

School Tours Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

Author	Version No	Date Approved	Review Date
Katie Blackmore	V1.0	10 th February 2026	1 st September 2026
Katie Blackmore	V1.1	September 2025	September 2026

Hatfield Wick Education School Tours Policy

1. PURPOSE

Hatfield Wick Education is committed to ensuring that all school tours are conducted in a safe, professional and consistent manner. School tours form an important part of engagement with parents/carers, Local Authorities, referrers and external professionals, and must always prioritise safeguarding, confidentiality and the wellbeing of pupils.

This policy sets out the expectations, procedures and safeguarding requirements for all visits and tours of the setting.

This policy operates in line with Keeping Children Safe in Education (KCSIE), Department for Education safeguarding guidance, the Equality Act 2010, the SEND Code of Practice and UK data protection legislation.

2. SCOPE

This policy applies to:

- Prospective parents/carers and pupils
- Local Authority professionals and commissioners
- Referring schools and Virtual School teams
- External professionals (e.g. therapists, inspectors, advisors)

It applies to tours taking place:

- During the school day
- Outside of pupil contact time

3. LEGAL AND STATUTORY FRAMEWORK

This policy operates in line with:

- Keeping Children Safe in Education (KCSIE)
- Department for Education (DfE) safeguarding guidance
- Independent School Standards (where applicable)
- Health and Safety at Work Act 1974
- UK GDPR and Data Protection Act 2018

4. ROLES AND RESPONSIBILITIES

4.1 Tour Lead

The Tour Lead (Head of Operations, Headteacher or delegated senior staff member) is responsible for:

- Approving and scheduling school tours
- Leading or delegating delivery of the tour
- Ensuring safeguarding procedures are followed at all times
- Making decisions to restrict access or terminate a tour if required

The Designated Safeguarding Lead (DSL) retains overall safeguarding oversight of tours.

4.2 Supporting Staff

Supporting staff (e.g. Inclusion Manager, DSL or Deputy DSL) may:

- Support delivery of tours where appropriate
- Manage pupil movement during tours
- Respond to safeguarding, pastoral or curriculum-related queries

4.3 Administration / Operations

Administration and Operations staff are responsible for:

- Logging all tour requests centrally
- Issuing written confirmations and pre-visit information
- Maintaining visitor sign-in and sign-out records

5. PRE-TOUR PROCEDURES

5.1 Booking

- All tours must be pre-booked in advance
- Unplanned or drop-in visits are not permitted
- Tour requests must be logged via the agreed central system

5.2 Confirmation

Written confirmation must be issued and include:

- Date, time and expected duration of the tour
- Name of the Tour Lead
- Site address and arrival instructions
- Requirement to bring photo identification

5.3 Risk Considerations

Prior to the visit, the Tour Lead will consider:

- Pupil vulnerability and safeguarding risks
- Timetables and learning activities
- Areas of the site that should be restricted
- Whether pupils will be present during the tour

Reasonable adjustments will be considered to ensure accessibility for visitors with disabilities or additional needs.

6. ARRIVAL AND SIGN-IN PROCEDURES

On arrival:

- Visitors must report to the designated entrance/reception area
- Photo ID must be checked where appropriate
- Visitors must sign in using the visitor log system
- Visitors will be issued with:
 - A visitor badge (to be worn at all times)
 - A Safeguarding Information Leaflet

Visitors must not be left unaccompanied at any time while on site.

7. CONDUCT DURING TOURS

7.1 Supervision

- Visitors must be accompanied by a member of staff at all times
- Visitors must not engage directly with pupils unless explicitly invited and supervised
- Pupil names, personal circumstances or identifying information must not be shared

7.2 Use of Mobile Phones and Recording

- Photography, video or audio recording is not permitted
- Mobile phones must be used discreetly and only when necessary

7.3 Areas Covered

Tours may include (as appropriate):

- Learning environments
- Therapeutic and enrichment spaces
- Outdoor areas
- Communal spaces

Access to specific areas may be restricted to protect safeguarding, privacy or learning.

8. SAFEGUARDING

Safeguarding remains paramount during all school tours.

- Visitors must follow staff instructions at all times
- Any safeguarding concern observed or disclosed during a tour must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL
- Tours may be paused or terminated if safeguarding is compromised

Failure to comply with safeguarding expectations may result in the visit being ended. Where a safeguarding allegation or low-level concern arises in relation to a visitor or staff member during a tour, this will be managed in line with the Safeguarding and Staff Code of Conduct policies.

9. END OF TOUR PROCEDURES

At the conclusion of the tour:

- Visitors will have an opportunity to ask questions
- Next steps will be clearly explained (e.g. referral routes, funding pathways, admissions processes)
- Visitors will be escorted back to reception

- Visitor badges must be returned and visitors must sign out

10. POST-TOUR FOLLOW-UP

Following the tour:

- The visit will be logged as completed
- Any actions, queries or safeguarding notes will be recorded
- Follow-up information will be sent where appropriate (e.g. referral forms, expressions of interest)

11. MONITORING AND REVIEW

This policy will be reviewed annually or earlier if there are changes to statutory guidance or operational practice.

All staff involved in delivering tours must be familiar with and adhere to this policy. Non-compliance may be treated as a safeguarding concern.

