

Educational Visits Policy

'Let your light shine!'



Aspire Federation

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Next review: September 2027

Signed:

Name: Laura Martin

(Executive Headteacher)

Date...22.9.26

Signed:

Name: Tom Deignan

(Chair of Governors)

Date...22.9.26

1. AIMS AND ETHOS

At Aspire Federation, we recognise that learning extends beyond the classroom. Educational visits enrich the curriculum, broaden horizons, develop independence and resilience, and support pupils' spiritual, moral, social and cultural development.

We believe that all pupils should have access to high-quality learning experiences beyond the classroom which support our vision that all members of our school communities are encouraged to let their light shine.

Educational visits form an integral part of our curriculum and wider enrichment offer. Through visits and outdoor learning experiences, pupils develop knowledge, skills, understanding, independence, confidence and a sense of belonging within their local, national and global communities. Educational visits support pupils to flourish academically, socially, emotionally and spiritually. Educational visits should have clear educational purposes and identifiable learning outcomes.

2. POLICY STATEMENT

The Governing Board and leaders of Aspire Federation are committed to ensuring that all educational visits:

- have a clear educational purpose;
- are inclusive and accessible wherever reasonably practicable;
- are planned and managed effectively;
- comply with statutory safeguarding requirements;
- are supported by appropriate risk management arrangements;
- provide meaningful opportunities for learning and personal development;
- are conducted in accordance with employer requirements and recognised national guidance.

The Federation recognises that risk cannot be eliminated entirely. Educational visits will therefore be planned using a risk-benefit approach which balances educational value with reasonable and proportionate risk management measures.

3. LEGAL AND REGULATORY FRAMEWORK

This policy should be read alongside:

- Health and Safety at Work etc. Act 1974;
- Management of Health and Safety at Work Regulations 1999;
- Equality Act 2010;
- Children Act 1989 and 2004;
- Keeping Children Safe in Education;
- SEND Code of Practice;
- EYFS Statutory Framework;
- Data Protection legislation;
- The Federation's Safeguarding Policy;
- The Federation's Health and Safety Policy;
- The Federation's Charging and Remissions Policy;
- OEAP National Guidance;
- EVOLVE guidance and procedures, including 'Beyond the Gates School visit guidance'.

4. ROLES AND RESPONSIBILITIES

Governing Board

The Governing Board will:

- approve and review this policy;
- monitor educational visit provision;
- ensure appropriate systems are in place;
- receive reports regarding educational visits where appropriate;
- ensure educational visits support school improvement priorities and pupil outcomes.

Executive Headteacher

The Executive Headteacher will:

- ensure this policy is implemented;
- appoint a suitably trained Educational Visits Coordinator;
- ensure that educational visit procedures comply with employer expectations;
- ensure appropriate training is available;
- approve visits within delegated authority arrangements.

Heads of School

Heads of School will:

- support implementation of the policy;
- oversee routine educational visits;
- ensure educational visits are appropriately staffed;
- ensure safeguarding arrangements are effective.

Educational Visits Coordinator (EVC)

The EVC will:

- support and advise Visit Leaders;
- oversee EVOLVE administration;
- provide quality assurance of planning documentation;
- monitor compliance with this policy;
- maintain records of training and approvals;
- support evaluation and monitoring processes.

Visit Leaders

Visit Leaders have overall responsibility for the planning and delivery of visits.

Visit Leaders will:

- ensure visits have clear educational objectives;
- undertake and record appropriate risk assessments;
- ensure suitable supervision arrangements;
- communicate effectively with parents;
- record visits on EVOLVE;
- implement approved emergency procedures;
- evaluate visits following completion.

5. EDUCATIONAL PURPOSE AND LEARNING OUTCOMES

All educational visits must have clearly identified educational outcomes.

Visits may support:

- curriculum learning;
- personal development;
- character education;
- physical wellbeing;
- environmental awareness;
- community engagement;
- cultural understanding;
- spiritual development.

Visit Leaders must consider how learning outcomes will be evaluated and evidenced following the visit.

6. PLANNING AND APPROVAL

All visits must be planned proportionately and recorded through EVOLVE.

Planning must consider:

- educational purpose;
- staffing;
- travel;
- activities;
- participant needs;
- environmental conditions;
- emergency arrangements;
- safeguarding requirements;
- contingency planning.

