



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

Educational Visits and school trips Policy 2023 - 2024

I am a
child
of
God
†

St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

SAFEGUARDING STATEMENT

“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



September 2022

- The Protect Duty (previously known as ‘Martyn’s Law’) is a new piece of anti-terrorism legislation, designed to ensure the public is better protected from a “multifaceted, diverse and continually evolving” terror threat.
- This will mean school will have to not only request venues (even for days out) risk assessment but also the Protect Duty they will have in place.

Statement of intent

St. Gerard’s Catholic Primary & Nursery School understands that visits and trips can be effective ways of motivating pupils, and they can often offer unique educational experiences. School aims to ensure that pupils are engaged in their learning and are given opportunities to explore this in a more practical setting.

The school takes the health and wellbeing of our staff and pupils very seriously. This policy has been designed in line with DfE and HSE guidance and details our responsibilities for pupils and staff members while out on educational visits and school trips.

St Gerard’s Catholic Primary & Nursery School, as the employer, is responsible for the health and safety of pupils, members of staff and volunteers and aims to protect them from getting hurt while out on educational visits or school trips.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) ‘Charging for school activities’
- DfE (2018) ‘Health and safety on educational visits’
- HSE (2011) ‘School trips and outdoor learning activities’
- DfE (2013) ‘Driving school minibuses’

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Behaviour for Learning Policy
- Business Continuity Plan
- Health and Safety Policy
- Charging and Remissions Policy
- Equal Opportunities Policy
- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Accessibility Policy
- Curriculum Policy

Definitions

‘In loco parentis’ means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent.

‘School trip’ means any educational visit, foreign exchange trip, away-day or residential holiday organised by the school which takes pupils and staff members off-site.

‘Residential’ means any school trip which includes an overnight stay.

- Educational visits provide a context for learning, requiring children to use their skills, knowledge and understanding in real, and often complex, situations; this helps them understand and remember what they are learning about in a meaningful way and brings the curriculum to life. We believe that there are several key outcomes from high quality outdoor education (in line with OEAP guidance):
- Enjoyment and fulfilment: children enjoy participating and adopt a positive attitude to challenge and adventure.
- Confidence: children gain personal confidence and self-esteem
- Social awareness: children develop their self-awareness and social skills; they appreciate the contributions and achievements of themselves and others.

- Environmental awareness: children become alive to the environment, natural and man-made, in which they live, and understand important concepts including sustainable development and conservation.
- Activity skills: young people have the opportunity of developing a range of skills
- Personal qualities: children demonstrate increased initiative, self-reliance, responsibility, independence, perseverance and commitment.
- Key skills: children develop and extend their skills of communication, problem solving, leadership and teamwork.
- Health and fitness: children learn to appreciate the benefits of physical exercise and activity and the lifelong value of participation in leisure activities
- Motivation for learning: children display an increased motivation and appetite for learning that contributes to raised levels of attainment and achievement in other aspects of their education
- Broadening horizons: children broaden their experiences and become open to a wider range of opportunities and life chances.

Activities of an **'adventurous nature'** include, but are not limited to, the following:

- Trekking
- Caving
- Skiing
- Water sports
- Climbing

Nature of Educational Visits

The school runs a wide range of Educational Visits.

These include:

- Walks around the local area including library visits, superstores, Victoria Park, High Schools
- Full-day visits by coach to places of interest to support the curriculum.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- Annual residential visits for children in Years 2, 3, 4, 5, and 6

Health & Safety

In addition to the LA's 'Policy for the Management of Learning Outside the Classroom' reference is also made to three further documents:

- Health and Safety Advice on Legal Duties and Powers (Feb 2014) [DfE advice template](#)
- School trips and outdoor learning activities: Tackling the health and safety myths <http://www.hse.gov.uk/services/education/school-trips.pdf>
- Group Safety at Water Margins
 - <http://www.rospa.com/leisuresafety/info/watersafety/groupsafety-watermargins.pdf>

The LA has a named Outdoor Education Adviser, Bethan Cooper, who is able to give support and advice, and who has the responsibility of approving listed Adventure Activities.