APPENDIX A – SCHOOL TOUR STAFF CHECKLIST

To be completed by the Tour Lead / Supporting Staff

Pre-Tour

- ☐ Tour request logged and approved
- ☐ Date, time and Tour Lead confirmed
- ☐ Confirmation email sent to visitor
- ☐ Pupil timetables and safeguarding considerations reviewed
- ☐ Restricted areas identified (if applicable)

Arrival

- ☐ Visitor arrived at agreed time
- ☐ Photo ID checked (where appropriate)
- ☐ Visitor signed in
- ☐ Visitor badge issued and worn
- ☐ Safeguarding leaflet issued

During Tour

- ☐ Visitor accompanied at all times
- ☐ No photographs or recordings taken
- ☐ No pupil names or personal information shared
- ☐ Visitor supervised in all areas accessed

End of Tour

- ☐ Questions addressed appropriately
- ☐ Next steps explained clearly
- ☐ Visitor escorted to reception
- ☐ Visitor signed out and badge returned

APPENDIX B – STANDARD SCHOOL TOUR SCRIPT

This script is intended to ensure consistency of messaging. Staff should adapt tone naturally while maintaining accuracy and safeguarding boundaries.

Welcome and Ground Rules

"Welcome to Hatfield Wick Education, thank you so much for coming in today. Before we start, just a couple of housekeeping points for safeguarding reasons: we don't allow photographs or recordings on site, and I'll stay with you at all times while you're here. If at any point you need a break or have questions, please just let me know."

Our Story and Why HWE Exists

"Hatfield Wick Education was set up in 2020 by our directors, Adam and Nicky. They recognised a real gap in education – there simply wasn't anywhere that truly combined high-quality academic support with therapeutic support in a meaningful, joined-up way. Many children were expected to cope in school before their emotional needs had been met, and for a lot of young people that just wasn't realistic."

"Out of that, CARES 360 was created. The idea is that we front-load therapeutic support first – helping children feel safe, regulated and understood – because once that's in place, they are far more able to access learning. Education comes after safety."

Not 'Like a School' on Purpose

"You'll probably notice quite quickly that we try to make Hatfield Wick feel as unlike a traditional school as possible. That's very intentional. There's no school uniform, pupils can go to the toilet when they need to, get a drink or something to eat, and if they need to move, fidget, stand or take a short walk during learning, that's absolutely fine here. Nobody is told off for listening to their body."

Dogs on Site

"Before we go any further, can I just check – are you OK with dogs? We often have dogs on site, sometimes up to seven. They're a really important part of our therapeutic approach and help pupils feel calm, safe and happy. They're all risk assessed and supervised, but we always like to check everyone is comfortable."

Our Provision and Structure

"We're spread across multiple sites, and that's because we have expanded greatly over the last few years as the model works and we have fantastic results. Our outcomes are strong due to our very small class sizes and high staff ratios – a maximum of six pupils in a group with two staff. On top of that, we also offer 1:1 interventions, either academically or around SEMH needs, depending on what each pupil requires."

"Most pupils in our Alternative Provision attend for around 15 hours a week. Typically, that's 9–12 for pupils aged 7–13, and 12–3 for pupils aged 13–18, although everything here is personalised."

"Each of our classrooms is set up with a big table for group work and then individual laptops and spaces for independent work. The teacher will teach a subject to the whole class but the work is set at their own level so it is completely personalised."

Learning Approach

"Our learning is delivered in short, bite-sized sessions through a carousel approach. We also do a lot of project-based learning, where the learning is 'hidden' within something practical,

meaningful and relatable. This makes it more manageable, more engaging and far more enjoyable for our pupils."

"You'll see lots of arts and crafts, puzzles, games and practical activities used throughout the day to break up learning and keep pupils regulated and engaged."

Environment and Regulation

"We provide all food and drink for pupils while they're with us. We also have a beautiful outdoor space which we use a lot – pupils might play football, throw balls for the dogs, or in the summer we'll put picnic blankets out and run lessons in the shade of the trees. Pupils can also choose to stay inside, listen to music or read quietly if that's what they need."

"We also have a sensory room where pupils can relax, and swings and hammocks to support regulation. We're also in the process of introducing Forest School provision, which we're really excited about."

Safeguarding Reassurance

"Safeguarding underpins everything we do. All staff are trained in line with Keeping Children Safe in Education, pupils are always supervised, and we carefully manage movement and access around the site. Some areas may not be accessible during the tour for privacy and safeguarding reasons."

Future Plans – Independent School

"Alongside our current Alternative Provision, we have applied to become an independent SEMH special school. Subject to DfE approval, we're aiming to open in September 2026. Initially, this will be for 32 pupils and will offer a more traditional 30-hour week – but with exactly the same ethos, therapeutic approach and values that underpin Hatfield Wick now."

APPENDIX C – VISITOR JOURNEY FLOWCHART

Tour Requested

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Request logged centrally



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Tour approved and scheduled

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Confirmation sent to visitor

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Pre-tour safeguarding and timetable checks

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Visitor arrival and sign-in

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Safeguarding briefing and badge issued

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Supervised school tour

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Questions and next steps discussion

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Visitor sign-out and badge returned

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Post-tour follow-up logged

Key Staff	Role	Contact Number
Adam Smyth	Head of School	01245 380682
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