



**Blackburn with Darwen L.A.**

St. Thomas's Centre

**EVC Policy**

**2025**

**Review Date: September 2026**

## 1. Importance of Educational Visits

At St Thomas's Centre, we believe that educational visits are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what us a supportive and effective learning environment.

Supporting Educational visits and Adventurous Activities across the curriculum at St Thomas's Centre is a key driver in engaging, inspiring and enthusing young people, enabling learning and development through real life experiences and helping all our young people to realise their potential. Educational visits provide a context for learning, requiring young people to use their skills, knowledge and understanding in real and often complex situations. This helps them to understand and remember what they are learning. They have an important role to play in helping young people to develop healthy lifestyles whilst also re-engaging them with their natural environment. St Thomas's Centre remains committed to promoting such experiences and recognises the impact and value they can have on children and young people's learning and development.

The benefits of children taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change and novelty
- Increased critical curiosity and resilience
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Children are active participants not passive consumers and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## 2. Purpose, Status and Remit

This document outlines St Thomas's Centre's policy and procedures for educational visits. It includes the use of standard operating procedures and generic risk assessments for local, routine visits in order to help support staff to manage visits in a simple and effective way. The level of planning should be proportionate to the complexity of the visit.

Any visit that leaves the school grounds, and any taking place on the school grounds facilitated by a third party, whether as part of the curriculum, during school time or outside the normal school day, is covered by this policy. This excludes activities such as off-site swimming lessons where separate policies and procedures are in place (e.g. the BwDBC School Swimming Policy). Where no policies and procedures are in place for such activities then this policy should be followed.

All staff are required to plan and execute visits in line with this policy, which follows the BWDBC Educational Visits Guidance, underpinned by the Outdoor Education Advisors' Panel National Guidance. Staff are particularly directed to be familiar with the roles and responsibilities of key staff in Section 4 of the guidance.

This policy must be approved by Governors and should be reviewed on an annual basis or when required in response to any incident or lessons learned.

## 3. EVOLVE

EVOLVE ([www.blackburnvisits.org](http://www.blackburnvisits.org)) is the web-based planning, notification, approval, monitoring and communication system, used by BwDBC. All staff leading or accompanying visits should have an EVOLVE login giving access to the BwDBC EVOLVE website. Staff requiring a login should see the EVC (Educational Visits Coordinator) who is able to set up logins for staff. Staff should see the section in this document named 'Types of Visits' for details of what needs to be recorded on EVOLVE. All relevant BwDBC guidance is available on EVOLVE.

## 4. Roles and Responsibilities

### Visit Leader

Visit Leaders are responsible for the planning of visits but should involve both accompanying staff and the children in this process.

Staff must not sign any contracts; enter into any agreements; pay any money or deposits; or advertise visits with pupils/ young people until outline permission has been obtained from the Headteacher/ School Business Manager.

Staff must make appropriate checks of any third-party providers. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary.

Visit Leaders should refer to:

- Section 4.1 of the BWDBC Educational Visits Guidance and familiarise themselves with the [OEAP NG documents](#) listed there which are relevant to their role;
- The [Visit Leader Checklist from OEAP NG](#).

Visit leaders are responsible for:

- ensuring there are clear learning objectives and that the activities are suitable for all concerned.
- adding the event to the school diary
- informing Headteacher of the event
- appointing a deputy leader for the trip
- ensuring each member of staff is contactable throughout duration of trip
- arranging for travel, in conjunction with the office staff
- notifying parents and collecting monies, in conjunction with office staff
- ensuring all pupils medical needs are met
- writing a collaborative risk assessment and sharing with all relevant parties
- gather information about the providers qualifications if necessary
- gathering first aid equipment
- carrying out a preliminary visit
- ensure all staff are briefed on emergency procedures before visit.

### Educational Visits Coordinator (EVC)

The EVC lead is Josh Thomas. The Headteacher, Deputy Headteacher and School Business Manager are also EVC trained.

Date of the last EVC training course attended: October 2023

The EVC will support and challenge colleagues over visits. They are the first point of contact for advice on visit related matters. The EVC will check final visit plans and risk assessments before submitting them to the head/senior manager for approval.