Learning Outside The Classroom

Whitby Hall Lodge

Whitby Park

Stanney Lane

Ellesmere Port

CH65 6QY

0151 541 2170

Adviser Bethan Cooper

E-mail: bethan.cooper@edsential.co.uk

Key roles and responsibilities

The governing body is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to: ethnicity or national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Ensuring educational trips and visits positively impact on pupils' lives, teaching them new life skills and providing new experiences.
- Promoting good safeguarding practices to ensure the safety of pupils when partaking in extra-curricular trips and activities.
- Ensuring that the visits are approved as necessary by the LA before bookings are confirmed

The headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Appointing an educational visits coordinator
- Liaising with the educational visits coordinator and communicating information regarding any planned trips to parents/carers.
- Liaising with the governing body regarding the organisation of extra-curricular trips and activities, including settling any disputes.
- Being part of the approval process for extra-curricular trips and activities.
- Ensuring the educational visits coordinator is competent to oversee the coordination of off-site education and arranging for training to be undertaken, as necessary.
- Supporting the educational visits coordinator in appointing designated trip leaders for each trip.
- Completing relevant paperwork, including risk assessments, for extra-curricular trips and activities.
- Ensuring suitable safety measures are in place prior to each trip or activity.
- Overseeing the work of the educational visits coordinator, ensuring a whole-school approach is adopted when planning and coordinating extra-curricular trips and activities.
- Ensuring there are contingency plans in place in the event of a member of staff being absent on the day of the trip or activity.
- Ensuring that the paper work is approved on Evolve.

The educational visits coordinator has overall responsibility for:

- Overseeing all issues and controls regarding extra-curricular activities and trips.
- Liaising between all appropriate parties, including the local outdoor education adviser, during the planning and organising of extra-curricular activities and trips.
- Working with the local outdoor education adviser to help staff assess and manage risks.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy including information inputted on the Evolve system.
- Organising any relevant visit leader training so staff and volunteers can feel confident in conducting their duties.
- Partaking in relevant additional training to ensure they remain up-to-date with relevant educational trip information and health and safety guidance.
- Overseeing the planning of the educational trips, by ensuring all essential documentation, including risk assessments, is up to date and appropriate for completion by the designated trip leader.
- Approving all relevant documentation, including risk assessments, to ensure educational visits have been well planned for and are safe.
- Appointing an appropriate and competent member of staff to be the designated visit leader for each trip.
- Ensuring the competency of the designated visit leader, in consultation with the headteacher, by organising training for staff and volunteers.

Staff are responsible for:

- Adhering to this policy and applying its principles when participating in extra-curricular trips and activities.
- Undertaking Visit Leader Training
- Ensuring all relevant information is uploaded to Evolve with the help of the Educational Visits Co-ordinator
- Ensuring they are competent and comfortable with their delegated responsibilities by undertaking training.
- Ensuring the safety of the pupils is maximised throughout any educational visit or activity.
- Liaising with the designated leader to understand personal responsibilities and ensuring the smooth running of the school trip or activity.
- Ensuring that any outdoor space visited, e.g. a park and playing field, is kept clean and free from litter during the trip.

Volunteers and/or carers on the trip are responsible for:

- Adhering to this policy and applying its principles when participating in extra-curricular trips and activities.
- Participating in any relevant checks before the trip.
- Reading and understanding relevant policies, such as the Behaviour for Learning Policy, to enforce the Pupil Code of Conduct while on the school trip.
- Ensuring they are competent and comfortable with their delegated responsibilities.
- Supervising and ensuring the safety of pupils by following the procedures outlined by the designated visit leader.
- Assisting pupils with needs during activities, e.g., escorting them to the toilets.
- Attending any relevant meetings before the trip.

Pupils are responsible for:

- Following instructions from staff while on school trips.
- Keeping pride in their presentation, understanding that they are representing the school whilst on an education trip.
- Ensuring that, during visits to outdoor spaces, they keep the area tidy and free from litter.
- Behaving in a manner which matches the ethos of the school, and for following the behaviour rules set out in the school's Behaviour for Learning Policy and the pupil code of conduct with regards to this policy.

Planning school trips

Prior to planning a school trip, the following guidance will be read by the organisers:

- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- A thorough risk assessment will be conducted by the class teacher during the planning of the trip, to ensure pupil and staff safety.
- When partaking in adventure trips, activities will always be identified at the planning stage and never added during the trip. When planning water sport activities, the need for instructors and lifeguards will be taken into account, particularly when using facilities which may not have a trained lifeguard present.
- The school will do everything in its power to ensure that all pupils are given an opportunity to participate in school trips, for example, organising a trip abroad smaller groups size. Where there is a maximum capacity of pupils for a trip, places will be allocated on a first come, first served basis. This will be clearly communicated to parents in a letter home.