Local Area Visits

Routine local visits will normally:

- take place during the school day;
- be led by approved staff;
- be subject to proportionate planning arrangements.
- Evolve full risk assessments must still be undertaken.

Higher-Risk Visits

Additional approval will be required for:

- residential visits;
- adventurous activities;
- overseas visits;
- water-based adventurous activities;
- open-country activities;
- exchange visits;
- snowsport visits.

Submission Timescales – see Appendix 1

Staff are strongly encouraged to submit visits at the earliest opportunity. Early submission supports effective planning, improves safety, reduces workload pressures and helps ensure that educational opportunities are not lost through avoidable delays.

All educational visits must be submitted through EVOLVE within the timescales set by Aspire Federation to allow sufficient time for review, challenge, amendment and approval.

The minimum submission timescales are:

- **Routine day visits and local visits requiring EVOLVE approval:** at least **2 weeks** before the visit date.
- **Residential visits, adventurous activities, water-based activities, overseas visits and any visit requiring additional employer approval:** at least **6 weeks** before the visit date.

Visit Leaders are responsible for ensuring that all documentation, risk assessments and supporting information are completed and submitted within these timescales.

Where a visit is submitted after the required deadline, Aspire Federation cannot guarantee that there will be sufficient time for appropriate review and approval. In such circumstances:

- approval may be delayed;
- additional information may be requested;
- the visit may need to be rearranged or postponed;
- in exceptional circumstances, approval may be refused.

These timescales are in place to ensure that visits are appropriately scrutinised, safeguarding arrangements are robust, and sufficient time is available for leaders to address any identified concerns or required amendments.

The Executive Headteacher, Head of School or Educational Visits Coordinator reserve the right to decline to approve any visit where insufficient planning time has been provided.

7. RISK MANAGEMENT

The Federation adopts a risk-benefit model.

Risk management shall:

- identify significant hazards;
- balance educational benefits against foreseeable risks;
- implement proportionate controls;
- be dynamic throughout the visit;
- include contingency arrangements.

The Federation encourages use of the STAGED planning model:

- Staffing
- Travel
- Activity
- Group
- Environment
- Distance from Support.

8. SUPERVISION

Effective supervision is critical to the success and safety of educational visits.

Supervision arrangements will consider:

- age and maturity of pupils;
- SEND and medical needs;
- nature of activity;
- competency of staff;
- environment and location;
- transport arrangements.

The Federation does not rely solely upon fixed staffing ratios. Staffing decisions will be based upon competent professional judgement and risk assessment.

9. INCLUSION, SEND AND ACCESSIBILITY

Inclusion is a golden thread that runs through all educational visits.

The Federation is committed to ensuring that educational visits are accessible to all pupils wherever reasonably practicable. Planning will consider:

- SEND needs;
- medical needs;
- emotional wellbeing;
- physical accessibility;
- communication requirements;
- individual risk assessments where required.

Reasonable adjustments will be made wherever possible to enable participation.

10. FIRST AID AND MEDICAL NEEDS

All visits must have suitable first-aid provision.

Visit Leaders must ensure:

- access to first-aid resources;
- awareness of medical needs;
- emergency medication arrangements;
- access to emergency assistance;
- appropriate recording of incidents.
- For EYFS visits, at least one member of staff must hold a current Paediatric First Aid qualification.

11. SAFEGUARDING

All adults involved in educational visits share responsibility for safeguarding and promoting the welfare of children.

The Federation will ensure:

- safeguarding expectations are communicated clearly;
- volunteers are appropriately briefed;
- DBS requirements are met where applicable;
- appropriate supervision arrangements exist;

- online safety expectations are maintained;
- concerns are reported in accordance with safeguarding procedures.

Additional safeguarding arrangements will apply during residential visits.

12. TRANSPORT

Transport arrangements must be lawful, safe and appropriate.

The Federation recognises a range of transport options may be used including:

- walking;
- coaches;
- minibuses;
- trains;
- underground systems;
- private vehicles where authorised.

Appropriate supervision must be maintained during all journeys.

13. EXTERNAL PROVIDERS

External providers may be used where appropriate.

Prior to engagement, Visit Leaders must undertake suitable due diligence which may include:

- Learning Outside the Classroom (LOtC) Quality Badge verification;
- licensing checks;
- insurance verification;
- safeguarding arrangements;
- provider competence assessments.

