

Sheffield LEA

EDUCATIONAL VISITS GUIDELINES QUICK START - SUMMARY

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INTRODUCTION

These Guidance Notes

Summary guidance

Read these notes along with [LEA Educational Visits Guidelines](#) document

Symbols used in this Document

These summary notes of guidance provide an introduction to the key elements involved in organising and conducting an educational visit. They outline the processes which should be followed, indicating how and why they will support your visit(s) and assist you in their organisation.

These notes should not be read in isolation. The main guidance document,

[Sheffield LEA Educational Visits Guidelines](#)

should be consulted by all those organising and conducting educational visits.

→ This symbol in the right most column indicates a source of more detailed information. Some of these information sources are accessible via a hyperlink, a telephone contact number is provided for others.

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→ [Key elements diagram in this document](#)

→ [Sheffield LEA Educational Visits Guidelines](#)

↓ EDUCATIONAL VISITS ↑

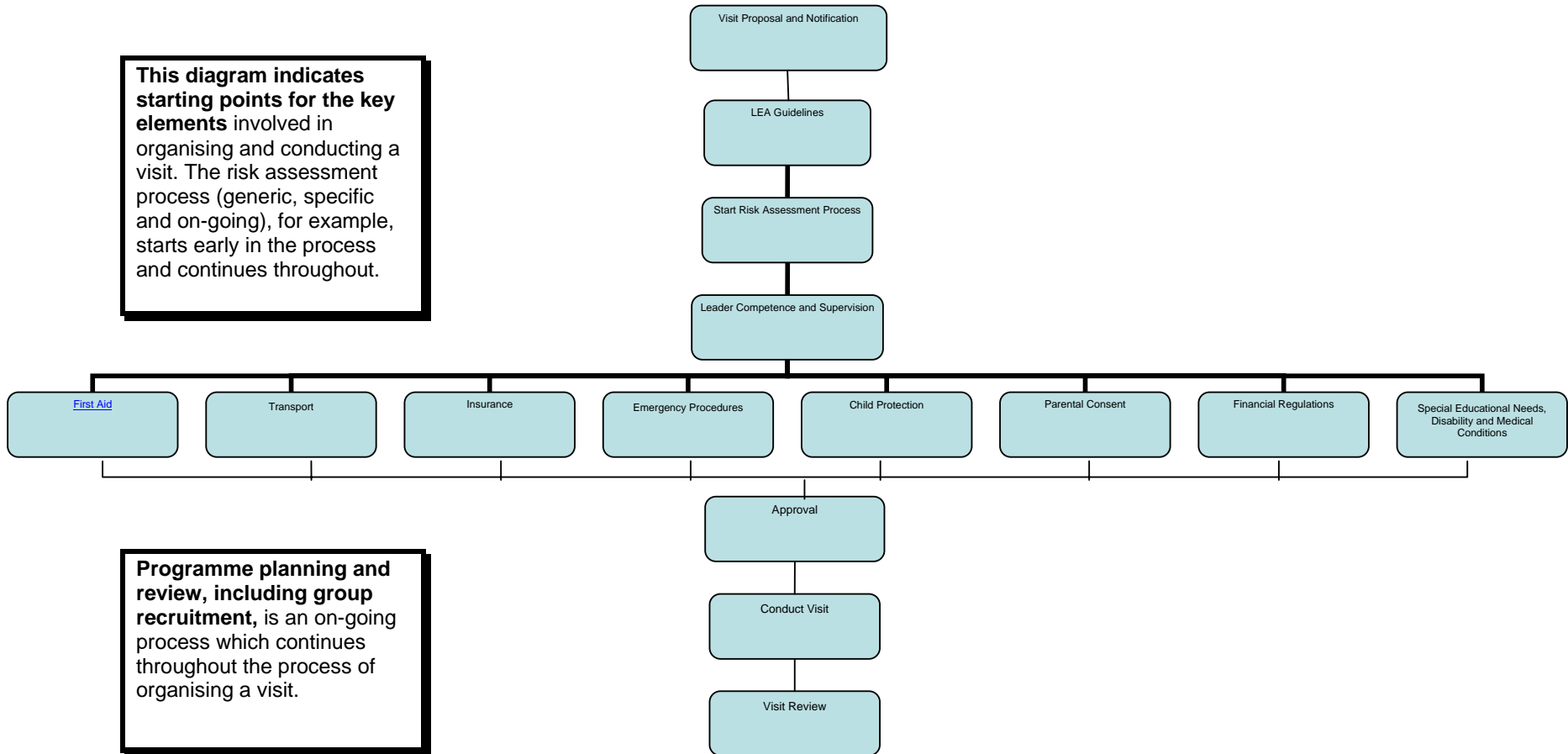
<p>What is an Educational Visit?</p> <p><i>Any off-site visit sanctioned by the school</i></p>	<p>An educational visit is any off-site visit sanctioned by the school which takes place under the direct or indirect supervision of staff. This summary document applies to all educational visits.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p>
<p>Value of Educational Visits</p> <p><i>Contribution to pupils' education and development</i></p>	<p>Educational visits make a valuable contribution to pupils' education and development. It is widely accepted that they:</p> <ul style="list-style-type: none"> • raise achievement by boosting self-esteem and motivation; • develop key skills; • support the curriculum and aid learning in a range of subject areas; • develop social education and citizenship; • promote education for sustainable development; • promote health and fitness. 	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ HASPEV and supplements</p> <p>→ Your school EVC</p> <p>→ Sheffield LEA OEA (01629) 640491</p>