Risk assessment process

Our risk assessment process is designed to manage risks when planning trips, while ensuring that learning opportunities are experienced to the fullest extent. The individual carrying out the risk assessment process will have the skills, status and competence needed for the role, understand the risks involved, and be familiar with the activity.

The process is as follows:

- Identify the hazards
- Decide who might be harmed and how

- Evaluate the risks and decide on precautions
- Record findings and implement them
- Review assessment and update if necessary

It may be appropriate to use a trip-specific risk assessment depending on the potential risks of the trip.

Vetting providers

When considering external providers for activities, the educational visits coordinator will check whether they hold the 'Learning outside the Classroom Quality Badge' to indicate they meet nationally recognised standards.

If a provider does not hold the badge, the educational visits coordinator will check the following to ensure they are a suitable organisation to work with:

- Their insurance arrangements
- Their adherence to legal requirements
- Protect Duty previously Martyn's Law
- Policies and procedures
- Their control measures
- Their use of vehicles
- Staff competency levels
- Safeguarding policies
- The suitability of their accommodation
- Any sub-contracting arrangements in place
- The presence of necessary licences

If it is deemed appropriate to engage with an external provider, a written agreement will be created outlining what each party is responsible for. If an organisation does not meet the school's standards, they will not be considered.

Equal opportunities

The school promotes values of equality and does not discriminate against any individual or group of pupils when organising a trip. The extra-curricular trips and activities offered to pupils will provide new experiences and develop life skills. Extra-curricular trips and activities are organised, managed and conducted in accordance with the school's Equal Opportunities Policy.

Due to the popularity of some extra-curricular trips and activities, the school offers places on a first come, first served basis. Any individual, staff or otherwise, shown to be taking preference over one pupil or a group of pupils will be subject to formal disciplinary action.

Where possible, pupils will be given the opportunity to contribute to the planning and organisation of extra-curricular trips and activities.

For school trips that require additional payment, the fee will be reasonable and help will be provided where possible for pupils who cannot afford the initial fee.

Parental consent

Parental consent is always required for off-site activities that take place during school hours.

Written consent is required for:

- Activities of an adventurous nature.
- Residential trips.
- Foreign trips.
- Trips outside of school hours.

Separate consent will be sought for all trips and residentials regardless if they require payment. Parents/carers will be informed of activities by letter and will have the opportunity to withdraw their child from taking part.

The 'STAGER' Variables

The following variables, common to all visits, provide a useful guide about what needs to be considered when planning a visit and managing the risks involved:

- Staff
- Timing
- Activities
- Group
- Environment(s)
- Remoteness

Staff

While all activities and visits should have a single, designated, competent Activity Leader or Visit Leader, getting the competence and composition of the whole visit leadership team right is the single most important factor in the effective management of outdoor learning and off-site visits.

Leaders must be accountable, confident and competent to lead the specific visits or activities for which they are approved.

Being accountable involves the leader being engaged through an appropriate recruitment process.

Being confident requires leaders to have the ability to take charge of a situation while being aware of, and understanding, their abilities and limitations.

Being competent means that the leader has demonstrated the ability to operate effectively and safely. Competence:

- Is a combination of skills, knowledge, awareness, judgement, training and experience - it is not necessarily related to age or position within the establishment;
- Is situational - a leader who is competent in one activity or environment or with one type of group may not be so in a different situation;
- Involves breadth as well as depth - relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

Timing

The timing of a visit can affect many aspects including educational outcomes, inclusion, safety, convenience and cost, and so should be carefully considered. For example:

- At what stage of a programme of study will the visit have most educational impact?
- Will the timing of the visit affect the availability of staff, or cause staffing issues back at the establishment?
- Will the visit coincide with any religious festivals or other events, either at home or at the destination? Could this affect the ability of some learners to participate, or other aspects of the visit?
- Should the visit take place during term time or holiday time, during the week or at a weekend, during the day or the evening?
- Are there considerations about the time of year, such as weather, daylight hours, travel conditions, risk of infections, avoiding peak times, costs, clothing and equipment required, availability of certain activities?