The use of an external provider does not remove the responsibility of the Visit Leader or Federation.

14. WATER-BASED ACTIVITIES

Swimming and water activities require specific planning.

The Federation will ensure:

- activities are planned and approved in advance;
- suitable supervision arrangements exist;
- lifeguarding arrangements are verified;
- spontaneous swimming does not take place;
- foreseeable access to water is considered through risk assessment.

15. RESIDENTIAL VISITS

Residential visits require enhanced planning and safeguarding arrangements.

Planning must consider:

- accommodation safety;
- sleeping arrangements;
- safeguarding;
- SEND needs;
- medical requirements;
- emergency arrangements;

- inclusion and accessibility.
- Parents will receive detailed information and opportunities to discuss arrangements.

16. ADVENTUROUS ACTIVITIES

Adventurous activities require additional scrutiny and approval.

Activities identified as adventurous within employer guidance will follow enhanced approval arrangements. These may include:

- climbing;
- watersports;
- open-country activities;
- camping;
- snowsports;
- high ropes;
- archery;
- trampoline and aqua parks.

17. EMERGENCY PROCEDURES

Every educational visit must have appropriate emergency arrangements.

Visit Leaders must:

- carry emergency contact details;
- understand emergency procedures;
- maintain communication arrangements;
- record significant incidents;
- seek support from school leaders when necessary.

18. MONITORING AND EVALUATION

The Federation will monitor educational visits through:

- EVOLVE records;
- visit evaluations;
- incident reporting;
- governor monitoring;
- leader feedback;
- pupil voice where appropriate.

Lessons learned will inform future planning and continuous improvement.

19. TRAINING

The Federation will ensure that:

- an appropriately trained EVC is appointed;
- Visit Leaders receive sufficient training;
- senior leaders understand their responsibilities;
- governors receive suitable oversight and induction training.

APPENDICES

1. Educational Visits Approval Matrix
2. Visit Planning Checklist
3. Risk Assessment Guidance
4. Emergency Action Card
5. Volunteer Briefing Checklist
6. Governor Monitoring Questions
7. Residential Visits Checklist

Appendix 1 – Educational Visits Approval Matrix

<i>Visit Type</i>	<i>Examples</i>	<i>EVOLVE Required</i>	<i>Approved By</i>	<i>Minimum Submission Time</i>
Local Learning Area Visit	Church, local walks, local park, local library, sports facilities within agreed local area	Yes	EVC/Head	Minimum 2 weeks
Routine Day Visit	Museums, galleries, theatres, sporting events, farm visits, curriculum visits	Yes	EVC/Head	Minimum 2 weeks
Day Visit Using External Provider	Workshops, activity centres, provider-led curriculum activities	Yes	EVC/Head	Minimum 2 weeks
Visit Involving Water Margins	River studies, beach visits, pond dipping, coastal learning	Yes	EVC/Head/LA	Minimum 6 weeks
Public Swimming Pool Visit	Curriculum swimming, swimming gala	Yes	EVC/Head	Minimum 2 weeks
Residential Visit	residential, overnight educational stay	Yes	EVC/Head/LA	Minimum 6 weeks
Water-Based Activity	Canoeing, kayaking, paddleboarding, sailing, open-water activities	Yes	EVC/Head/LA	Minimum 6 weeks
Adventurous Activity (Provider Led)	Climbing, high ropes, archery, caving, horse riding, snow sports	Yes	EVC/Head/LA	Minimum 6 weeks
Adventurous Activity (School Led)	Camping, open-country activities led by staff	Yes	EVC/Head/LA	Minimum 6 weeks
Trampoline Ninja Inflatable Aqua Parks	Commercial trampoline parks, aqua parks, inflatable obstacle parks	Yes	EVC/Head/LA	Minimum 6 weeks
Residential with Adventurous Activities	PGL, outdoor pursuits centres	Yes	EVC/Head/LA	Minimum 6 weeks

