

Calow Church of England Primary School
External Visitors' Policy

1. Introduction

Visitors are welcome at Calow Church of England Primary School. The School considers that they often make an important contribution to the life and work of Calow Primary in many different ways. The learning opportunities and experience they bring are encouraged and appreciated. It is the School's responsibility, however, to ensure that the security and wellbeing of its pupils is uncompromised at all times. The School is equally responsible to the whole school community for ensuring that visitors comply with the guidelines herein. Implementation of this policy will contribute to the School's core values of Respect; Resilience; Honesty; Caring; and Co-operation.

All staff considering using external contributors/speakers are required to complete the attached forms and agreements and submit them to the Headteacher before the event is confirmed. They should be discussed and approved by the Headteacher.

External contributors/speakers are visitors as defined by Keeping Children Safe in Education 2016. Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks.

External contributors/speakers should **not** be left in sole charge of pupils, or take groups of pupils out and away from a supervisor/staff member/teacher who has the DBS and related checks.

2. Policy Responsibility

The Headteacher is the member of staff responsible for implementation, coordination and review of this policy.

2. Aim

To safeguard all children under this School's responsibility both during school hours curriculum and extended activities which are arranged by the School. The ultimate aim is to ensure Calow Church of England School children can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

3. Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents and conforms to child protection guidelines as set by the Department of Education.

4. How the policy was formulated/ developed

The policy was developed by a representative group comprising Governors and the Headteacher, staff and parents. Department of Education and Local Authority guidance was referred to in the formulation of this policy. The draft policy was discussed with staff, parents and the governing body and approved by all parties. The policy is available to parents and other interested parties via the school website. A hard copy can be obtained from the School Office.

5. Where and to whom the policy applies

The School is deemed to have control and responsibility for its pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities. The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches and topic related visitors e.g. authors, journalists)
- All governors of the school
- All parents/guardians (particularly parent helpers)
- All pupils
- Education personnel (County Advisors, Inspectors)
- Building & Maintenance Contractors

6. External Visitors to Calow Church of England Primary School

Staff are required to be familiar with Department of Education guidance on Safeguarding (such as Keeping Children Safe in Education) in relation to: *preventing unsuitable people from working with children and young persons in the education service.*

This policy applies to all visitors invited to the school by a member of staff.

Protocol and Procedures

6.1 Visitors Invited to the School

a) Before a visitor is invited to the school, the Headteacher should be informed, with a clear explanation as to the relevance and purpose of the visit and intended date and time for the visit. Permission must be granted by the Headteacher before a visitor is asked to come into school.

b) When inviting visitors to the school they should be asked to bring formal identification with them at the time of their visit and be informed of the procedure for visitors as set out below:

- All visitors must report to reception first - do not enter the school via any other entrance
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times
- All visitors will be required to wear an identification badge
- All visitors will be told information about emergency evacuations procedures and protocol
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site.

c) On departing the school, visitors should leave via reception and:

- Enter their departure time in the Visitors Record Book alongside their arrival entry
- Return the identification badge to reception
- A member of staff should escort the visitor to the staff car park (ensuring the visitor does not re-enter the school site, potentially breaching security).

6.2 Unknown/Uninvited Visitors to the School

- a) Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site
- b) They should then be escorted to reception to sign the visitors' book and be issued with an identity badge. The above procedures in 6.1 then apply.
- c) In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Headteacher (or designated Leadership Team member in the absence of the Headteacher) should be informed promptly.
- d) The Headteacher (or designated Leadership Team member in the absence of the Headteacher) will consider the situation and decide if it is necessary to inform the police.
- e) If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

6.3 Governors and Parent Helpers

- a) All governors and parent helpers must comply with Disclosure and Barring Service (DBS) procedures, completing a DBS form (if not already held) via the School office.
- b) The School must check all governors and parent helpers DBS certification is in date at the beginning of the academic school year. Thereafter, procedures as per 6.1 should apply. Please note that Governors should sign in and out using the Signing In Book.
- c) New governors will be made aware of this policy and familiar with its procedures as part of their induction. This is the responsibility of the Headteacher or Chair of Governors.
- d) New parent helpers will be asked to comply with this policy by staff they first report to when coming into school for an activity or class supporting role.