Activities

Activities include everything that participants do during a visit: that is, everything that is part of the itinerary of the visit, including transport, 'free time', meals and overnight stays. They should all be selected to meet the needs and aspirations of the group and to achieve the desired outcomes.

The risks involved in all activities should be assessed and managed with care.

Some activities may require specific training or qualifications; some may need specialist equipment; and some may require the participants to have a particular level of competence or prior training.

Group

The age, abilities, maturity and behaviour of the participants should be matched to the activities and environment, and any individual needs addressed, so that each individual experiences an appropriate level of challenge in order to maximise the benefits to them. It should be possible for more capable participants with a leader of appropriate competence, to experience a more challenging range of activities and/or environments.

Environment(s)

All environments and venues present their own challenges for the management of a group. Considerations include whether the environment is indoors or out, public or private, urban or rural, hazardous or benign, quiet or crowded, and – depending on the location and activity – the current and forecast weather and underfoot or water conditions.

Consideration should also be given to minimising the environmental impact of the visit.

Remoteness

The remoteness of a visit or activity is affected by the distance from the establishment base and also by:

- Whether help can easily be summoned in an emergency, and whether the group is easily accessible by emergency services.
- Whether communications between the group and the establishment are straightforward (e.g., if there is a mobile phone signal);
- Travel circumstances and conditions;

- Overseas travel requirements such as visas.

For example, a group exploring a cave, walking on a moor, or canoeing on a large lake close to home may be far more remote from communication or help than another group visiting a city many miles away.

An event affecting travel or communication, such as flooding, snowfall or a terrorist incident, can suddenly make a group on a visit more remote, both physically and psychologically.

Staffing ratios

There will be sufficient staff to cope in an emergency and generally. Our minimum staff to pupil ratios are as follows:

- Abroad: KS2 only 1:13
- Other residential: KS1 1:8, KS2 1:13
- High risk: dependant on which Key Stage and the area of need and risk
- Day trip visits: Foundation Stage 1:4, KS1 1:8, KS2 1:13

Insurance and licensing

School is covered through the DfE Risk Protection Agreement/Membership for further clarification of cover please refer to the insurance documents which is held in the school office.

When planning activities of an adventurous nature in the UK, the educational visits coordinator will check that the provider of the activity holds a current licence. Insurance will be organised for every trip, no matter how short, to ensure adequate protection and medical cover is in place. Where a crime is committed against a member of the party, it will be reported to local police as soon as possible.

First Aid

All staff at St. Gerard's Catholic Primary & Nursery School have been First Aid trained. A School first aid kit will always be taken on any educational visits which includes a tick remover.

Accidents and incidents

In the case of accidents and injuries while on a school trip in the UK, the school's accident reporting process will begin, as detailed in the Health and Safety Policy. In the case of accidents and injuries while on a school trip abroad:

- Organisers will cooperate fully with local emergency services and understand that any injury or death of a member of staff or pupil outside of Great Britain may be subject to the law of the land where the accident occurred.
- The first point of contact within the UK will be the headteacher who will contact the family of the injured person.
- Pupils will be asked not to contact friends or parents/carers in the UK until the family of the injured person can be contacted.
- The British Embassy/Consulate will be informed.
- The insurer will be notified.
- The headteacher will keep written records of any incidents, accidents and near misses.
- Media enquiries will be referred to the headteacher or, if they are not available, the deputy headteacher or the chair of governors.
- Staff will use guidance as set out in the Business Continuity Plan, in particular the 'initial response' section, to ensure the safety of pupils and staff should anything happen, e.g. a terrorist attack. Staff will be briefed on how to react and respond should an emergency situation occur, e.g. a terrorist attack. Relevant risk assessments will be undertaken before the trip, including for points of interests such as museums and hotels. Pupils and staff are informed of an evacuation plan before entering trip venues; this should include an agreed rendezvous point, to ensure everyone knows what to do in an emergency.

To ensure pupils are easily identifiable, they must wear the wrist bands provided by school. Failing this, pupils will be given a badge with the school logo on, which must be worn at all times.

Missing person procedure

The school places pupil and staff safety as its top priority when participating in school trips, either domestically or abroad.