Appendix 2 – Primary School Trip Planner Template

1. Initial Planning

- ☐ Identify educational objectives – Class Teacher
- ☐ Check calendar for clashes – Class Teacher with HoS/Admin
- ☐ Initial contact with venue to check availability and pricing – Class Teacher to ask Administrator
- ☐ Request quotes from approved transport providers – Class Teacher to ask Administrator to obtain quotes
- ☐ Calculate per-pupil cost (transport, entry, extras) – School Business Manager
- ☐ Calculate adult:pupil ratio – Class Teacher with HoS
- ☐ Liaise with Ideal School Meals if packed lunch option needed - Administrator
- ☐ Obtain trip approval from HoS and EHT

2. Communication re trip/payments

- ☐ Book transport and request written confirmation of departure and return times – Business Manager
- ☐ Send letter to parents with cost, deadlines, consent forms and clear itinerary – Class Teacher to amend previous letter and Admin to distribute
- ☐ Provide checklist for what pupils need to bring e.g. packed lunch, coat etc – Class Teacher
- ☐ Track payments received and outstanding – Business Manager
- ☐ Consider Pupil Premium or subsidy options – HoS/EHT
- ☐ Arrange parent briefing if necessary – Class Teacher

3. Risk Assessment

- ☐ Ratio of adults to pupils confirmed – Class Teacher
- ☐ DBS checks completed for all adults – Class Teacher with EVC support
- ☐ Groupings and group leaders assigned – Class Teacher
- ☐ Staff briefed on roles, expectations, first aid – Class Teacher
- ☐ Submit the completed risk assessment on Evolve at least 2 weeks before the event (6 weeks for a residential/OAA or water based activities) – Class Teacher/Group leader

- ☐ Venue-specific risk assessment completed on Evolve – include Event Specific Notes, venue's own risk assessments (if applicable), register or pupil names, named staff, communication to parents – Class Teacher
- ☐ Individual health and behavioural plans noted – include initials of anyone with e.g. inhalers or epipens and who will hold this medication – Class Teacher with support of SENCO if needed
- ☐ EVC/EHT signs off on completed risk assessment

4. One week before

- ☐ Check travel arrangements arrival/departure times with coach company and venue – Business Manager
- ☐ Ensure up to date emergency contact details/medical information available for accompanying staff - Administrator
- ☐ Check for outstanding consent forms and payments - Administrator

5. On-the-Day Essentials

- ☐ First aid kits/spare clothes/sick buckets – Class Teacher
- ☐ Medication and health plans – Class Teacher
- ☐ Class list and emergency contacts – Admin to provide for class teacher
- ☐ Maps, itinerary, venue tickets – Class Teacher
- ☐ Copies of consent forms – Admin to provide for class teacher

6. Post-Trip

- ☐ Debrief with staff and collect feedback – Class Teacher
- ☐ Inform parents of any incidents or highlights – Class Teacher
- ☐ Complete Evolve risk assessment evaluation to support with future trips – Class Teacher

Appendix 3 - Risk Assessment Guidance

Purpose

The purpose of risk assessment is to enable educational visits to proceed safely while achieving meaningful educational outcomes. Risk assessment should support, rather than prevent, learning beyond the classroom.

Educational visits inevitably involve some degree of risk. Aspire Federation adopts a risk-benefit approach which seeks to identify significant hazards, implement proportionate controls and enable pupils to access valuable learning opportunities safely.

Risk assessments should focus on significant foreseeable risks and should not seek to eliminate all risk.

Principles of Risk Assessment

Educational visit risk assessments should:

- Be proportionate to the nature of the visit.
- Focus on significant hazards.
- Take account of educational benefits.
- Consider the needs of the specific group.
- Be reviewed if circumstances change.
- Support professional decision-making.
- Be understood by all adults involved in the visit.
- Be dynamic and ongoing throughout the visit.

Using the STAGED Framework

Visit Leaders should use the STAGED framework when planning visits.

S – Staffing	T – Travel	A – Activity	G – Group	E – Environment	D – Distance From Support
Consider: Staff competence and experience Supervision requirements First aid provision Safeguarding arrangements Staff-to-pupil deployment Volunteer involvement	Consider: Journey length Mode of transport Road crossings Pick up and drop off arrangements Delays and contingency planning	Consider: Educational activities planned Physical challenge involved Specialist instruction required External providers Equipment requirements	Consider: Age and maturity SEND needs Medical needs Behaviour Previous experience Emotional wellbeing	Consider: Weather Terrain Water hazards Traffic Public access Seasonal conditions Site-specific risks	Consider: Access to emergency services Mobile phone coverage Medical facilities Isolation of venue Response times
Questions to consider:	Questions to consider:	Questions to consider: Is specialist training or	Questions to consider: Have all pupils been included?	Questions to consider: Are environmental	Questions to consider:

Are staff competent to lead the activity? Are all safeguarding arrangements robust? Is first aid provision appropriate?	Have travel-related risks been identified? Are supervision arrangements appropriate throughout the journey?	qualification required? Is the activity appropriate for the group?	Are reasonable adjustments required? Are individual risk assessments needed?	conditions likely to affect safety? Is an alternative plan required?	How quickly could support be obtained? Are additional emergency arrangements required?
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Generic Versus Visit-Specific Risk Assessments

Many routine hazards are already controlled through:

- School policies
- Staff training
- Existing procedures
- Generic risk assessments
- Venue procedures

Visit Leaders should concentrate on:

- Significant visit-specific hazards
- Unusual activities
- Vulnerable participants
- Environmental factors
- Issues identified during pre-visits

Risk assessments do not need to repeat existing school procedures unnecessarily.

Dynamic Risk Assessment

Risk assessment does not end when the EVOLVE form is approved.

Visit Leaders are expected to continuously assess conditions throughout the visit.

Examples include:

- Changes in weather
- Traffic conditions
- Water conditions
- Behaviour concerns
- Unexpected hazards
- Venue changes

Leaders should amend plans where necessary and be prepared to implement contingency arrangements ("Plan B").

Pre-Visits

A preliminary visit should be undertaken where appropriate.

Pre-visits are strongly recommended when:

- Staff are unfamiliar with the venue.
- Water hazards are present.
- Residential accommodation is involved.
- Outdoor learning environments are used.
- Farm visits are planned.
- Adventurous activities are included.

Higher-Risk Visits

Additional scrutiny is required for:

- Residential visits
- Overseas visits
- Water-based activities
- Adventurous activities
- Open-country activities
- Snowsport visits

Risk assessments must demonstrate:

- Appropriate supervision
- Contingency arrangements
- Emergency procedures
- Suitable provider checks
- Appropriate insurance

Inclusion and Individual Risk Assessment

Risk assessments should support inclusion.

Visit Leaders should consider:

- SEND provision
- Medical needs
- Behaviour support
- Accessibility
- Communication needs
- Reasonable adjustments

The presence of additional needs should not automatically prevent participation.

Where necessary, individual risk assessments should be developed to support safe inclusion.

Emergency Planning

Every visit must include consideration of:

- Medical emergencies
- Lost participants
- Communication arrangements

- Severe weather
- Transport failure
- Cancellation procedures

Visit Leaders must know how to contact:

- School emergency contacts
- Emergency services
- Parents/carers where required

Aspire Expectations

When completing EVOLVE visit forms, Visit Leaders should be able to answer the following questions:

Educational Purpose

- Why are we undertaking this visit?
- What will pupils learn?

Safety

- What are the significant hazards?
- How will these be managed?

Inclusion

- How will all pupils participate safely?

Supervision

- Who is responsible for what?

Contingency

- What will we do if things change?

Emergency Response

- How would we respond if something went wrong?

If a Visit Leader cannot answer these questions clearly, the visit planning process should be reviewed before approval is sought.

APPENDIX 4 - EMERGENCY ACTION CARD

This card should be carried by the Visit Leader on all educational visits.

If a Serious Incident Occurs

1. SAFEGUARD THE GROUP

- ☐ Remain calm.
- ☐ Assess immediate danger.
- ☐ Ensure the safety of all pupils and adults.
- ☐ Stop the activity if appropriate.
- ☐ Move the group to a safe area where necessary.
- ☐ Maintain appropriate supervision arrangements.

2. PROVIDE IMMEDIATE ASSISTANCE

- ☐ Administer first aid if trained and safe to do so.
- ☐ Contact emergency services if required.
- ☐ Follow advice provided by emergency services.
- ☐ Do not move injured persons unless necessary to prevent further danger.

3. CONTACT SCHOOL

Contact:

School Emergency Contact:

Contact Number:

Provide:

- Your name
- School
- Nature of incident
- Number involved

- Current location
- Actions already taken
- Assistance required

4. MANAGE COMMUNICATION

- ☐ Keep a written record of events.
- ☐ Record times and actions taken.
- ☐ Do not speculate.
- ☐ Do not admit liability.
- ☐ Refer media enquiries to the Executive Headteacher.
- ☐ Do not publish information on social media.

