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The Somerset Council Outdoor Education & External Visits website is available here: [SCCOEA | SCC Outdoor Education Advice](#)

National guidance for the management of outdoor learning, off-site visits and Learning Outside the Classroom is also available at <http://oeapng.info/>.

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## **GOVERNING BODY/SENIOR MANAGEMENT GROUP**

A critical aspect to Outdoor Education is making sure that everyone involved understands their roles and responsibilities towards the planning, organisation, approval, delivery and review of a trip or off-site activity. This understanding will set the foundations and expectations of good practice demanded by Employment and Health and Safety law.

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Who this is, varies with the type of school.

- For community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupil referral units the employer is the Local Authority/Children's Services (LA/CS).
- For academies, foundation schools, foundation special schools and voluntary aided schools, the employer is usually the governing body or academy trust.
- For independent schools, the employer is usually the governing body or trustees.
- The Local Authority is the employer for other children's services such as Alternative Provision, Leaving Care, Children Looked After etc.

- The increasing use by local authorities of commissioned services will usually be on the basis that those commissioned will be tied by legal agreements to follow local authority guidance as if they were the employer.

All employers, have duties to ensure, so far as is reasonably practicable:

- the health, safety, and welfare of all employees
- the health and safety for all young people for whom the DCS (Director of Children's Services) is responsible under the Children Act 2004
- the health and safety of volunteers involved in Children's Services activities, including off-site activity and visits.
- The increasing use by local authorities of commissioned services will usually be on the basis that those commissioned will be tied by legal agreements to follow local authority guidance as if they were the employer.

**As part of its responsibilities for the general conduct of the school/academy/educational establishment, each Governing Body or Management Group must:**

- Oversee the development, implementation and review of an off-site visits policy that reflects how the school/academy or educational establishment manages outdoor education, reflecting its curriculum, ethos, and the development of young people.
- Support a programme that promotes opportunities for Visit Leader training; and encourage those leaders to organise and deliver external visits on a regular basis.
- Ensure that clear procedure exists for the coordination and approval of visits and for their effective and safe management.
- Assure itself that appropriate risk management procedures are in place.
- Ensure that a school/academy/educational establishment has a trained External Visit Coordinator(s) in place to oversee see an effective approval system for visits and off-site activities.
- Ensure that a notification and approval process is in place as outlined in this guidance.
- Determine and regularly review the effectiveness of its procedures for responding to a major emergency.
- Have a clear charging and remissions policy (see the section on Insurance and Finance in the document [Your Application for an External Visit/Activity](#) on the [Planning a Visit/Activity](#) page of the Outdoor Education & External Visits website).

### ***Delegated Authority for Category A Visits and Activities***

The approval of Category 'A' visits may be delegated to the Headteacher/Senior Manager and reviewed annually. This approval must be recorded through:

- The school's Standing Orders.
- In the minutes at Governors' meetings or equivalent.
- Completion of the [Governor to Head Delegation for Category A Visits](#).

**Please note:** The purpose of including the delegation in the Standing Orders is to ensure that on an annual basis the governing body considers how the school visits processes are being managed and that the Category A elements are appropriate for the headteacher to authorise.

A descriptor of Category 'A', 'B' and 'C' visits is available in **Appendix A: Classification of External Visits** in [What Are The Key Requirements For Enabling An External Visit To Take Place?](#). This document is on the [Start Here](#) page of the Outdoor Education & External Visits website.

**Category B and C activities:** The Chair of Governors (or appointed Trustee/Manager/Director) must approve all Category 'B' visits (and category 'C' Duke of Edinburgh's Award expeditions). Category B and C activities commonly have added risk, costs or run beyond the standard school day and requires consent form parents/guardians/carers for these off-site visits.

The 1974 Health and Safety at Work Act places overall responsibility on the employer to ensure the Health, Safety and Welfare of its employees and anyone who may be at risk of harm through their activities. Approval of Category B and C activities by Governors, Trustees or Directors of your school/academy or educational establishment provides a means by which the Governing Body or Management Board can assess and monitor off-site visits and activities organised by the school to make sure that they are safe, organised through recognised/accredited providers (where applicable) and reflects the curriculum or ethos of the school/academy or educational establishment.

Procedures for approval of school trips and off-site visits (category A, B or C) must be recorded in your off-site visits policy.