- Before embarking on the trip, extensive risk assessments are undertaken. School also purchases wrist bands for every child that will be involved on the trip with all details that are allowed following UK GDPR guidelines. The educational visits coordinator will communicate with the venues of the school trips to ensure the correct group sizes are planned for each setting.
- When travelling with a pupil with SEND, the educational visits coordinator will ensure an adult is with them at all times and that the visit is adequately modified to suit the pupil's needs.
- All staff members will be required to carry mobile phones with them at all times, pupils must carry a mobile phone on them at all times during trips abroad. If a pupil doesn't own a mobile phone, they will be paired up with a pupil who has a mobile phone.
- Upon arriving at every venue, the designated trip leader will identify a rendezvous point where pupils and adults should go if they become separated from the rest of the group. For day visits pupils will wear school uniform, in order to make them easily identifiable.
- Regular head counts of all pupils and staff will take place throughout the day to ensure all persons are present at all times.

In the event someone goes missing whilst on a school trip domestically or abroad:

- The designated trip leader will ensure the safety of the remaining pupils and staff by taking a register to identify who is missing.
- The designated visit leader will immediately identify at least one adult to start looking for the person and another adult to contact them via phone, these people will look for the person until, where necessary, the police arrive.
- Where possible, the venue will be notified of the missing person to help ensure the person is found quickly.
- If the person cannot be contacted or located within 10 minutes, the local police or relevant authorities, e.g. the British Embassy, will be contacted.
- If the police are called, the trip leader will contact the headteacher, or other available person, back at the school and inform them of what has happened.
- If the police, or another authority, is called to an incident where someone is missing, they will oversee locating the person and will advise on factors including, but not limited to, when to contact next of kin.
- If the missing person cannot be found, the group will return to school. If this is not possible, e.g. when a trip is taking place abroad, the educational visits coordinator will make arrangements to ensure the group's safety, e.g. by changing venues or cancelling visits.

If a member of the party has gone missing and is subsequently found, the trip leader will:

- Review the group sizes and staffing ratios to ensure no one becomes separated from their group.
- Review whether more registers should be conducted throughout the day.
- Assess which venues they attend to ensure they are suitable for the group.
- Make recommendations to the educational visits coordinator to ensure similar incidents can be avoided in the future.

Pupils with SEND

Where possible, activities and visits will be adapted to enable pupils with SEND to take part.

Where this is not possible, an alternative activity of equal educational value will be arranged for all pupils. Pupils with SEND will be accompanied by a responsible adult during the extra-curricular trip or visit.

Finance

The financial procedures outlined in the school's Charging and Remissions Policy will always be followed when arranging trips.

The school will act in accordance with the DfE's guidance document 'Charging for school activities' (2018) and, therefore, will only charge for trips which are classed as an 'optional extra'. This is education provided outside of school time which is not:

- Part of the national curriculum.
- Part of a syllabus for an examination that the pupil is being prepared for at the school.
- Part of religious education.

Money for school trips will always be paid directly to the school. Under no circumstances should school trip money be processed through personal accounts.

- All letters to parents/carers regarding school trips will include a clause explaining what will happen in the event that the trip is cancelled or a pupil cancels their place on the trip.
- In the event that the trip is cancelled due to unforeseeable circumstances, it is at the Headteacher's discretion as to whether a refund is given to parents/carers. The headteacher will consult the governing body on the matter, taking into account the cost to the school, including alternative provision costs.
- In the event that a pupil cancels their place on a trip, it is at the Headteacher's discretion as to whether a refund is given to parents/carers. The headteacher will consult the governing body on the matter, taking into account the pupil's reasons for cancelling their place, whether the school will be reimbursed for the pupil's place on the trip, and whether the space on the trip can be offered to someone else. Where a pupil has previously cancelled a space on a school trip and received a full refund, the school has the right to refuse to allow the pupil to attend future trips and visits.
- The school will take a common-sense approach to refunds and cancellations, ensuring that all pupils are treated equally. Any charge made in respect of pupils will not exceed the actual cost of providing the trip divided equally by the number of pupils participating.

Foreign trips

When planning school trips abroad, the school will consider the Foreign and Commonwealth Office's guidance 'Safer adventure travel and volunteering overseas' (2015) and, where an activity poses significant risks, the school will also consult the British Standard for adventurous activities outside the UK.

