

## **EXTERNAL VISITORS POLICY**

**This policy will be distributed to** all teaching staff, all support staff, school trustees, visitors to the school and parents on request.

### **INTRODUCTION:**

As a school, we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur.

### **How External Contributors Support the Curriculum**

Many opportunities are offered for enhancing provision of extra-curricular curriculum through the involvement of external contributors.

When external contributors visit the school, staff will ensure that all activities are carefully planned. Activities provided by external contributors should enhance the afternoon teaching programme and, when appropriate, they will be used to initiate new areas of learning.

Our school has established links with external contributors such as school sports providers, visiting speakers and planning for other services.

Where external contributors are to work directly with students, teachers will always undertake preparatory and follow up work such as:

- Writing letters of invitation
- Arranging meetings to agree details of the activities
- Evaluating activities

Teachers remain responsible for student behaviour, health and safety and child protection, and will remain with the students throughout sessions held.

### **AIMS**

Our aim is to safeguard all children within the school both during school hours and out of school hours activities which are arranged by the school. The ultimate aim is to ensure that students at PromisedLand Academy can learn and enjoy extra-curricular experiences in an environment where they are safe from harm.

We aim to encourage and help our students to become active members of their wider community, involving community leaders, the church, parents, teachers and friends. We take our responsibilities seriously in fostering links with many different kinds of external contributors who can offer contributions to PSHE, SMSC, Citizenship as well as other subjects and aspects of the curriculum:

- Members of the Church

- Volunteers, including students, parents, and other members of the community
- Members of the local community with specialist knowledge and experience of developing social skills.
- Professionals from local government, local councilors, MPs, the police, health professionals or workers from voluntary or community organisations.

## **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 and safeguarding guidelines.

## **BENEFITS**

Individuals, schools and communities can all benefit from working with external contributors. These benefits are most likely to occur when work is planned and addressed to a particular development area or need in the PSHE/Citizenship curriculum.

External contributors should be selected by the school so that benefits are realised by all involved.

External contributors can:

- Bring new ideas/perspective to a subject or topic
- Offer specialist knowledge, experience and resources
- Make sensitive or controversial topics easier to address
- Form a friendly and potentially active link with the community and local services
- Add variety to the curriculum
- Give support to teachers through team-teaching approach

They may also:

- Support curriculum planning or policy development
- Provide specialist training for teaching and support staff
- Support curriculum monitoring and evaluation activities

## **WORKING WITHIN PROFESSIONAL BOUNDARIES**

External contributors will be made aware that their roles, responsibilities and boundaries, when taking part in curriculum activities, may differ from other roles and responsibilities that they have taken in the community. When working in a classroom situation, external contributors will work to the professional boundaries of the teachers.

We will also ensure that the responsibilities of the teacher and external contributor have been clarified e.g. the teacher alone will be responsible for behaviour and class discipline.

## **DEVELOPING EFFECTIVE PARTNERSHIPS**

- The purpose of work with the external contributor will be planned in advance.
- The needs and interests of both school and external contributor will be negotiated and agreed.
- The external contributor must be clear about what is expected before, during and after the visit. They must be confident and willing to meet those expectations with appropriate practical and professional support from the school.

## **GUIDELINES**

### **School Policies**

All external contributors will work within school policies relating to handling sensitive issues and confidentiality, health and safety, behaviour and any specific policies relating to the subject content, such as citizenship, drug education and sex and relationships in education.

### **Behaviour**

The school and not the external contributor will remain responsible for student behaviour during the visit.

### **Confidentiality**

The school's policy on dealing with sensitive and controversial issues, including disclosure are contained within the Child Protection Policy and always apply.

## **VETTING EXTERNAL CONTRIBUTORS**

External contributors to the school will be made aware of the school's policy on child protection and the rules and local requirements concerning DBS checks.

### **Child Protection**

The proper protection and safety of pupils is paramount in arrangements for external contributors and visits.

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity.

## **PROTOCOL AND PROCEDURES**

### **Visitors to the School**

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are well known by the school and have visited previously). They must follow the procedures below:

- All visitors on site must be permitted by a full-time member of staff.
- No visitor is permitted to enter the school via any other entrance under any circumstance.
- All visitors must be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting, car registration and visitor badge number.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact **OR** their point of contact will be asked to come to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List

### **Approved Visitor List**

The School will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).

To qualify for this list the visitor must have demonstrated, prior to the visit that:

- a) They have a current clear enhanced DBS check and a copy of this has been registered on the School's Central Record (a current DBS is defined as no more than 3 years old) **AND**
- b) A current clear List 99 check has been undertaken by the School's Administrator **AND**
- c) They have the written authorisation of the Head Teacher/Principal or Administrator to travel around the school site unaided.

Visitors on the Approved List **MUST** follow the same procedures on entry to the premises (i.e. come to the main entrance and sign in the Visitors Record Book). A copy of the approved visitor list will be kept at a central point.

### **Visitors Departure from School**

On departing the school, visitors **MUST** 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).

### **Unknown/Uninvited Visitors to the School**

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.

They should then be escorted to reception to sign the visitors book and be issued with an identity badge. The procedures under "Visitors to the School" above will then apply.

In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Principal or Administrator (or Senior Supervisor if neither is available) should be informed promptly.

The Principal, Administrator or Senior Supervisor will consider the situation and decide if it is necessary to inform the police.

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.

### **MONITORING AND EVALUATION**

The Principal and Trustees have the responsibility for monitoring and evaluating this policy. As in all policies it will be shared and discussed with the staff and parents where appropriate.

### **CONCLUSION**

PromisedLand Academy recognises that the education of its students can be greatly enhanced by the input made by external contributors. It is important that this policy is read in conjunction with all other school policies.

Policy Adopted by Trustees on: August 2015

Policy Last Reviewed on: August 2016

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