Further guidance on the role of a Management Board or Governing Body is available on the Outdoor Education National Guidance website: <https://oeapng.info/download/1096/>

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### **HEAD/MANAGER**

**The Head/Manager is responsible for ensuring that arrangements set by their Governing Body and off-site visits, or health and safety policy is implemented.** Under his/her conditions of employment there is a responsibility for ensuring that all activities are properly planned and appropriately supervised, and risks are assessed by a competent person.

**In schools/establishments where there is no Governing Body or Senior Management Group, the Head/Senior Manager assumes the responsibilities listed in [Governing Body/Senior Management Team: Roles and Responsibilities](#) below.**

## Heads/Senior Managers must ensure:

- Oversee the development, implementation, and review of your policy for outdoor education and off-site visits.
- That an External Visit Coordinator (EVC) is in place (this may be the head/manager) and has access to the training, authority, resources, and support to carry out the tasks required of an External Visit Coordinator. *(Note – Somerset promotes and delivers training on the role of the External Visit Coordinator. If you require any further information on the role of the EVC please contact 01823 355089. To book a place on an External Visit Coordinator training course please call 0300 123 1967 or visit [Training & Events | Support Services for Education](#)).*
- Liaise and inform your Governing Body, Management Board or Trustees on the approach and direction a school/academy/educational establishment is taking towards off-site visits and activities in line with its curriculum and ethos.
- Have a good understanding of the competency, experience, and qualifications of your visit leaders, ensuring that they can lead and supervise safe and successful trips and off-site activities.
- Have a good understanding of group leaders, volunteers or external helpers and their roles and responsibilities when assigned to support off-site visits and activities.
- The number and competence of all adults accompanying or instructing the party is appropriate to the trip or off-site visit.
- Ensure that off-site visits comply with employer policies and Outdoor Education National Guidance including the application and approval process.
- Support your External Visit Coordinator and Visit Leaders with the planning, arrangements and delivery of a trip or off-site visit.
- Ensuring that you have all relevant child protection/safeguarding measures in place.
- Ensuring that arrangements are in place for staff and young people with medical or additional needs.
- That risk assessments are suitable and sufficient for the activities that the school, academy or educational establishment is directly responsible for.
- That there are clear and effective emergency procedures in place, following guidance such as the [Dealing with Major Incidents](#) or the Outdoor Education National Guidance guide: <https://oeapng.info/downloads/download-info/4-1d-emergencies-and-critical-incidents-guidance-for-establishments>
- LA endorsement for visits/activities is arranged, where required, and that appropriate insurance cover is in place.
- A process is in place to monitor and review off-site visits, assessing their successes and failures against your educational aims and objectives.

It is good practice to review visit procedures on an annual basis to ensure that they reflect the current thinking of the Governing Body or school/establishment and are up to date in relation to staff changes.

**As a Headteacher/Senior Manager, what are you signing to confirm?** Please see **Appendix D: Signatures – Confirmation** in the document **What Are the Key Requirements for Enabling An External Visit To Take Place?** in the [Start Here](#) section of the Outdoor Education & External Visits website.

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## **EXTERNAL VISITS COORDINATOR (EVC)**

Establishments should meet the following criteria when appointing an EVC:

- The EVC should be specifically competent. The level of competence required can be judged in relation to the size of the establishment as well as the extent and nature of the educational visits planned. Evidence of competence may be through qualification, but more usually will be through the experience of practical leadership over many years of outdoor education. Commonly, but not exclusively, such competence will be identified in a person on the senior management team of the school/establishment.
- Such a person should be an experienced visit leader with sufficient status within the school/establishment to guide the working practice of colleagues leading visits.
- It's recommended that an External Visit Coordinator is appropriately trained and receives refresher training (approximately every 3-5 years). Where an EVC is not appointed, duties of an EVC lies with the headteacher. Further guidance on the role is available via your Outdoor Education Advisor

As an EVC, your **key functions** must be documented and clarified (e.g. within your school/establishment's visit policy).

These should include:

- Ensuring that you understand the principles and concepts for outdoor education outlined by Learning Outside the Classroom (LOtC) - [LOtC - What and Why? - Council for Learning Outside the Classroom](#)
- Ensuring that you have attended an EVC training course to understand the links between good practice and the legal requirements of Health and Safety/Employment Law.
- Ensuring that visits meet guidance set by National Guidance Outdoor Education, or the Local Authority.
- Ensuring that all staff involved on visits require access to additional training (if required) at an appropriate level to ensure that outdoor education guidance and establishment procedures are properly understood and followed.
- Ensuring that you have an establishment visit policy ([example here](#)). As a minimum, the policy will need to make a link between the establishment's procedures and guidance set either by the Local Authority or National Guidance.
- Supporting the head/manager with approval and other decisions regarding external visits.