7. Staff Development

As part of their Induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times. The Assistant Headteacher will be responsible for sourcing and arranging staff training focusing on people skills and how to deal with abuse or aggression (verbal and physical) from others. This training is valid across many areas of their responsibility and dealings with those both within and outside of the school community.

8. Linked Policies and Guidance

This policy should be read in conjunction with other related school policies: including:

- Keeping Children Safe in Education September 2016 (Safer Recruitment 71, 122-127, 138)
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Extremism and Radicalisation Policy
- Healthy and Safety Policy
- Fire Safety Statement
- Policies retained in Safeguarding File

9. Dissemination This policy is publicised to all in the school community through:

- School Website

10. Monitoring and Evaluation

The suitability of all visitors invited into school to work with the children will be assessed at the end of their visit and a decision made as to whether they may be asked to visit the school in future.

Policy review: February 2017

Checklist for schools using external contributors/speakers.

External Contributors Name: _____

| Criteria | Notes |
|---|-------|
| Are you aware of the aims and objectives being delivered by the external contributor/speaker? | |
| Does the external contributor complement and not replace staff/teacher led activities? | |
| Is the external contributor aware of the relevant school policies e.g. the safeguarding & child protection Policy, Policy on sharing information and confidentiality? | |
| Are you aware of the external contributors' learning outcomes of the session? | |
| Is the methodology and content appropriate and to the intended audience? | |
| Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity? | |
| Have group sizes been agreed? | |
| Are teaching resources provided? If so can you preview them and are they up to date and appropriate? | |
| Is there anything the staff member/teacher should tell the external contributor regarding pupils' needs? | |
| If team teaching is being used, has the session been appropriately planned? | |
| Have the pupils been appropriately prepared? | |
| Is follow up work planned and does the learning need to be extended into a further lesson? | |
| Is pastoral support aware of the planned session? | |
| Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor? | |

| | |
|---|--|
| Have you discussed how the visitor is expecting the pupils to engage with them? | |
| Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor? | |
| Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems? | |
| Is there any technical equipment needed and is it working? | |
| Does the outside agency require a special room booking? | |
| Are all the staff and pupils aware of the arrangements? | |
| Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate? | |
| Have you checked the visitors' DBS status if appropriate? | |
| Have you agreed fees, expenses or the cost of resources? | |
| Have you filled in a service level agreement? | |

NOTE: Involving ex-users in drug education, victims of exploitation or de radicalized individuals should be considered very carefully. Without sensitive handling they may arouse interest or describe experiences which young people may find it hard to relate to. If they are to be involved, this should be because they are skilled in facilitating learning and not simply by virtue of their status as a former user/victim.

Checklist for extremal contributors/speakers

| Criteria | Notes |
|---|-------|
| Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school. | |
| Reinforce or introduce ground rules for the session. | |
| Ensure the material is age appropriate and fits into the broader PSHE curriculum. | |
| Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity? | |
| Ensure a staff member/teacher is present and prepared to actively take part in the session | |
| Ensure up to date material, resources and data is used. | |
| Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work | |
| Be aware of the school values and approaches to PSHE including those covering confidentiality, disclosure and child protection, to ensure that your approach is consistent with that of the school. | |
| Identify the school contact and who would be the lead for any follow up work. | |
| Ensure a teacher is available to offer support if required. | |
| Ensure DBS is up to date if needed and have identification. | |

Service Level Agreement and Contract

Completed by.....for the school

Designation.....

Date.....

Completed by.....for the external contributor/speaker

Designation.....

Date.....

Approved by.....

Designation.....

Date.....

Service Level Agreement Contract

_____ and _____
(Name of School) (Name of external contributor/speaker)

Number of sessions planned: (please include date/s and duration of session/s)

The aims and objectives of the session:

The session is for: (school year, parents/carers)

The role of the school: (preparatory and follow up sessions etc)

Technical equipment and room requirements (size of room, layout):

Breakdown of costs: (travel expenses, resources)

All issues raised by checklist agreed: (please tick relevant box)

Yes No

Any other details:

Review of session

Name _____ Signed _____

Designation _____ Date _____