

Thomas Coram Centre and Nursery School

Educational Visits Policy



**Thomas Coram Centre
and Nursery School
49 Mecklenburgh Square
London WC1N 2NY**



Reviewed and Approved: Summer 2024	Next review: Summer 2026
Reviewed - Every 2 years	

Introduction

Educational visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences. We aim for all the children to attend a range of educational visits during their time at Thomas Coram Centre and is one of our essential Key Experiences (see Appendix 4).

In this policy we seek to establish a clear and coherent structure for the planning of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils. The visits usually take place within the school day, but on occasions, take place after school.

The expectations of the Staff Code of Conduct continue to apply during educational visits.

Educational Visits Coordinator- Deputy Head Teachers

Aims

The aims of our off-site visits are to:

- Enhance curricular and recreational opportunities for our pupils;
- Provide a wider range of experiences for our pupils than could be provided on the school site alone;
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.
- To promote our cultural capital
- Educational visits are a very effective way of promoting language development

For all outings the following procedures must be followed;

- All parent/carers are asked to sign the permissions section in the Background Information form to show that they agree to their child going on local outings or 'short and small' visits i.e. to Waitrose.
- The general agreement in the application forms pack should be regularly checked and adhered to. Key people should keep a record of this information in their files as well as it being held centrally.
- Trips further from the nursery school require a formal letter for parents to sign their agreement. At least one reminder will be given to parents. This may be verbal, a reminder note or via Parent hub.
- A risk assessment of the venue must be carried out before children are taken on any outing.

- A risk assessment form must be completed before taking the children out. Please follow the instructions of how to complete the form in the outings folder which is located in the office. As part of this procedure, it is important to ensure that all staff, parent, volunteers and children are clearly briefed about potential risks and the expectations we have of the adults taking part in the outing.
- A copy of the risk assessment should be left in the office before departure. This will have been checked by the deputy head teacher or middle leader.
- Staff members should always stay together to ensure that they are able to support each other in case of emergency. On arrival, the group may split into smaller sub-groups but each group should be with at least two members of staff. Splitting the group should be decided in advance and a list of the subdivided groups should be kept by each sub-group leader.
- If a child needs to stop/rest for any reason, the group leader should be notified immediately so that they can decide whether it is safe of everyone to wait or if some of the group can move on to a better waiting place.
- There must be a ratio of two children per adult or 1:1 depending on the age/individual circumstances.
- All children must wear a label with the name, address & telephone number of Thomas Coram Centre. The label must be displayed where the child is unable to remove it (i.e. on the back of their clothing, not their jacket or additional layers). There is one exception to this which is when we use Collingham Gardens and we have permission to close the gate and secure the park for our exclusive access.
- All children must wear our bright luminous vest with Thomas Coram and our telephone number boldly written at the back.
- Medication for children with long term health needs, and copies of their individual health plans, must be taken on the outing e.g. Inhalers, insulin, EPI-Pen.
- Any group of children going on an outing must be accompanied by a paediatric first aider.
- A first aid kit must be taken on all outings.
- Staff are responsible for informing the lead person of their specific health need requirements when going on an outing (i.e. inhaler, Epi-Pen, etc...).
- Staff are responsible for ensuring that their specific medication is placed in the first aid kit or at a location easily accessible to the staff they are with in case of emergency.

- When away from the school, the same rules and policies still apply whilst with the children. (i.e. no hot drinks while with the children, no use of mobile phones for private calls, no alcohol, no nuts etc...)
- Ensure staff have special toys (motivators) for the children who may find the transitions tricky.
- All parents, staff and children should return to the school premises before being discharged from the group. Allowing parents to leave part way through a visit or whilst returning from the visit may mean that attendance records are not completely accurate at all times. On returning to nursery school and at the end of the visit, no parent or child should leave before being marked off the attendance register by the lead practitioner.
- In order to minimise confusion, we do not usually agree to allow parents to meet us at a venue when they are running late.
- Parents do not have to agree for their child to attend an educational visit but they will usually be asked to keep their child at home for the session as their key person will be out. Of course, no child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution.
- Key people are responsible for:
 - ✓ Organising a range of educational visit throughout the year.
 - ✓ Writing the permission/ information letter to parents and carers and chasing the return slips.
 - ✓ Ensuring as many parents as possible join the outing and that ratios of 1:2 are maintained.
 - ✓ a pre-visit should be carried out to check that pavements, road-crossings etc are clear of road works. Knowledge of location of toilets, muster points, lunch areas, help centres etc should be agreed in advance.
 - ✓ staff must never give their own mobile number to parents. If a parent needs to be telephoned for any exceptional reason:
 - contact the school and ask admin to make initial contact.
 - if this is not possible due to the nature of the emergency, staff must withhold their phone number (for example, using the prefix 141)