- Ensuring that visits are led by competent and confident leaders. Further details regarding the Visit Leader can be found in the [Visit Leader](#) section below.
- Ensuring that assistant leaders are competent to carry out the tasks they are assigned - clarity of their roles is required.
- Monitoring of visit leader planning and sample monitoring of visits.
- Identify and where required organise the training of leaders and assistant leaders, including voluntary helpers.
- Ensuring that where any accompanying staff take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.
- Support the visit leader(s) with the identification, development, and review of risk assessments relevant to trips and off-site visits.
- Ensuring that DBS Disclosure checks are in place as required (please refer to the National Guidance on [Vetting and Disclosure](#)).
- Ensuring that establishment policy provides sufficient guidance to visit leaders regarding information for parents and parental consent.
- Checking that emergency arrangements are in place including arrangements for 24/7 contact where trips involve overnight stages.
- Ensuring that medical and first aid issues are addressed.
- Ensuring that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party, including staff. Please also consider arrangements if the Visit Leader becomes incapacitated by illness, accident or is required to leave the activity to attend an emergency. Do you have other leaders that can take on the management and supervision of the activity in the Visit Leaders absence?
- Ensuring that accidents or near misses are recorded via the [EEC health and safety website](#), where appropriate, to comply with Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and reporting incidents.
- Ensuring that visit policies and procedures are reviewed on a regular basis. A review should follow any serious incident or concerns raised from a trip or off-site visit.
- Ensuring that you keep up to date with news, updates and training requirements via sources including [National Guidance](#) or the [Outdoor Education & External Visits](#) website.

Further guidance on the role of the External Visits Coordinator is available here: [Educational Visits Coordinator | \(oeapng.info\)](#). The Government guide to Educational Visits also includes a section on the role of an EVC: [Health and safety on educational visits - GOV.UK \(www.gov.uk\)](#)

**As an EVC, what are you signing to confirm?** Please see **Appendix D: Signatures – Confirmation** in the document **What Are the Key Requirements for Enabling an External Visit To Take Place?** on the [Start Here](#) page of the Outdoor Education & External Visits website.

## ***External Visits Guidance***

A key role for the EVC is understanding guidance for trips and off-site visits so that visit leaders and anyone else involved recognises their roles and responsibilities but also follows the process for planning, applying, and gaining the relevant approval and endorsement for the planned activity.

The EVC should encourage early approval on principle, and before financial commitments are made. Adequate notice allows all the checking procedures take place.

### ***Aims of Visit***

These should be clearly identified at an early stage and must set out clear objectives that provide development, enrichment or educational aims that reflect the school curriculum or opportunities recognised by the school as a benefit to the school and young people.

### ***Staffing***

Staff numbers and competence should be assessed against the type of trip, who is involved, dynamics of the group and environment where the activity is planned (See [Competency of Staff](#) below for further information).

### ***Finance***

The financial implications of a visit require detailed consideration at an early stage, and it is important to maintain records that can be verified as they may be the subject of audit.

### ***Consent***

Consent is not required on all trips – for example trips and off-site activities that are integrated to the school curriculum (commonly Category-A trips, considered to be classroom outdoor activities), although you may inform parents of your routine curriculum based trips and activities. Consent is required where trips have increased risk (e.g. residential/overseas) or run beyond the standard school day. Further guidance on consent is available via National Guidance: [Parental Consent and Informing Parents](#).

### ***Risk Management***

This is a legal responsibility usually carried out by the visit leader and/or the external provider. A school, academy or educational establishment must complete risk assessments that reflect the duties/activities that the visit leader and associated groups leaders are directly responsible for.

It is not always necessary for visit leaders or external visit coordinators to obtain risk assessments created by an external provider. Instead, it's recommended that the visit leader undertakes a preliminary visit to identify and confirm key arrangements such as fire and first aid, safeguarding, food, transport, and the planned activities to ensure that the trip will be safe and meets your planned educational objectives (please refer to the National Guidance - '[obtaining a provider's risk assessments](#)').