The EVC should refer to:

- Section 3 of the BWDBC Educational Visits Guidance and familiarise themselves with [the OEAP NG documents](#) listed there which are relevant to their role;
- The [EVC Checklist from OEAP NG](#).

### Headteacher

The Headteacher has responsibility for monitoring and final approval of all visits.

The Headteacher should refer to:

- Section 4.3 of the and familiarise themselves with the [OEAP NG documents](#) listed there which are relevant to their role;
- The Head or Manager Checklist from the National Guidance [www.oeapng.info](http://www.oeapng.info)

## The Governors

The Governors will be informed of Level 1 and Level 2 visits on an annual basis. They will be informed of/ asked to approve in principle all Level 3 visits prior to them taking place. Level 3 visits are included on the agenda of Governor meetings allowing Governors to fulfil their role as 'critical friend' in the scrutiny of Level 3 visits.

Governors will review and approve this policy on an annual basis and will maintain an overview and monitoring role to ensure that all visits are carried out in accordance with this establishment policy and the BwDBC Requirements for Off-site Visits and Adventurous Activities.

The Governors should refer to:

- Section 5.4 of the BwDBC Requirements for Off-site Visits and Adventurous Activities
- The Management Board and Governor Checklist from the National Guidance [www.oeapng.info](http://www.oeapng.info)
- The Member of a Management Board or Governing Body – responsibilities National Guidance [www.oeapng.info](http://www.oeapng.info)

## 5. Staff Competence

We realise that staff competence is the single most important aspect of safe visit management and so we support staff in developing this competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role;
- Supervision by Senior staff of more complex visits where appropriate;
- Regular CPD for all staff involved with visits, including: risk management, emergency procedures, visit leader training, group management, first aid;

In deciding whether any member of staff is competent to be a visit leader the headteacher will take into account the following factors:

Level of relevant experience;

- Any relevant training undertaken, including any relevant qualifications such as for hill walking. These should be scanned and loaded onto the member of staff's profile on EVOLVE;
- The emotional and leadership ability of any prospective visit leader to make on-going risk management judgements and take charge of any emergencies that may arise;
- Knowledge of the children, the venue and the activities to be undertaken.

Accompanying staff should have clearly defined roles, be involved in the planning process and be competent to carry out their assigned role.

## 6. Types of Visits (Visit Planning and Approval)

There are three types of visit as defined by BwDBC, level 1 (form EV1) is local to the school and deemed to be low risk, level 2 (form EV5) is generally most school trips provided by an external provider or out of the borough and level 3 which are outdoor and adventurous and overseas. Each level requires

different procedures and forms completing, and an EVOLVE form completed; advice should be taken from the EVC. See table below which explains the different types of visits in more detail.

