



Visitors Policy

May 2018

Approved by the Governing Body Strategy Group 16/05/18

**This Policy is due for renewal in Term 5
2019–20**

VISITOR POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: PURPOSE OF THE POLICY

The majority of this policy addresses the use of visitors in enhancing the education of our children.

The purpose of this policy is to:

- Develop a co-coordinated approach to using visitors;
- Monitor and evaluate how we use visitors to support pupil learning;
- Ensure that visitors know how their input is supporting pupil learning and how their contribution fits with the school curriculum;
- Comply with relevant health and safety legislation and safeguarding and develop good practice.

The scope of this policy also includes visits by adults to the school site for the purpose of meetings, during the school day or on site maintenance. This is outlined in detail in section 8.

SECTION TWO: DEVELOPMENTAL PROCESS

The development of this policy has come from feedback from staff, Governors and parents.

SECTION THREE: THE USE OF EXTERNAL VISITORS TO SCHOOL

The use of visitors to support pupil learning has the potential to be very effective. Visitors bring into the classroom a wealth of experiences, expertise, different approaches or viewpoints to complement the work of the teaching staff. However, teachers need to manage the involvement of visitors to make sure that their input will support the achievement of learning objectives and that pupils are offered balanced views about a particular subject. For contributions to be successful for all involved there needs to be a clear shared understanding of the learning objectives for the session and the needs of the children taking part. The different roles that people carry and the contributions they make to pupil learning need to be clearly identified.

Visitors can enhance learning because they are able to:

- Bring a depth of experience and subject knowledge that would not otherwise be possible;
- Put across an argument or point of view that teachers may not be able to articulate;
- Talk more openly or comfortably around certain issues;
- Be more open about personal experiences;
- Be seen as neutral and not part of the school organisation or authoritarian framework;
- Act as positive role models and counter stereotypical images;
- On some subjects, carry more credibility than teaching staff;
- Provide a varied and alternative learning experience for young people;
- Raise young people's awareness of the community in which they live;
- Give local services and agencies a "human face" and a higher profile.

SECTION FOUR: VISITORS WHO WORK WITHIN THE SCHOOL

A wide range of visitors are invited into school to contribute in a variety of ways. These include:

- health professionals;
- artists/poets/ musicians/ story tellers;
- people with particular expertise, experience or knowledge;
- theatre groups;
- craftspeople;
- local historians;
- police officers/ Police Community Support Officer (PCSO);
- parents/volunteers
- school Governors
- members of the local community e.g. local residents
- sports professional
- teachers from other schools

SECTION FIVE: HOW VISITORS ARE USED IN SCHOOL

Visitors contribute to learning in a variety of settings, such as:

- curriculum extension or enrichment activities, e.g. Health Week;
- assemblies;
- extracurricular event or club;
- community projects;
- contributions in lessons;
- accompanying pupils on school visits.
- Musical enhancement

5.1 Planning for Involving Visitors in School

All visits to our school should be carefully planned by the member of staff coordinating. Each stage of the visit, as outlined below, should be considered.

5.1.1 Before the visit, the coordinating member of staff should consider:

Why is this visitor being asked into school?

Does the visitor come with any recommendations?

Has the school used this visitor before?

What experience has this visitor of working with this age group?

Have parents been informed of the session (if appropriate)?

How will you ensure that pupils are hearing a balance of opinions about the topic/issue?

Has a risk assessment been performed?

Does the capacity in which the visitor is being invited into school require a DBS (Disclosure and Barring Service) check (formally CRB check)?

The school's safer recruitment policy provides further information about the required DBS checks on all adults working in, volunteering in, or visiting schools. Any member of staff planning a visit should consult this policy or speak to a senior member of staff if uncertain.

5.1.2 The coordinating member of staff should ensure that the visitor is adequately prepared in advance, by giving consideration to the following:

Is the visitor aware of the context of the contributions they have been asked to make?

Has the visitor identified the intended learning outcomes for their input?

Have the resources and materials been reviewed for appropriateness and the maturity of the pupils?

Is the visitor aware of the aims of their visit?

Has the visitor been made aware of the school ethos?

Is the visitor aware of the ability and maturity level of the young people they will be working with? Have any particular needs within the class been discussed?

Will the visitor make a pre visit to the school?

Are the school's legal responsibilities to the children and young people being met?

Is the visitor aware of any risks to health and safety?

The coordinating member of staff should also consider whether any school policies need to be shared with the visitor. This may include the school's policies for:

Child Protection;

Confidentiality;

Drugs Education;

Equal Opportunities;

Health and Safety;

Sex Education

Food Policy (particularly food as rewards)

Behaviour and Discipline

If the visitor is contributing to a PSHE or sex and relationship lesson a planning proforma which considers the above should be completed by the coordinating member of staff and shared with the visitor. These are available from the PSHE coordinator. A set of guidelines for visitors to school working within these contexts should also be obtained from the PSHE coordinator. This provides further information on issues such as confidentiality to that outlined in section 7.2.