Risk assessments must be suitable and sufficient, written to reflect arrangements for the planning, delivery, and supervision of the activity. A risk assessment review is recommended every 12-months, although risk assessments should be reviewed following issues such as accidents or incidents during the activity, changing pupil dynamics, a change in provider or operator, or where failures have been identified in the risk assessment that wasn't originally foreseeable.

### ***Emergency Procedures***

Emergency contacts for the school /establishment plus emergency contacts for all party members must be carried on all external visits and visit leaders should understand the

school/establishment emergency procedures. Emergency contacts must be available throughout the duration of a trip or offsite activity.

## **Competency of Staff**

### ***Staff training and development***

Schools should promote opportunities for staff development especially for the roles of Visit Leader or External Visit Coordinator. Visit Leader and EVC training are both provided by Outdoor Education Advisers.

Additionally, staff may hold qualifications in adventurous activities (e.g. canoeing, sailing, climbing, caving, Duke of Edinburgh's award expeditions). These activities require qualification through their associated National Governing Body qualification and in many cases a first aid certificate is also required to further validate the qualification. Employees within a school, academy or educational establishment that hold a national governing body qualification should register an [EV3 form](#) with the Outdoor Education Adviser so applications led by qualified staff can be verified.

Less experienced staff should serve an 'apprenticeship', by working alongside more experienced colleagues until they have gained sufficient knowledge and skills to competently lead visits themselves.

### ***Volunteers***

Volunteers such as parents/governors can make a valuable contribution to the success of an educational visit. It is important that volunteers are competent to carry out allotted tasks and understand their responsibilities.

All volunteers that regularly support schools on a visit/residential must be DBS checked. For Local Authority Schools, further information is available by contacting the SC Disclosures team on 01823 356773. Academies and establishments that are not managed by the local authority must make their own arrangements for vetting and disclosures of volunteers.

### ***Monitoring***

It is advisable for the EVC to hold meetings with Governors, as well as the Head/Senior Manager and Senior Visit Leaders to review the school/academy/educational establishment's outdoor education and off-site visits programme. This meeting should discuss the successes and learning points from recent off-site visits, feedback from those involved, a review of venues visited, and monitoring of risk assessments, incidents, accidents, and emergency procedures.

### ***Young People***

External visits offer a range of valuable experiences and wherever possible should be made available to young people.

Adequate and appropriate preparation will enhance enjoyment, educational value and safety. The age, maturity and ability of young people along with the nature of the intended visit will determine the extent of such preparation.

Local Authority child protection procedures must be considered and applied as necessary.

External visits provided by the school/establishment should reflect the inclusion policy. Special arrangements may have to be made for young people with specific special needs and these may include special equipment/staffing/programme implications.



It is important that visit leaders are aware of any special medical details or conditions and are able to make provision for them at the time of the visit. Food and dietary requirements are an important part of the planning process for residential visits.

### ***Support***

The Corporate Health and Safety Unit can provide support to the EVC, particularly regarding activities and environments for which Local Authority endorsement is required.

Senior Management within the school, academy or educational establishment should allow EVC's sufficient time and resources to fulfil this important role.

### ***Emergency Procedures***

A critical element to off-site visits is for School Management, Headteachers, Senior Leads, External Visit Coordinators and Visit Leaders and accompanying group leaders have a full understanding of what to do in the event of an emergency. Emergencies can range from a short delay in terms of departure or arrival to and from a venue to a major accident or incident. These procedures should be reviewed annually so that they can be kept accurate and up to date.

The EVC working with the Head/Senior Manager and experienced Visit Leaders should devise and agree upon arrangements for dealing with a critical incident or emergency. Please follow the Outdoor Education National Guidance: [Emergencies and Critical Incidents – Guidance for Leaders](#), or the Local Authority document '[Dealing with critical incidents and emergencies](#)'.

Telephone contact details should be collected for all parents/carers of young people on the visit, available to the visit leader for the duration of the trip or off-site activity.

It is good practice to set up a 'telephone network' to speed up communication in the event of an incident for certain categories of visit and mitigate external factors such as social media.

### ***Accidents, incidents and near misses***

All incidents and accidents on external visits should be recorded using the EEC Safety Suite, unless the incident occurred during an activity led by a provider. In which case, you can ask for a copy of the incident report for your own records or as part of communication with parents after the event.

### ***Monitoring and feedback***

Evaluating and reflecting on various trips and off-site activities provides a vital tool towards the success of a trip and whether the aims and objectives were achieved. Gaining feedback provides a vital step to recognising the success of a trip, or where improvements can be made.