Table 1	Definition of visit	Do these visits need to be recorded on EVOLVE?	Approval process
Level 1	<b>Local, routine, low risk</b> (Please see the Level 2 definition to help clarify. If in doubt then count it as a Level 2)	<ul style="list-style-type: none"> <li>One-off 'whole time at establishment consent'</li> <li>generic risk assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>MUST BE SUBMITTED 7 DAYS BEFORE THE VISIT</b></li> <li>Although all visits should be part of a planned programme it is recognised that some visits may need to take place at short notice, alternatively blanket approval may be appropriate for certain types of visits – please see the EVC for further details</li> <li>Provisional agreement should be obtained from the Head before any commitment is made</li> <li>EV1 Form (one page Visit Form for Level 1 Visits) completed by Visit Leader and submitted to EVC with all planning documentation (or alternatively complete visit form on EVOLVE - in accordance with school policy)</li> <li>Checked and submitted by EVC</li> <li>Approved by Head/Manager (delegated approval from LA)</li> </ul>
Level 2	<b>Out-of-borough</b> (Any visit involving travel outside Blackburn with Darwen) <b>Or</b> <b>In-borough trips that are of a more complex nature</b> (eg large scale sponsored walk; night time theatre visit; involvement in a large scale public event/gathering)	Yes	<ul style="list-style-type: none"> <li><b>MUST BE SUBMITTED 14 DAYS BEFORE THE VISIT</b></li> <li>Provisional agreement should be obtained from the Head before any commitment is made</li> <li>Visit Form completed on EVOLVE by Visit Leader</li> <li>All planning documentation must be attached to the Visit Form on EVOLVE (Including: itinerary, any specific risk assessments, parental info letters, parental meeting presentations, any info from providers, any other relevant info)</li> <li>Checked and submitted by EVC</li> <li>Approved by Head (delegated approval from LA)</li> </ul>
Level 3	<b>Overseas Residential Adventurous</b>	Yes	<ul style="list-style-type: none"> <li><b>MUST BE SUBMITTED 6 WEEKS BEFORE THE VISIT</b></li> <li>Provisional agreement should be obtained from the Head before any commitment is made</li> <li>Visit Form completed on EVOLVE by Visit Leader</li> <li>All planning documentation must be attached to the Visit Form on EVOLVE (Including: itinerary, any specific risk assessments, parental info letters, parental meeting presentations, any info from providers, any other relevant info)</li> <li>Checked and submitted by EVC</li> <li>Authorised by Head/Manager</li> <li>Approved by Local Authority</li> </ul>

## 7. Planning a Visit – the visit leader’s “to do” list

All Visit Leaders should be familiar with the ‘Specific guidance for your role’ (for Visit Leaders) which can be found by accessing the OEAPNG website and selecting the Visit Leader role on the right-hand side of the page. This will bring up all relevant documents for the role of Visit Leader.

The following OEAP documents may be of particular interest and can be found in the ‘Specific guidance for your role’ (for visit Leaders) section on the OEAPNG website.

- Visit or Activity Leader Responsibilities
- Visit Leader Checklist
- Group Management and Supervision
- Good Practice Basics
- Ratios and Effective Supervision

Table 2	Planning a visit – the visit leader’s job list
All visits	<p><b>The visit leader will ensure the following steps are completed for all visits:</b></p> <ul style="list-style-type: none"> <li>• Obtain provisional agreement from the Head before any commitment is made</li> <li>• Funding arrangements and charging policy agreed</li> <li>• Where practicable a pre-visit should be carried out to check suitability, gather information and to inform risk assessment and planning</li> <li>• Ensure the visit:               <ul style="list-style-type: none"> <li>○ Has clear learning outcomes</li> <li>○ Has activities appropriate to the group</li> <li>○ Is planned to maximise benefits to the children while managing significant risks</li> <li>○ Has effective supervision in place/ is appropriately staffed</li> <li>○ Has a designated deputy leader</li> <li>○ Complies with the safeguarding policy</li> </ul> </li> <li>• Record the visit plan on the EV1 Form or on EVOLVE</li> <li>• The school’s Generic Risk Assessment for Off-site visits must be implemented by staff for all visits. Where there are any additional significant risks they should be included in an Event Specific Risk Assessment, recorded on the EV5 Form and attached to the visit form (EV1 or on EVOLVE) - see Section 7.4 of this document.</li> <li>• Involve all staff in reviewing and writing the risk assessment and the planning</li> <li>• Involve children in the planning of the visit, and how it will be managed, wherever possible</li> <li>• Ensure parents are kept fully informed</li> <li>• Ensure appropriate consent is in place. ‘Blanket’ consent for Level 1 visits (annual or ‘life at the school’ consent). Specific consent for Level 2 &amp; Level 3 visits.</li> <li>• Plan and execute the visit in accordance with the ‘BwDBC Requirements for Off-site Visits and Adventurous Activities’.</li> <li>• Ensure all other staff, accompanying adults, children and any external provider are:               <ul style="list-style-type: none"> <li>○ Fully briefed about their roles and responsibilities during the visit</li> <li>○ Know what to do in the event of an emergency</li> <li>○ Are given information they need about individual pupil needs</li> </ul> </li> <li>• Fully brief the base contact back at school and ensure they have access to/copies of all relevant information</li> <li>• Make suitable checks on any external providers. Where possible use providers with the <b>Learning Outside the Classroom Quality Badge</b> (see BwDBC Requirements for Off-site Visits &amp; Adventurous activities – Section 13.12)</li> <li>• Refer to <a href="#">Visit Leader Checklist</a> from the National Guidance</li> </ul>
Level 2 & Level 3	<p>All of the above bullet points apply (from the ‘All visits’ section) as well as the follow points:</p> <ul style="list-style-type: none"> <li>▪ All Level 2 &amp; Level 3 visits must be entered and approved on EVOLVE</li> <li>▪ Specific parental consent is required for Level 2 &amp; Level 3 visits</li> <li>▪ All relevant information must be included. The following (where applicable) must be attached to the EVOLVE Visit Form:               <ul style="list-style-type: none"> <li>○ Itinerary</li> <li>○ Event-specific Risk Assessment/s (as required)</li> <li>○ Information provided to parents/children</li> <li>○ Parents meeting presentation (where applicable)</li> <li>○ Copy of EV4 Provider Form (Only required if the provider <b>does not</b> hold an LOTC Quality Badge)</li> <li>○ Any other relevant information</li> </ul> </li> </ul> <p>This information must be available to view on EVOLVE before approval is granted.</p>