- Validity of passports and visa requirements will be dealt with within three months of the initial notification of the trip, to avoid problems when the trip is due to take place.
- Staff and pupils will be taught about the culture and values of the country they are visiting, to ensure they understand and respect the values of the citizens.
- Before the trip the educational visit coordinator will check the travel advice for each country the trip will visit to ensure no visa or permit is needed and to check any other regulations or time limitations.
- Staff and pupils will be made aware that they must not have spent over 90 days in the EU, Switzerland, Norway, Iceland or Liechtenstein, within a 180-day period if they intend to participate in any trips within these countries.
- Before the trip, the relevant healthcare and travel insurance checks will be conducted to ensure attendees are covered for medical issues or accidents.
- Pupils and staff will be informed if they need to apply for a free Global Health Insurance Card (GHIC) or European Health Insurance Card (EHIC) to ensure they can access state-provided healthcare during a temporary stay in the EU.
- Before the trip, staff are trained in spotting suspicious behaviour and remaining vigilant whilst abroad.
- Before the trip, pupils will be taught how to remain vigilant in the country they are visiting, particularly about advances from strangers.
- Registers will be taken at the start and end of each day, as well as before, during, and after events, and at regular intervals whilst on days out to ensure the whereabouts of pupils are known at all times.
- Staff will check the location's local news at the start of each day of the trip, to ensure their planned activities are safe to go ahead.
- A minimum of two members of staff attending the trip will have at least an intermediate understanding of the destination country's language.
- At the start of the trip, all pupils and staff are provided with an emergency contact sheet, this includes the trip leader's mobile phone number, as well as emergency numbers and phrases for the country they are visiting.
- When using external providers abroad, the school will check whether the provider holds an equivalent of the 'Learning outside the Classroom Quality Badge'. If no such equivalent can be ascertained, the school will make checks prior to agreeing to use the provider.

Monitoring and review

The effectiveness of this policy will be monitored by the headteacher and the Health & Safety Co-ordinator. This policy will be reviewed annually

Top Tips for Completing a Visit Form on the EVOLVE web based visits approval system

EVOLVE is a web based package and not an intranet package, therefore, it can be accessed anywhere

Web address - www.haltonlotc.org.uk

Getting started

Once you have logged in you can amend your user details by clicking on this icon . At this point you can change:

- password
- user name
- add email address - this is important - please do it. If you forget your log in details this allows you to access them without having to contact your EVC or the LA.

If you need help and can't get in contact with your EVC, you can get help by clicking on this icon. 

Entering a Visit

You should be able to find useful planning documents by going to the pink 'Planning' tab and clicking on this icon.  Here you should find your school visits policy, generic risk assessments which you can adapt to meet your own needs etc.

All visits that fall into the following categories will be approved by the Head of the Establishment and the Outdoor Education and Visits Adviser on behalf of the Local Authority:

- Residential, Adventurous and Overseas
- All other visits will be approved by the Head of the Establishment and notification will be sent to the Local Authority
- To input a visit you need to go to the blue 'Add Visit' tab. Follow the instructions inputting data as requested however, some top tips to help this are:
- Visit Name - give as much detail as possible - this helps the EVC and the LA if the visit requires LA approval e.g. River Study of River Mersey rather than River Study. This gives a clearer picture of what the visit is about.
- Intended Outcomes - this is a change from the old system where you input the purpose - you can use up to four and you have a very limited amount of space
- Staffing - some confusion arose with the old system and staff were not inputted at this point. If staff have a log on they will be available from the drop down menu. If their name is not there it can be added by the EVC.
- Emergency Contacts - please ensure that two are given and different contact numbers should be used where possible. If the visit occurs when the establishment switchboard is closed the emergency contact detail should work. Please don't assume that because you have the number stored in your mobile phone others will also.
- Last Visit Date - If you haven't been before please state 'No pre-visit'. Where this is the case you should ensure that you have found out about the place you are visiting.

Attachments - please ensure that you attach a transport risk benefit assessment (RBA) that is specific to your establishment/visit, if the visit is going to the LA for approval. **When adding attachments it is incredibly useful to appropriately name the attachment.**

Tracking a Visit

If you want to see the progress of your visits, click the green 'Track Visits' tab. Select the staff icon and you will then see your visits. Clicking view will allow you to see the visit form. If you want to edit the visit form this can be done from this tab. 

Evaluating a Visit

This is an underused element of the visit planning process and has now been made simpler and given a raised profile with the new 'Evolve' interface. To do this click on the yellow 'Evaluate' tab, select your visit to be evaluated and follow the on screen instructions.