The Headteacher or External Visit Coordinator should also report to Governors, Trustees or Management Boards on the range of visits the school has completed, what went well, and what improvements can be made in the future. The [External Visit Review](#) form can be used to collect feedback following various off-site visits and Senior Leads can use the EEC Management Reporting Module to Governors, Trustees or Management on what external visits have taken place. Further guidance on monitoring is available via the Outdoor Education National Guidance – [Reviewing](#).

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**VISIT LEADER – Further guidance: <https://oeapng.info/download/1124/>**

The Visit Leaders plays a critical role to the planning, application and delivery to a trip or off-site activity. Visit Leaders are required to have a good understanding of the activity that is planned, the venue or location, the group involved and ensure that the activity meets its aims and objectives in line with their school/academy or educational establishment's policy and guidance.

Visit Leaders have a duty of care towards everyone involved in the trip or off-site activity, including themselves. This understanding will set the expectations of good practice demanded by Employment and Health and Safety law.

To ensure accountability, a sole Visit Leader should be appointed.

The Visit Leader will have the overall responsibility for supervision and conduct of the visit. ***They must be an employee and not a volunteer.***

The key requirement for a Visit Leader is that they are competent, not that they hold a particular post, title or job description. Other employees (Instructors, Coaches and Teaching Assistants etc) may function as a Visit Leader, providing they are competent to carry out this role.

The Visit Leader needs to be both accountable and competent. Being accountable implies being an employee and thus part of a chain of specified roles and responsibilities.

Being "competent" implies that the leader can demonstrate the ability to operate to current standards of recognised good practice, with:

- Appropriate knowledge and understanding of National or Somerset Council's Outdoor Education guidance, establishment procedures, the group, the staff, the activity and the venue.
- Having good, knowledge, experience, and skills to manage an off-site visit or activity.
- Where a leader or assistant leader wishes to lead or is qualified to lead an adventurous activity an [EV3 form](#) must be completed and submitted by any such leaders. The EV3 records leader's competence confirming external and robust verification, such as:
  - holding a NGB leadership/coaching award at an appropriate level  
or
  - to be within the terms and conditions of an AALA licence  
or
  - by a "signing off" process by a Technical Adviser approved by the employer

Visit Leaders must:

- Be formally approved to carry out the visit.
- Be suitably competent.
- Be familiar with the policy and guidance for external visits, including any associated updates/amendments and the process for approval and endorsement as set by the Local Authority or their employer (e.g. academy trust, diocese etc).
- Apply for all Category B and C visits/activities using the EEC External Visits Management module (this can be completed alongside any risks assessments all on the one website).

- Plan and prepare for the visit, and where possible, conduct pre-visits to venues to confirm arrangements and assess the venue or provider's suitability in meeting your aims and objectives.
- Be confident in the principles of writing and managing risk assessments. It is good practice to involve all staff in the planning and risk management process to ensure wider understanding. It is also good practice to involve young people (participants) in these processes wherever appropriate.
- Define and communicate the roles and responsibilities of other staff (and young people) to ensure effective supervision and conduct, appointing a deputy wherever possible.
- Make sure that where any accompanying staff take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.
- Ensure that child protection issues are addressed, e.g. safeguarding, DBS Disclosure checks.
- Make sure there is access to first aid at an appropriate level.
- Provide relevant information to parents and young people and arrange pre-visit information meetings where appropriate.
- Collate relevant information.
- Evaluate all aspects of the visit both during and after the event.
- Ensure that staff and other supervisors have been appropriately briefed on:
  - The young people including their age – medical or dietary needs - capabilities - behaviour - and any other relevant information in the context of the visit.
  - The nature and location of the activity
- Ensure the visit is effectively supervised - staffing ratios meet requirements of good practice and risk assessment.
- The overarching duty of care remains with visit leaders, even when partial responsibility is shared with a provider. Should the provider (or a transport operator) run the activity in a way that causes concern, the visit leader should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk.
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.
- Ensure that you have a proper understanding of how the visit leader role relates to that of the EVC.
- Complete Visit Leader Training and any other training relevant to the Visit Leader role (e.g. EEC, Safeguarding, Managing Emergencies and Critical Incidents) is highly recommended.

As a Visit Leader what are you signing to confirm? Please see **Appendix D: Signatures – Confirmation** in the document **What Are the Key Requirements for Enabling an External Visit to Take Place?** in the [Start Here](#) section of the Outdoor Education & External Visits website.