Required  
for all  
visits

- Visit Leader holds the following:
  - List of staff and children on visit
  - EV7 Emergency card (including 24hr Emergency Contact details where appropriate)
  - First Aid kit
  - Mobile phone
  - Any other relevant documentation/items (eg medication/ contact details where appropriate)
- Emergency contact (at the base) holds the following:
  - List of staff and children on visit
  - EV7, EV8a & EV8b Emergency cards (Including Visit Leader contact details while on the visit)
  - Any other relevant documentation (eg medical/ contact details)
  - And should have 24/7 access to all Visit details and documentation

## 8. Parental Consent

Staff must ensure that appropriate consent is in place:

- ‘Blanket’ consent for Level 1 & Level 2 visits (annual or ‘life at the school’ consent).
- Specific consent for Level 2 & Level 3 visits and for visits that extend beyond the school day.

## 9. Risk Management

**A visit specific risk assessment or, for level 1 visits, Standard Operating Procedures, must be implemented by staff for all visits and attached to the visit form (EV1 or on**

**EVOLVE).**

### Level 1 Visits

It is expected that routine, low risk visits (Level 1 visits) will be managed using Standard Operating Procedures (SOPs). Where additional factors apply such as a group with unusually challenging behaviour; extreme weather; an inexperienced leader; then a visit specific risk assessment may be required to cover any additional issues.

### Level 2 & Level 3 Visits

For Level 2 and Level 3 (more complex) visits, a visit specific risk assessment must be carried out using the STAGED model as outlined below. Please note any additional risk assessment must be attached to the EV1 or EVOLVE visit form for monitoring by the EVC and Head/Manager before approval can be given.

### On-going (dynamic) risk assessments

This is what the staff do on a visit to keep the group safe – ‘active risk management’. It involves continuously assessing situations as they unfold and adjusting your response to effectively manage any issues/risks that may arise. This is not a written risk assessment.

All staff are responsible for carrying out effective on-going risk assessments based on competence, experience and common sense. Staff teams must be suitably competent and experienced so that they are able to effectively manage any situations they are likely to encounter on the visit.

### What to consider when carrying out an Off-site visit risk assessment

When considering whether there are any significant risks that need managing it is recommended that staff use the following model:

**STAGED:**

<b>Staffing</b>	(Including competence, experience, ratios, effective supervision etc.)
<b>Timings</b>	(Travel & Timings, itinerary, downtime etc.)
<b>Activities</b>	(Programme, activities to be undertaken. Who will lead? Adventurous? Etc.)
<b>Group</b>	(Additional needs: learning, behaviour, disabilities, medical, nature of the cohort etc.)
<b>Environment</b>	(Venue, accommodation, weather, water levels, crowds, other users, culture etc.)
<b>Distance from base</b>	(Support systems, particularly for residential visits and visits abroad)

