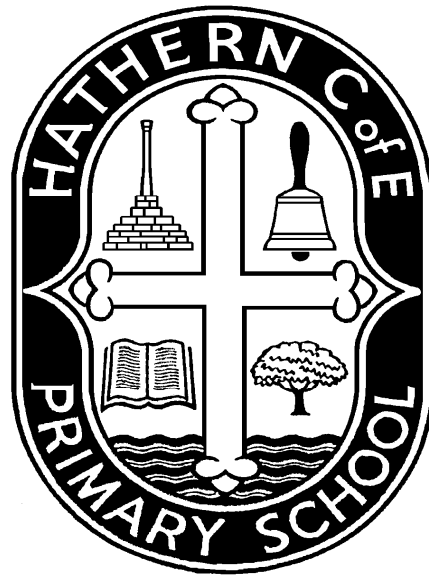


Hathern Church of England
Primary School



Visitors Policy
(including External Speakers)

At Hathern Church of England Primary School, we believe in
‘Learning and Caring Together’

Guidelines for Visitors (November 2018)

Rationale

It can be mutually beneficial to establish links with outside providers asking them to share their specialist knowledge, experience and expertise with staff, pupils or both. Occasionally, we have speakers from our wider community who enrich our pupil's experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our pupils is to ensure that the information they receive they can critically assess as to its value to themselves and that the information is aligned to the ethos and values of the school and British values. A visitor's contribution should enhance the overall education experience for the children and/or the staff; it should add a dimension, which the teacher/school staff alone cannot deliver.

The purpose of inviting a visitor(s) in to the school does however need to be clear and possible reasons *could* include:

- Raising awareness of an issue
- Providing expertise
- Building links with the community
- Giving pupils an opportunity to work with adults outside of the school
- Raising the profile of the school
- Public relations
- Enhancing the curriculum
- Part of staff training
- As a resource

Checklist for working with an outside provider in school

Prior to first contact: What does the organiser need to consider?

- Will the planned input from an outside provider add value to Learning and Teaching provision/School Development?
- Is it an efficient and cost-effective use of the visitor's time/the staff time/the pupil's time?
- Have I identified any commercial, financial, political or other interest which would conflict with the ethos of the school?
- Have I checked that the outside provider has DBS clearance (if this is required)?
- Has the outside provider been recommended? If not are there others who can be asked about the outside provider, their contribution and professionalism?
- Is the visitor the most suited for the purpose?

Preliminary Meeting: What does the organiser need to consider?

- Have I agreed/explained about the shared aims or purpose of the session?
- Have I explained about the numbers, ages and abilities of the group or class (as appropriate)?
- Have I checked what resources or equipment are available/need to be made available?

- Am I clear about the number of sessions required and the length and timing of each session and whether others should be involved?
- Have we agreed my role in the session? *If involving the pupils, teachers should be present at the session(s) as the class is their responsibility and no topic should be considered too sensitive to warrant their absence.*
- Is there an opportunity for joint working?
- Have I shared any relevant school policies with the outside provider? *For example, Sex and Relationship Education, Drug and Alcohol Education, Safeguarding, Confidentiality; all dependent upon the focus of the joint working*
- Have I made it clear to the visitor where their input will fit into the module or subject plan as a whole?
- Is it appropriate to consult or inform parents/carers or the Governing Body? If yes, have we agreed the information to be given?
- Has each of us shared the protocols under which we expect to be working with regard to confidentiality and disclosure?
- Have we agreed how this work will be prepared for and/or followed up?
- Has some form of evaluation appropriate to the activity been prepared? Does the evaluation match the aims or purpose of the objectives? Can the evaluation help inform practice and planning? Has the activity changed and/or improved pupils' knowledge, feelings, attitudes and skills?

How will the pupils be prepared for the visit?

- Teachers need to prepare pupils for the visit and give them a clear sense of personal responsibility for getting the most from the visit, for example by preparing appropriate questions.
- The visit could also provide an opportunity for pupils to be involved, for example in extending the invitation, meeting the visitor on arrival and thanking them afterwards.
- If appropriate, pupils can also be involved in the planning of the session.

School Adult Visitor: How will Staff/Governors be prepared for the visit?

- The organiser needs to make colleagues aware of the visit in advance where practicable and appropriate
- The relevant stakeholders need to understand the rationale behind the planned visit/input
- Any pre-visit preparation should be clarified in an efficient time-managed way
- Resources/materials required should be clarified in advance – no last minute unreasonable requests/expectations should be made
- Time should be scheduled for follow-up discussion and professional dialogue/evaluation; 'next steps' should be identified
- Visits should be made in 'directed time' or 'Leadership Time' or in pre-arranged 'Governance Time'

During the speech/presentation monitoring

Staff will be present during the visit, who will be monitoring that the speech aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the classteacher to balance the information given.