Appendix 1 *Given to parents with outings letter and revisited on morning of visit.*



**Thomas Coram Centre and Nursery School
49 Mecklenburgh Square, WC1N 2NY
020 7520 0385**

Dear Parents and Carers,

We value your help on this outing, indeed we would not be able to take the children out so often without your help. We hope these guidelines will help you feel confident and clarify the support we need from you:

- Please follow the instructions given to you by the group leader.
- Please always follow the road safety and outing rules the team leader has explained to you.
- Please do not use your phone- please put your phone on silent. If you do receive an emergency call, then please speak to the member of staff who is leading the visit so we can cover the children you are looking after.
- Please do not give other children in your care any food (we have a broad range of allergies and dietary requirements)
- Please make sure everyone only eats at group agreed times and please do not eat sweets or fizzy drinks.
- Please ask a member of staff if a child in your care needs the toilet.
- Please ask a member of staff if you feel a child in your care is not listening to you, or doing as you have asked.
- Please be vigilant with the safety of the children in your care at all times.
- Please always stay with the group unless directed otherwise.
- Please ask the team leader for help or if anything is unclear.
- The team leader should have talked to you about the purpose of this visit and some of our learning intentions. Please ask the group leader if you need clarification.
- Please make sure you have the school phone number with you. If you get lost please call the school number: **020 7520 0385**
- Please do not smoke or vape at any time on this visit.
- In the event of an emergency we will always stay together.

Thank you - and enjoy your time with us!

Appendix 2

Thomas Coram Risk Assessment Form for Outings

Date:

Time of departure:

Estimated time of return to TCC:

Purpose of outing-learning objectives state any potential risks or hazards	
Venue - Address, phone number contact name.	
ROUTE-Route walking + methods of transport. Include: Route to/from bus stop (+ bus number) Route to/from tube station (+tube lines) to destination. N.B. Please attach itinerary and map for the day with main times & events. Have you thought about buggies and stairs, toilets.	
Ticket arrangements	
Names of staff	
Number of adults (complete details in Part B)	
Number children (complete details in Part B)	
First Aid pack (please check to ensure you have all relevant materials in advance)	Yes No
Parental permission forms for each child	Yes No
Any other information e.g. medical concerns of children/staff, e.g. inhalers, EPI pen in advance	

<p>Packed Lunches (please let Leah know if you need packed lunches 2 weeks prior to your trip where possible)</p>	<p>Total number of lunches: <input data-bbox="620 136 748 241" type="text"/></p> <p>How many of these are? Modified packed lunches: <input data-bbox="627 392 748 510" type="text"/></p> <p>Children with allergies: (Please add details) <input data-bbox="627 638 748 743" type="text"/></p>
<p>Form completed by</p>	<input data-bbox="497 754 1366 817" type="text"/>

Risk Assessment - Part B

Parent/ Carer/Staff	Responsible for (Child 1)	Responsible for (Child 2)

Planned breaks for staff

Staff Member	Time of Break	Any Cover Issues? - if so how will you manage this

What will you do if a child falls sick?

Children with SEND

Are there any adjustments or preparations you need to make for any of the children in the group? If so what will you do?

Come back early- what support is required? Transitional objects...

Thomas Coram Lost Child Procedure

Lost child in the school's care

Preventative measures

- Follow the arrangements for deployment of staff as outlined in the school routine, daily bulletin and room / rotas to ensure that there is sufficient supervision of children while in the school
- Ensure that the reception area is covered at busy times and that the exit door is always closed after access or egress from the building.
- Ensure that children only leave the school accompanied by an appropriate adult, if in doubt check record and ask for identification.
- Follow the outings policy and ensure that each member of staff, parent or volunteer is only responsible for a maximum of 2 children. In cases where the risk assessment indicates that 1:1 supervision is required ensure that this is abided by staff throughout the visit.

In the unlikely event that a child is lost either:-

- while on the school premises
- while away from the school and in the care of school staff

The following procedure is to be followed :

While on the school premises

- As soon as a child is found to be missing from their room. Member of staff A to stay with other children while member of staff B checks gardens, shared areas such as the studio, parents room, both wings etc calling the child by their name.
- If child is not found within a few minutes (2 minutes) staff B to contact reception and alert reception staff and SLT.
- Reception and class staff to check attendance register to confirm that child has not been taken by parent/carer.
- SLT to alert other campus users and check shared space such as the courtyard. Staff to check all areas including garden, other wings, sheds etc.
- If the child is not accounted for SLT to ring parents while reception staff ring the police.

- SLT to alert Camden
- Inform Chair of governors
- SLT to inform Camden H+S 'Reportline' on 0845 300 9923 and Ofsted
- If a child is lost even for a few minutes, the parents must be informed.