5. MAINTAIN SUPERVISION

- ☐ Continue headcounts.
- ☐ Account for all pupils.
- ☐ Provide reassurance.
- ☐ Keep pupils together where appropriate.

6. FOLLOW-UP

- ☐ Complete accident/incident records.
- ☐ Inform DSL if safeguarding concerns arise.
- ☐ Participate in post-visit review.
- ☐ Identify lessons learned.

APPENDIX 5 - VOLUNTEER BRIEFING CHECKLIST

To be completed before every visit involving volunteers.

Volunteer Name

Visit

Date

Safeguarding

- ☐ I have received a safeguarding briefing.
- ☐ I understand how to report concerns.
- ☐ I understand that pupils must not be placed at risk.
- ☐ I understand staff remain responsible for safeguarding decisions.

Supervision

- ☐ I understand which group of pupils I am supporting.
- ☐ I understand my supervision responsibilities.
- ☐ I understand boundaries for pupil movement.
- ☐ I know what to do if a pupil becomes separated.

Medical Information

- ☐ Relevant medical needs have been shared appropriately.
- ☐ Emergency arrangements have been explained.

Conduct

- ☐ I understand expectations regarding professional conduct.

☐ I understand mobile phone and photography expectations.

☐ I will not share information on social media.

☐ I understand confidentiality expectations.

Emergency Procedures

☐ I know who the Visit Leader is.

☐ I have emergency contact details.

☐ I understand emergency arrangements.

Volunteer Signature:

Date:

Visit Leader Signature:

APPENDIX 6 - GOVERNOR MONITORING QUESTIONS

These questions support governor monitoring and triangulation.

Strategic Leadership

- How do educational visits support school improvement priorities?
- How do visits contribute to curriculum development?
- How do leaders know educational visits have a positive impact?

Educational Outcomes

- What learning outcomes were identified?
- How do leaders evaluate whether outcomes were achieved?
- How are pupils' experiences captured and reviewed?

Inclusion

- How do leaders ensure all pupils can participate?
- What adjustments are made for SEND pupils?
- How are disadvantaged pupils supported to access visits?

Safeguarding

- How do leaders ensure visits remain safe?
- What safeguarding training have leaders received?
- What systems are in place for volunteers?

Risk Management

- How are risk assessments quality assured?
- How are emerging risks monitored?
- What lessons have been learned from incidents or near misses?

Compliance

- Are EVOLVE submission deadlines being met?
- Are approval processes being followed consistently?
- How does the Governing Board receive assurance?

Challenge Questions

- How do leaders know visits are educationally worthwhile?

- How do leaders balance educational benefit with risk?
- Which groups access educational visits less frequently and why?

APPENDIX 7 - RESIDENTIAL VISITS CHECKLIST

Initial Planning

- ☐ Educational purpose identified.
- ☐ Visit entered on EVOLVE.
- ☐ Approval timeline agreed.
- ☐ Budget approved.
- ☐ Parent information meeting arranged.

Venue Checks

- ☐ Accommodation availability and suitability confirmed.
- ☐ Fire arrangements checked.
- ☐ First aid arrangements checked.
- ☐ Emergency procedures checked.
- ☐ Provider checks completed.
- ☐ Insurance confirmed.

Inclusion

- ☐ SEND needs reviewed.
- ☐ Medical needs reviewed.
- ☐ Individual adjustments planned.
- ☐ Accessibility considered.

Staffing

- ☐ Staffing levels agreed.
- ☐ First aider identified.

- ☐ Designated safeguarding arrangements confirmed.
- ☐ Sleeping arrangements agreed.
- ☐ Staff emergency contacts confirmed.

Parents

- ☐ Information shared.
- ☐ Consent forms returned.
- ☐ Medical information collected.
- ☐ Emergency contact details confirmed.
- ☐ Medication procedures communicated.

Final Checks

- ☐ Risk assessment completed.
- ☐ Headcounts procedures established.
- ☐ Emergency card issued.
- ☐ Staff briefing completed.
- ☐ Volunteer briefing completed.
- ☐ Registers prepared.
- ☐ Visit approved.