Other protocols to consider

Safeguarding

An enhanced DBS check is required for any post which carries out any of the following:

- Activity of a specified nature involving frequent, intensive and/or overnight contact with children and/or vulnerable adults (e.g. teaching, training, care, supervision, advice, treatment and transportation);
- Activity allowing frequent or intensive contact with children and/or vulnerable adults that is in a specified place (e.g. care homes and schools);

Frequent – once a month or more. **Intensive** – 3 or more days in any 30 day period.

All Leicestershire County Council employees meeting these criteria are DBS checked to an enhanced level.

The key word within this definition is 'activity' also key are the examples of the type of activity. Schools and Colleges should record on their SCR anyone who undertakes an 'activity' within their establishment on a 'frequent' or 'intensive' basis i.e. psychologists, centrally employed teachers, EWOs, Youth Offending Service.

There are a number of County Council employees who visit schools and colleges which do not meet this criteria i.e. Auditors, HR Advisors, H&S Advisors (who may visit periodically), building surveyors, architects, (who may have a short frequency of visits but whose contact with children is incidental - not the purpose of their visit). In all cases these and similar groups of staff are not at school/college to undertake an 'activity' with children, therefore they do not need recording on the SCR and may not be required to have an enhanced DBS disclosure certificate.

Whilst the Head Teacher is entitled to see the details contained on a DBS Disclosure for an employee or volunteer directly appointed by them to undertake work within their school or college, this is not the case for others who are employees or volunteers from other organisations companies etc.

The information contained on a DBS is covered under the provisions of the Data Protection Act. An individual visiting a school or college being asked to produce their DBS Disclosure certificate, has the legal right not to divulge personal information contained in the disclosure other than that which is necessary to satisfy a specific requirement and is not of a personal or sensitive nature. The specific requirement for the SCR is only to verify the name on the disclosure, the certificate number and the date of issue, therefore it is not necessary for any other part of the document to be inspected or shown.

Additional guidance

- Visitors MUST sign in at the Office and wear a visitor badge
- Visitors should be offered toilet facilities and refreshments
- Visitors MUST sign out at the office on leaving and hand in their visitor badge
- Visitors must be escorted out and thanked for their visit.

- If a visitor is a *regular visitor* to the class, then a Confidentiality Agreement will need to be signed and returned to the Office (see Volunteer and Helper Guidelines; these guidelines would then apply)
- In the event of an evacuation visitors MUST accompany the host member of staff to the approved assembly point

Fire Alarm – *continuous ringing of bell; stop work and prepare to evacuate*

Evacuation – *if the bell sounds continuously exit the building by the safest identified route and assemble on the School Playground*

Return to the building – *only when instructed to do so by the HT/Senior Leader/Site or Office Manager*

Discovering a fire – *break the glass in the nearest fire point and leave the building by the nearest fire exit; follow guidance on Fire Notices displayed in each working area*

- Parent Visitors should sign in to the Visitors Book and should wait to be escorted through the building by a member of staff.
- If a parent brings an item of forgotten clothing or equipment into school during the day, this should be handed to the office staff who will ensure that it gets to the appropriate child; parents should not be allowed to ‘wander through school’ and into their child’s classroom.
- When a parent ‘drops a child off’ in the morning at our Pasture Lane site, they should access the School Office, if required, by leaving through the pupil entrance/exit at the side of the building and enter the Reception Area via the Main Entrance.

Governor Visits

Members of the Governing Body should adhere to the agreed protocol for Governor Focused Visits (see Governor Induction Handbook). All Governors should sign in and out using the ‘Governors Signing-In/Out Book’ located in the Main Reception at the Pasture Lane site.

Visiting Contractors

All Building and Maintenance Contractors should sign in and out using the ‘Building Maintenance Log’ situated in the School Office at the Pasture Lane site.

Safeguarding Issues

Maintenance Contracts

The provisions explained above should apply to contracted and other maintenance work undertaken by contractors, however when a school/college commissions their own work they are responsible to ensure that their Safeguarding requirements are communicated to the contractor and have been given by the contractor a named contact. The school will be responsible for monitoring compliance and provide the contractor with a named contact.

Emergency Repairs

DCSF guidance advises that contractors who come on site only to carry out emergency repairs or service equipment and who would not be expected to be left unsupervised on school or college premises do not require a DBS.

Capital Works Contractors:

If it is not practicable to isolate the Contractors from the children/students it is important that at the start of the planning process the requirements of the schools/colleges safeguarding requirements are identified at the planning stage to enable them to be built into the contract and costed by the Contractor. If the Head Teacher has concerns that their requirements are not being met through this process they should take immediate action to raise their concerns with the named contractor's representative previously identified for the purpose. In general terms Health & Safety requirements will encompass a number of safeguarding requirements. The contract should also state what action will be taken in the event that the safeguarding requirements are breached.

Footnote

If a visit has been unsuccessful for any number of reasons or a visitor is not to be recommended to colleagues for future consideration, the reasons should be shared with colleagues by the organiser.

Where there are issues pertaining to Safeguarding or Confidentiality, concerns must be raised with the Head Teacher/Senior Managers and the relevant school protocols will be followed.