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### **TEACHER, YOUTH/CHILDREN WORKER, OTHER EMPLOYEE (i.e. Assistant leaders)**

All responsible adults/staff must recognise that, even when they are not directly leading an activity or supervising a group, they have an ongoing responsibility for:

- Be suitably competent, and confident to carry out tasks assigned by the visit leader.
- Have knowledge or an understanding of policies and procedures as set by the establishment or local authority.
- maintaining order and discipline.
- safeguarding the health, well-being, and safety of the young people in their care.
- informing the visit leader of any relevant incidents affecting, or likely to affect, group members.
- setting an appropriate example to the young people/vulnerable adults in their care.

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### **ADULT VOLUNTEER/HELPER**

Volunteers who are not teachers/youth workers at the school/establishment must:

- understand and agree to the expectations of them.
- understand their relationship to the young people, employed staff and visit leader.
- recognise the limits of their responsibilities.
- follow instructions from teachers/youth workers/visit leader.
- ensure they are not left in sole charge of young people unless this has been formally agreed and risk assessed.
- raise concerns for young person welfare with the visit leader.
- understand that the principle of 'duty of care' will apply to all who are in a supervisory capacity, though it is likely that courts would expect a greater level of care from staff than voluntary helpers.
- set an appropriate example to the young people/vulnerable adults in their care.

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### **YOUNG PEOPLE**

Young people should be made aware of their responsibilities by the visit leader or other member of staff.

In particular, young people should:

- follow instructions of the visit leader and other members of staff.
- dress and behave sensibly and responsibly.
- look out for anything that might hurt or threaten anyone in the group and tell the visit leader or other member of staff about it.
- not take unnecessary risks.
- if abroad, be sensitive to local codes and customs..
- agree to and follow a code of conduct for the duration of the visit.

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## **PARENT/CARER**

Parents/carers have an important role in deciding whether any visit or off-site activity is suitable for their child. Subject to their agreement, parents/carers should:

- inform the visit leader about any medical, psychological, emotional, or physical condition of their child relevant to the visit.
- give consent and sign the consent form or raise concerns which may lead to their consent refusal.
- provide details of where they can be contacted in an emergency.
- prepare the young person/vulnerable adult for the visit in accordance with information and kit lists etc.
- If parents, carers or guardians attend or support a visit or activity they must agree to the policy and guidelines set by the school and visit leader and must not act in a way that detracts the experiences of others on the trip or activity.

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## **GLOSSARY OF TERMS**

### **Appointed Person**

A person who has responsibility for establishing control and have accurate understanding of the procedures following an incident/accident. This includes calling for any emergency support. They are responsible for any first aid equipment provided. It should not be assumed that an appointed person will hold a first aid qualification. Therefore they should not administer any first aid treatment for which they have not been appropriately trained.

<b>DfE</b>	Department for Education.
<b>D of E</b>	The Duke of Edinburgh's Award.
<b>EVC</b>	The External Visits Coordinator (sometimes the Head) is an essential member of the approval mechanism within the school/establishment for all visits.
<b>EVL</b>	The External Visits Leader. This is the person who plans and actually leads the participants during their visit.
<b>First Aider</b>	A person who has been trained and holds a current and recognised first aid certificate.
<b>Governors</b>	This term is used for Governing Bodies or Management Group that provides a leadership or employer function for that school, academy, or educational establishment.
<b>Heads</b>	This includes all Headteachers, Managers, Principals, or Senior Leads who manage or oversee a school, academy, or educational establishment.
<b>LA</b>	Local Authority.
<b>OEA</b>	The Outdoor Education Adviser – now administered by the Corporate Health and Safety Unit.
<b>SC</b>	Somerset Council
<b>Schools/Establishments</b>	All educational establishments. This includes schools, academies, nurseries, children's centres, special schools, and additional services provided by the Local Authority e.g. alternative provision, leaving care etc.
<b>Staff/Leaders</b>	Includes teachers, youth, and early years workers, learning mentors, learning support staff, early years practitioners, peripatetic staff and others who are employed to work with and support young people in outdoor education.
<b>Volunteers</b>	Adults who are not in paid employment with the school/establishment running the visit but have offered to help. There are implications for training, competence, DBS clearance, supervision and other responsibilities.
<b>Young People</b>	All children, pupils, students, or young people involved in a trip or off-site activity.