While away from the school

- As soon as a child is found to be missing from their group. Member of staff A to stay with other children/parents while lead member of staff questions the person who the child is allocated to, to establish details and then check surrounding area.
- If child is not found within a few minutes - (2 minutes) lead member of staff to contact nursery and alert SLT. Lead member of staff on the outing must contact the police giving a detailed description of the child and their last location.
- If the child is not accounted for, SLT to ring parents. If a child is lost even for a few minutes, the parents must be informed.
- SLT to alert Camden.
- SLT to inform Chair of governors.
- SLT to Inform Camden H+S. 'Report line' on 0845 300 9923 and Ofsted

Appendix 4



Thomas Coram Centre, 49 Mecklenburgh Square, London WC1N 2NY
Telephone: 020 7520 0385
Headteacher: Perina Holness

Date

Dear Parents and Carers,

Our visit to - place, address, date

State reason and brief learning objectives.

As this trip is off-site we need a ratio of 1 adult to 2 children. If we do not have enough adults then we may need to cancel, so please help by coming with us!

We will be leaving at approximately ... and plan to return to nursery at approximately...

We will travel by... from... and **ask that our parent/carer helpers bring their own payment card method to travel.**

We will provide your child with a healthy packed lunch for the day but we ask that you bring your own lunch.

Please **complete the letter overleaf and return by...**, marking if:

- You **are happy** for your child to take part in this trip.
- You **can or cannot** come with your child on the trip.

Thank you for your support. Any questions, please ask your child's key person as soon as possible.

Kind regards,

Educational Visits letter Contd.

Our visit to...

On...

Child's name: _____

I give permission for my child to take part in the trip.

OR

I do not wish my child to take part in this trip.

Please note, if your child cannot attend then they will need to stay at home as their key person will not be in nursery school to care for them.

I can / cannot come with you on the trip (Please circle as appropriate).

Name: _____

Signed: _____

Relationship to child: _____

Mobile number: _____

Date: _____

Appendix 5

Key Curriculum Experience: **Educational Visits**

What will the children be doing?

- Road safety and walking safely
- Physical stamina in walking a distance
- Experience of a broad range of venue - galleries, museums, parks, shops, market, restaurant, farm/ zoo, church/ mosque, theatre and music- use a range of transport. Including short trips and more formal visits.
- Join the Forest School programme
- Following instructions and rules, remembering rules - new and old
- Learning new vocabulary/revisit vocabulary
- Cultural Capital- London landmarks
- Awareness of local environment
- Children help plan the trip- problem solving, use maths and literacy skills, maps , websites
- Making books, art, models, role plays and displays quickly to follow up
- Learning about the visual arts from all around the world (museum and gallery trips)
- Beginning to get a sense of the past (museums)

How to involve parents:

- Inviting into school to plan and share follow up
- Helping us to go on visits- parent accompanying and leading
- Show us places to go
- Going on trips to the shop to buy ingredients with families- families helping to cook
- Parental donation £ and support? - contact galleries etc...
- Parents to gather information on up and coming trips
- Share Educational Visits Policy procedures.

By 3 years old

- Listen and respond to a simple instruction
- Use a wider range of vocabulary
- Understand why questions
- Engage with others through gesture, gaze and talk
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- **Walk run jump and climb and start to use the stairs independently**

And By 4 years old

- Understand how to listen carefully and why listening is important
- Use a wider range of vocabulary
- Increasingly follow rules understanding why rules are important
- Develop their sense of responsibility and membership of a community
- Remember rules without needing an adult to remind them

<ul style="list-style-type: none"> • Notice some print such as the first letter of their name, a bus, door number or a familiar logo • Count in everyday contexts • Explore and respond to different natural phenomena in their setting and on trips • Talk about what they see using a wide vocabulary • Explore collections of materials with similar or different properties • Make simple models which express their ideas • Explore different materials using all their senses to investigate them 	<ul style="list-style-type: none"> • Understand key concepts about print • Use some print and letter knowledge in early writing • Discuss routes and locations • Solve real world mathematical problems with numbers up to five • Begin to describe a sequence of events using words such as 'first' 'then' • Talk about and identify the patterns around them. • Show interest in different occupations • Explore how things work • Begin to understand the need to respect and care for the natural environment • Draw with increasing complexity and detail • Join different materials and explore different textures • Explore colour and colour mixing
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Educational Visits; How to include all children

<ul style="list-style-type: none"> • Ensure generous adult support with parents and volunteers • Adapt content of visits to ensure all children can participate • Use visual supports & alternative communication system • Plan for medical and mobility needs in advance- plan if children need to return early • Consult families with experience of what helps their child to help plan • Plan small, achievable visits which are local to the school
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