**Procedures for risk management:**

1. Any significant risks must be recorded on a **visit specific risk assessment** (EV5 Form)
2. When completing the risk assessment/ planning the staff should ask the following question:  
***What are the really important things we need to do keep the group safe?***
3. The **On-going (dynamic Risk Assessment)** is really important – this is what the staff do during the visit to keep the group safe (see the Ongoing risk assessment section above)
4. All staff have a responsibility to review risk assessments after every visit.
5. All staff going on the visit should be involved in the planning process, which should include the checking and writing of any risk assessments. The visit leader should take the lead with the planning but as a rule should not complete risk assessments on their own. Ideally, risk assessments will be the product of discussions between the staff team.
6. Young people should be included in the risk assessment process where appropriate. This can help them learn how to managing risk for themselves.
7. All staff, volunteers and young people must be briefed appropriately regarding the risk assessments prior to departure.
8. Staff only need to record **significant risks**. Risk assessments should be proportionate, simple and easy to use.
9. Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. Visit Leaders should **not** ask for copies of providers' risk assessments. It is appropriate, however, to ask for any information that they publish that is specifically aimed at helping Visit Leaders to manage their visit.

## 10. Monitoring

The role of monitoring is shared between the EVC, the Head, the staff and the Governors. The checking and approval process is a very important part of monitoring and is shared between the EVC, Head and Governors.

Field monitoring is also recognised as important. Staff are encouraged to peer monitor and give feedback to colleagues. In addition, the EVC, Head or other experienced senior staff should carry out monitoring visits from time to time in order to support staff and encourage good practice.

Any such monitoring should be intelligently targeted to support staff where appropriate and to identify and share good practice.

## 11. EV3 – Establishment Self-Assessment Form/ Compliance Checklist

The EV3 Form will be completed annually by the EVC and Headteacher and will be overseen by the Governors.

A copy will be provided to the Governors.

An electronic copy of the completed EV3 Form will be emailed to the Education Consultant (Learning Outside the Classroom).

Any action points raised by the EV3 Form should form the basis of an action plan and training programme for the coming year. This process can help to fulfil St Thomas's Centre's Health & Safety requirements and can help to inform any inspection regime e.g. Ofsted.

## 12. Induction, training, apprenticeship, succession planning

The EVC must attend a full BwDBC EVC training day, and thereafter attend EVC update training at least once every 3 years.

New staff are trained by the EVC so that they are familiar with the procedures for Off-site Visits as part of their induction. This is included and recorded as part of their induction programme.

All staff should undergo regular training in relation to Educational Visits. This could be on an annual basis and should be at least every 3 years or when significant changes are implemented. The training could be led by the EVC or by the Education Consultant for Learning Outside the Classroom. BwDBC Visit Leader training (Part 1 & Part 2) is available from the Education Consultant for Learning Outside the Classroom and includes training in risk management, group management, current guidance, visit procedures and EVOLVE.

An apprenticeship model should be used so that inexperienced staff can shadow experienced and competent visit leaders until they are ready to lead visits themselves. This model also allows for effective succession planning.

Training records are kept by the EVC.

Records of any relevant staff qualifications (e.g. Mountain Leader Award or First Aid qualification) including a scanned copy of the certificate should be saved on the member of staff's profile on EVOLVE. (See Section 16: BwDBC Requirements for Off-site Visits and Adventurous Activities).

## 13. Assessing venues and external providers

**To confirm that all aspects of the operation of the provider are satisfactory, the establishment must ensure that either:**

- a) The Provider holds an LOTC Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)
- or*
- b) An **EV4 Provider Form** has been satisfactorily completed by the provider, and they have provided a copy of their public liability insurance.

Note: If a Provider holds an **ALA licence** (and/or any other accreditation) but **not** an LOTC Quality Badge, then an **EV4 Provider Form is still required**.

Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. Visit Leaders should **not** ask for copies of providers' risk assessments. It is appropriate, however, to ask for any information that they publish that is specifically aimed at helping Visit Leaders to manage their visit.