5.1.3 In preparing for the visit the following arrangements should be considered:

What arrangements will be made to welcome the visitor to the school and introduce them to the class?

Is the size of the group appropriate to the activity and learning purpose?

Is this visit part of a planned programme with preparation beforehand and follow up afterwards?

How will the group be prepared for the visitor?

What resources will be needed for the session?

All visitors should sign in at the school office and collect a visitor's badge which they should wear for the duration of the visit. Visitors should be collected from the office area by the coordinating member of staff.

5.1.4 During the visit

Will the school be able to respond appropriately to questions or incidents that may arise after the visitor has left?

How will the teacher support the visitor in this work?

Will a member of the school staff be present during the session? A member of school staff must accompany any visitor to the school such as a visiting author, where a DBS check is not required to be obtained, or when the visitor is unfamiliar to the school, or

when the visit is of a sensitive nature.

5.1.5 After the visit has taken place, the coordinating member of staff should evaluate the effectiveness of the visitors' involvement and how this might inform future work. This may involve consideration of the following depending on the nature of the visit.

What was the young people's response to the session(s)?

Have the learning outcomes been achieved?

What went particularly well in the session(s)?

Which parts (if any) of the session were not successful?

Were the resources and materials used appropriate?

In what ways do you think that the session(s) could be improved?

Are there any issues from this session that you think need addressing further?

The coordinating member of staff should share where relevant, feedback with staff and children.

Pupil evaluations may also be carried out to inform future planning and will focus upon:

What pupils have learnt in the sessions;

What they like about the sessions;

What they didn't like about the sessions;

What else they would like to know about.

Staff should also remember to thank the visitor for the contribution that they have made in the most appropriate way. This may be a formal letter from the school or a thank-you card made by the children.

SECTION SIX: ISSUES ARISING WHEN USING VISITORS IN SCHOOL

6.1 Sensitivity

Care is needed when handling sensitive and/or controversial issues that may arise. Staff and pupils should be involved in the establishment of "classroom rules" which set the climate for the lesson and make clear how all involved in the lesson are expected to behave towards each other during the session. This should enable everyone involved to feel safe and secure.

Part of that discussion should include consideration of what kind of information is for sharing beyond the classroom, e.g. how pupils would feel if something they have contributed to the lesson were gossiped about on the playground or in the staffroom. These rules apply equally to pupils, staff and visitors.

Further information about establishing ground rules is available as a handout from the PSHE coordinator.

6.2 Confidentiality

Where visitors support the curriculum, they must be made aware of and abide by the school's policy regarding disclosures and confidentiality. The boundary between providing individual advice and providing learning opportunities for groups of pupils must be made clear to everyone.

Visitors from outside agencies may well have a role in providing confidential advice and support to individual young people as part of their regular work. This circumstance is very different from discussing issues in an educational setting and both the visitor and pupil need to be clear about the distinction.

Godinton has a confidentiality policy which is shared with visitors working in a capacity where this may be relevant.

6.3 Teacher involvement in the session

It is vital that the teacher is present during any session with an outside visitor as indicated in section 6D but his/her degree of involvement will vary and should be negotiated with the visitor beforehand. The teacher needs to be present so that she/he knows exactly what has happened during the session. This will ensure continuity with the rest of the programme as well as understanding any issues relating to the visitor's session that may arise later. Issues may be raised during the session that the visitor may not be able to deal with or may not be the appropriate person to deal with the issue.

6.4 Risk Assessments and Relevant Training and Qualification

Risk assessments will be obtained or completed for any activities involving visitors which may require this. Risk assessments will clearly outline the school's role and responsibilities and the role and responsibilities of the person or provider. Visitors may be expected to provide evidence of relevant training and qualifications.

SECTION SEVEN: SHARED SPACE USAGE

The school has clear guidelines for the use of the school building during the school day for the purpose of meetings in what is termed 'shared space usage'. Due consideration will be given to the safeguarding of pupils as outlined in the School's 'Safer Recruitment' policy.

Where a room in the school is used for this purpose, such as a **SENCO** meeting, Parents' Forum or **Community PCSO** surgery, during the school day, the coordinating member of staff / responsible person will ensure the supervision of adults attending. Adults attending these types of meeting (such as adult learners, or members of the local community) may not have had **DBS** checks completed. Consideration will be given by the **Senior Management Team** to the most appropriate room to use for the meeting. This should be a room where pupil access is most limited.

The responsible person will be someone known to the school and will have had appropriate checks carried out on them. This may include the PCSO, Adult Education leader or Parent Support Advisor.

SECTION EIGHT: EQUAL OPPORTUNITIES AND RACIAL EQUALITY (Refer also to these specific policies)

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION NINE: CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. Godinton Primary School will give due regard to issues of confidentiality surrounding Children in Care.