WHO CAN HELP

<p>Educational Visits Co-ordinator (EVC)</p>	<p>Each school has a nominated person who is responsible for co-ordinating educational visits, the Educational Visits Co-ordinator (EVC). EVC training is based on a nationally developed model endorsed by the DfES.</p>	<p>→ HASPEV Supplement 1 – Standards for LEAs</p>
<p><i>Each school has an EVC</i></p>	<p>You should find out who your school EVC is and ensure that you ask them for support and advice. Liaise with the EVC as appropriate when planning and organising your visits.</p>	<p>→ Your school EVC</p>
<p><i>Make contact with your school EVC</i></p>	<p>Name of school EVC: _____</p>	<p>→ Sheffield LEA OEA (01629) 640491</p>
<p>Outdoor Education Adviser (OEA)</p>	<p>Sheffield LEA has an Outdoor Education Adviser (OEA) who provides advice and guidance to schools on behalf of the Executive Director of Education.</p>	<p>→ Your school EVC</p>
<p><i>Know how to contact your OEA</i></p>		<p>→ Sheffield LEA OEA (01629) 640491</p>

EDUCATIONAL VISITS KEY ELEMENTS

This diagram indicates starting points for the key elements involved in organising and conducting a visit. The risk assessment process (generic, specific and on-going), for example, starts early in the process and continues throughout.



Programme planning and review, including group recruitment, is an on-going process which continues throughout the process of organising a visit.