## 14. Volunteers

Volunteers will require a Criminal Record Check if they are involved in a regulated activity. Staff should discuss this with the EVC and the 'Designated Person' (DP) to establish if a check is required. Criminal Record Checks are now carried out by the DBS (Disclosure and Barring service).

Volunteers should be inducted/briefed and assessed as competent to carry out their assigned role. They will also require supervision by staff.

## 15. Emergency Procedures

The BwDBC Emergency procedures for visits can be found on the home page of the BwDBC EVOLVE website (select the Emergencies link on the red band).

In the event of an incident staff must use the EV7, EV8a and EV8b – by doing so staff will be led through the correct procedure.

Both the visit leader and the base contact should have 24/7 access to all the details of the visit, including medical and next of kin information for both the staff and the young people.

The visits emergency procedures should key into St Thomas's Centre's emergency planning.

Where there has been an incident/accident/near miss on a visit, staff should complete the Health and Safety incident reporting form and attach it to the visit form on EVOLVE.

## 16. Behaviour

Children will be expected to follow a code of conduct while on Off-site Visits. Where possible children will be involved in setting them up so that they can retain some ownership. On occasions parents may be asked to sign the code of conduct as well.

Careful thought will be required to determine how mobile phones and other electronic devices will be managed.

## 17. Inclusion

The ethos at St Thomas's Centre supports inclusion in all areas of school including visits. We encourage integration through participation with peers.

All visits must comply with the Equality Act 2012.

Staff must plan early to overcome any inclusion issues. Reasonable adjustments must be made to accommodate any young person with disabilities as long as the adjustments don't unduly impinge on the rest of the group.

Expectations of staff must be reasonable, so that what is required of them is within their competence and is reasonable.

Staff should discuss any issues with the EVC, the SENco and where appropriate the BwDBC Inclusion Support Team. The views of the young person and the parent/carers should be included in the process. Where appropriate, this may include the use of pupil premium funding to support disadvantaged pupils

## 18. Insurance

St Thomas's Centre complies with BwDBC insurance requirements. All staff and children are covered for all visits, including Level 3. A copy of the policy can be obtained from the main office.

## 19. Finance

Charging for visits is decided on a case-by-case basis, though will always follow national guidance (<https://oeapng.info/>)

Staff will obtain initial approval of financial plans/costings from Coach Company (if using) & visit leader, consider voluntary contributions, what is needed to break even, if school will subsidise etc. and request permission from Headteacher & School Business Manager for cost of trip.

Staff must then check with office / School Business Manager as to records for banking/reporting considerations.

## 20. Transport

We follow the guidance in the Transport section of the BwDBC Requirements for Off-site Visits & Adventurous Activities – Section 13.15.

School staff will ensure that where possible transport is in good working, legal order and the drivers are aware of their route and your needs.

Pupils will wear seat belts at all times and follow the school's risk assessment for travelling on coaches. Travel sickness pills will be held by school staff and administered only if consent given by parents.

If private cars are used, the vehicle must be roadworthy and an appropriate licence and insurance to carry pupils should be held. The driver of a private vehicle is responsible for ensuring that seat belts are worn. Parental agreement should be sought for children travelling in a private vehicle/ taxi.

## 21. First Aid arrangements

All staff on the visit must be made aware of any medical needs from staff, pupils and volunteers. These are to be written on the risk assessment can they can easily be shared with SENco, EVC, the venue or visit lead and any other interested parties.

Inhalers, first aid kits to be carried by staff at all times.

School Business Manager is currently responsible for ensuring staff first aid certificates are updated on a rolling programme. Certificates will be uploaded to EVOLVE system.

Visit lead should ask for first aid arrangements at the place of visit and also coach company if applicable. For further details see BWDRRC Evolve section 8.12.

## 22. Accidents, incidents and near misses

**Any accident, incident or near miss on an educational visit should be reported.** To avoid duplication, write the incident up in the usual way when reporting, then **attach a copy to the visit form with a note for the attention of the LA.**

If a child has gone missing, even for a short time, complete the LAs missing child report form. This is available on the Services for Schools website, Evolve (go to "Resources" then click on the "Forms" tab.)