care to ensure that both children and their parents know where they may and may not go. Key workers will also seek advice from parents new to the group so that they are forewarned about particularly adventurous children.
- All children in the group should know the rules and the reasons for them.
- Premises and outdoor areas vary, and each has its own particular hazards. Groups should conduct a risk assessment so that all the adults in the group are aware of any potential dangers and can work together to avoid them.
- Staff should work together for the safety of all the children in the group. Any accompanying parents or volunteers should be helped to take an active role by being made aware of the group's safety procedures and being encouraged to alert a member of staff if they notice a child whose behaviour suggests that s/he might be thinking of trying to leave.
- Take advice from the local authority Registration and inspection Officer.

In the best-regulated situations, however, accidents can and do happen. These are the procedures to follow if you cannot find a child:

4.1. Find out quickly

The chances of finding a missing child safe are greatest if the child's absence is soon discovered. Know how many children should be present and make someone responsible for regular counted

checks. The key worker system offers enormous advantages, as it is very easy for a key worker to be aware of the few children for whom s/he is especially responsible - and if one seems to be missing, the key worker will know at once who it is.

4.2 Search systematically

The group is responsible for the missing child and also for the other children in the group. One advantage of the high adult/: child ratio in pre-schools is that in any emergency some adults can be freed to respond to the new situation without neglecting the needs of the other children. It can be useful to gather the remaining children into one large group - having a story, perhaps, with one adult - while the rest search.

Without alarming them, ask the children themselves whether they have seen the child who is missing. They can sometimes be a useful source of information.

Check that all the adults are present and that all know the problem. It is useful to establish, if you can, who last saw the child, when and doing what. It can also be helpful to have prepared (in advance a checklist of possible hiding-places in and around the pre-school's premises or other outdoor area).

Check every room in the building and also any accessible outside area.

If the outdoor area or premises are used by other people/organisations, inform them and, if appropriate, seek their co-operation.

4.3 Parents

Alarming them as little as possible, call the child's parents to inform them that the child may be attempting to get home. If they are out or at work, the group should have an alternative number to call in emergencies, if the child lives within walking distance of the group, one adult should make the journey on foot in order to catch up with or intercept the child if possible. Remember that as soon as parents are informed, they will need advice and support. If after one hour of searching the child is still missing the parents must be informed.

4.4 The police

If the above steps do not locate the child, the police must be called. They have the resources to conduct a search and speed is important. If the child is not found within 10/15 minutes the police will be informed.

4.5. Informing other-people

Make regular checks to ensure that if an incident of this sort does happen, you have all the necessary phone numbers at hand - correct, up to date and kept all together.

If you have to call the police, tell the Social Services department that you have done so. If the relevant social worker is not in the building, leave a message with the duty officer. The Social Services department will need to know –

- What systems you operate for preventing such occurrences
- What happened
- What you did, at what time and in what order
- Whom you informed, and when.

They will want to conduct their own investigation.

If the chair/owner is not on the premises, s/he must be informed as soon as possible.

If you are insured through the Pre-school Learning Alliance, call the insurance Manager at National Centre (0171 333 0991). S/he will advise you and will contact the insurers on your behalf. Otherwise, call your insurance company direct.

4.6. The Accident & Incident book

Start to build up a record of the event as soon as an adult has time to do so. This is important, even if, as is likely, the child is found safe within a few minutes. Your Accident & Incident book provides an invaluable ongoing record of potential hazards as well as actual accidents. Include in the record the last definite sighting of the child and anything unusual that day about the behaviour of that child or of any other children.

4.7. Dealing with people's reactions

The child's parents will be frightened, distressed and probably angry. These feelings are natural. If in the past the group has talked through safety issues with parents, sharing concerns and establishing systems with which both group and parents feel comfortable, the situation will be easier for all the adults because they will be working within a framework of mutual trust and understanding.

Because powerful emotions are involved, people's behaviour can be unpredictable- People who seem quite calm about the incident at the time can later on become very angry, threatening legal action or recourse to the local press.

It is therefore important to be very careful from the beginning about the words you use to talk to people about the incident. Do not say anything which might invalidate your insurance by implying that you accept liability. However, that does not mean that you have to appear

uncaring. Do not say, "No comment," which can make you appear indifferent and unhelpful. Say:

- how sorry you are that the incident has happened
- that a full investigation is in hand
- that the Social Services have been informed and will also be investigating.

4.8 Dealing with the media

Distressed parents may contact the local press, or reporters might hear about the incident if the police are involved. It is sensible for one person - usually the chair or owner - to be the one who speaks for the group to the media. However, you cannot be sure that reporters will approach the group direct; they may call other staff or parents for views. As early as you can, advise all adults about what they should say, as above, or ask them to refer all enquiries to the agreed spokesperson.

In handling this situation, you will have support from the Pre-school Learning Alliance. If you speak to the Insurance Manager at the National Centre, s/he will alert your regional centre, who will in turn inform local staff and volunteers as appropriate. If you are insured separately, it is a good idea to inform the National Centre anyway, or to ring your regional centre. National Centre staff will be able to draw upon the services of the charity's PR Company, who will advise you.

4.9 Informing other /parents

Other parents need to be given brief, accurate information as rapidly as possible. This is the best way to prevent the spreading of gossip. It might be possible to call a short meeting when parents and carers come to collect children, or when they arrive next day, or to send home a note with each child.

There is no point in trying to hide what has happened. The important thing is to enlist the support of the whole pre-school community in learning from the event in order to ensure that it does not happen again.

Be sure in advance of such an event that the group is aware of any procedures required by the registering authority.

OFSTED must be informed of any such incident

4.10 When the child is found

During the time a child is missing, however briefly, all the adults involved - parents and others - suffer great fear, guilt and distress. It is not always easy to control all these emotions when the child is found. It is important to remember:

- That the child also might have been afraid and distressed and might now be in need of comfort
- That the child may be completely unaware of having done anything wrong. (One child found quite safe after a terrifying few minutes said simply, "I Just went to get my mummy.")
- That the incident provides a good opportunity to talk to all the children to ensure that they understand that they must not leave the premises, and why.

Further advice may be

Sought from:

- Your local Pre-school Learning Alliance development worker
- Pre-school Learning Alliance National Centre
- Local authority Registration & Inspection/Day-care adviser.

5.0 Monitoring compliance of the policy

- This document will be reviewed on a yearly basis
- The lead for each activity must accept responsibilities outlined in this document
- All risk assessments will be documented and filed in the risk assessment file
- Risk assessments should be audited on a yearly basis
- Any incidents while on an activity will be recorded and used in future risk assessments and learning for teaching staff

Related policies

- CVSE Health and Safety policy including fire
- All CVSE Covid-19 related policies