📍 EDUCATIONAL VISITS – KEY ELEMENTS 📍

KEY ELEMENT	OUTLINE	DETAILS
<p>Visit Proposal and Notification</p> <p><i>Notify others early about your proposed visit(s)</i></p>	<p>Your proposed visit should be agreed in school and, if appropriate, with the LEA, at the earliest possible stage before proceeding with your detailed planning. This may involve notifying your colleagues, EVC, head teacher and the LEA at this stage, depending on the nature of the visit.</p> <p>Early notification helps ensure that advice and guidance may be sought, offered and acted upon well before the visit takes place.</p>	<p>→ EVC, Head Teacher, OEA (01629) 640491</p>
<p>LEA Guidelines</p> <p><i>Written guidelines</i></p> <p>Sheffield LEA Educational Visits Guidelines</p> <p><i>Comply with guidance issued by the LEA</i></p> <p><i>Answers to many common questions</i></p>	<p>The LEA's written guidelines for educational visits, Sheffield LEA Educational Visits Guidelines, provides detailed guidance on educational visits for Sheffield LEA schools.</p> <p>Having access to and referring to these guidelines forms an important early stage in organising and conducting a successful visit. You should follow the guidance issued by the LEA.</p> <p>You should find out how to access a copy in your school or on the intranet/internet and you should refer to it when planning and conducting a visit. It contains the answers to many common questions about organising educational visits.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ Thornbridge Outdoors web site</p> <p>→ HASPEV and Supplements:</p> <ul style="list-style-type: none"> - Standards for LEAs - Standards for Adventure - Handbook for Group Leaders
<p>Risk Assessment</p> <p><i>Must be undertaken for educational visits</i></p> <p><i>Legal requirement</i></p>	<p>Risk assessment is a legal requirement. Risk assessment and risk management must form an integral part of the planning and conduct of your visit.</p> <p>Three levels of risk assessment (generic, specific and on-going), taken together, form a sound risk management process. They must all be undertaken for educational visits.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ Thornbridge Outdoors web site</p> <p>→ HASPEV supplement 3 – Handbook for Group Leaders</p>
<p>Leader Competence and Supervision</p> <p><i>High quality educational experience</i></p>	<p>To ensure a high quality educational experience, it is essential to have the right people in the right place, at the right time, doing the right things. This means having competent leaders and supervisors and having a properly thought out and managed supervision plan for the visit.</p> <p>You should know how to evaluate your own and others' competence to lead visits and activities. Have you been to the venue before (pre-visit)? Have you experience of the</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ HASPEV and supplements</p>

<p><i>Competent leaders and supervisors</i></p>	<p>activity? Do you know the group? Have you undertaken training? Are qualifications needed?</p>	
<p>First Aid</p> <p><i>Consider what level of training is required</i></p>	<p>You must consider what level of first aid provision is appropriate to your visit. This should form part of the risk assessment process. You should consider what level of training is required and how many people require it. You should then ensure that appropriate arrangements are put in place.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ DfES Guidance on First Aid for Schools</p>
<p>Insurance</p> <p><i>Consider the insurance position in relation to your visit</i></p>	<p>Well before your visit commences, you should consider carefully the insurance position in relation to your visit and ensure that adequate insurance arrangements are in place.</p> <p>Parents should be informed of the arrangements for insurance, particularly what is covered and what is not covered by the policy.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ Sheffield LEA Insurance Section (0114) 2734453</p>
<p>Emergency Procedures</p> <p><i>Ensure that emergency procedures are in place</i></p> <p><i>Organise a base contact to provide back up cover</i></p> <p><i>Ensure ready access to all relevant information</i></p>	<p>When responsible for pupils during a visit you have a duty of care to make sure that the pupils are safe and healthy and you have a common law duty to act as a reasonably prudent parent would.</p> <p>You need to ensure that emergency procedures are in place and that a school base contact to provide back up cover is arranged. This person should be familiar with the school's critical incident plan.</p> <p>All those involved in the visit, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do.</p> <p>You should ensure that you have ready access to all the relevant information you might require, including details provided on parental consent forms, for the duration of the visit.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ School policy and planning</p> <p>→ School critical incident plan</p>
<p>Child Protection</p> <p><i>Give careful consideration to child protection issues</i></p>	<p>Give careful consideration to child protection issues when organising the staffing and supervision of your visit. Decide whether or not Criminal Records Bureau checks are necessary and, if they are, ensure that they are carried out in good time.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ DfES Criminal Records Bureau – Managing the Demand for Disclosures</p> <p>→ Sheffield LEA Human Resources Section (0114) 2930923</p>

<p>Special Educational Needs, Disabilities and Medical Conditions</p> <p><i>Legal requirement to make reasonable adjustments</i></p>	<p>Consider early in your planning process participants' special educational needs, disabilities and medical conditions and how they may be accommodated.</p> <p>The Special Educational Needs and Disability Act 2001 makes it a legal requirement that reasonable adjustments must be made to prevent disabled pupils from being put at a disadvantage.</p>	<p>→ Special Educational Needs and Disability Act Code of Practice 2001</p> <p>→ Supporting Pupils with Medical Needs (DfES)</p>
<p>Transport</p> <p><i>Consider carefully the journey and make appropriate arrangements</i></p>	<p>Consider carefully how the journey to and from the visit/activity will be made and make appropriate arrangements.</p> <p>Whether using transport or simply walking, ensure that generic and specific risk assessments have been completed and that a process of on-going risk assessment is in place (see risk assessment section of these notes).</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p>
<p>Parental Consent</p> <p><i>Parents should give their consent for educational visits</i></p> <p><i>Provide clear written information for non-routine visits</i></p> <p><i>Parents may withhold their consent</i></p>	<p>Parents need to be informed about and given the opportunity to consent to educational visits. How this is done varies with the type of visit.</p> <p>For routine local visits which form a regular part of the school curriculum parents are often provided with information through the school prospectus or a letter. Seeking annual consent for such routine visits may also be appropriate.</p> <p>For non-routine visits you should always provide clear written information to parents and seek their consent. These visits include those which involve adventure activities; visits abroad; residential visits; other potentially hazardous environments.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ DfES - HASPEV</p> <p>→ Parental Consent Form</p>
<p>Financial Regulations</p> <p><i>DfES regulations on charging for school visits</i></p> <p><i>Governing body policy on charging and remissions</i></p>	<p>Should your visit involve finance, you should be aware of and follow the guidance contained in the LEA's <i>Education Financial Procedures Manual</i>.</p> <p>You should also be familiar with and follow the DfES charging regulations, <i>Charging for Activities</i>. They indicate when charges may or may not be made for educational visits</p> <p>Find out about and follow your school governing body's policy on charging and remissions for educational visits.</p>	<p>→ School copy of the LEA's Education Financial Procedures Manual</p> <p>→ LEA Financial Services section (0114) 2736270</p> <p>→ DfES Teachernet web site</p> <p>→ School governing body charging and remissions policy</p>

<p>Approval</p> <p><i>Head teacher approval</i></p> <p><i>LEA approval</i></p> <p><i>Regular programmes of similar visits</i></p>	<p>All educational visits need to be approved by the head teacher. Some visits also need to be approved by the LEA before they can take place. Visits requiring LEA approval include those which involve:</p> <ul style="list-style-type: none"> • adventure activities; • visits abroad; • residential experience; • other hazardous environments or activities. <p>The LEA approval form should be used to seek approval for all visits. If you plan to conduct a programme of similar visits on a regular basis, you should indicate this on your form.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ LEA approval form</p>
<p>Conduct of Visit</p> <p><i>Review sessions</i></p> <p><i>On-going risk assessment</i></p>	<p>During the visit you should ensure that regular review sessions are built in to the programme to support the process of on-going risk assessment. This will allow you to make appropriate and considered changes to your arrangements should this be necessary.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p> <p>→ HASPEV Supplement 3 – A Handbook for Group Leaders</p>
<p>Visit(s) Review</p> <p><i>End of year review</i></p> <p><i>Recording and discussing incidents and accidents</i></p>	<p>As well as ensuring that a visit review takes place to consider its planning and conduct, it is also useful to conduct an end of year review of a series of visits to look at what was successful and what could be altered for next time.</p> <p>Recording and discussing incidents and accidents which “nearly” occurred (sometimes referred to as “near misses”) should form an essential part of the review process.</p>	<p>→ Sheffield LEA Educational Visits Guidelines</p>