

GOODYERS END PRIMARY SCHOOL

School Visitors Policy

This document is to enable the Governing Body of the school to fulfil its statutory responsibilities under Section 175 and that the school complies with legal requirements regarding the safeguarding of children of the Education Act 2002.

Adopted by the Governing Body:

Date: Autumn 2025

Date of next review: Autumn 2028

The review of this code of practice will be as and when required in response to national and local requirements and in light of continuous school-based monitoring and evaluation data.

Based on various model policies

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1.0 Relevance to Other School Policies

Child Protection and Safeguarding Policy
Security Policy
PSHE & RSE Policy

2.0 The Purpose of the Policy

The purpose of this policy is to:

- safeguard all the children during school hours whilst following the curriculum and out of school hour activities
- ensure Goodyers End Primary School children can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm
- develop a co-ordinated 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 develop good practice.

3.0 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 DfE preventing unsuitable people from working with children and young persons in the education service.

4.0 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, eg authors, journalists)
- all governors of the school
- all parents
- all pupils
- education personnel (Local Authority Advisors, Inspectors)
- building and maintenance contractors

5.0 Why we use Outside Visitors in 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 young people taking part. The different roles that people carry and the contributions they make to pupil learning need to be clearly identified.

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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

6.0 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 in via electronic system at reception
- All visitors will be required to wear an identification badge.
- 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:

- Sign out via electronic system at reception

7.0 Issues when Using Visitors in School

7.1 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, eg 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.

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7.2 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.

8.0 Teacher Involvement in class sessions

It is vital that the teacher is present during any session with an outside visitor 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. See Appendix 1 for a useful Teacher checklist.

9.0 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 in and be issued with an identity badge. The procedures for invited visitors 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 Deputy Headteacher should be informed promptly.
- d) The Headteacher / Deputy 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.

10.0 Dissemination

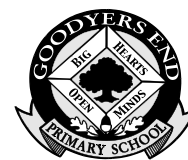
This policy is publicised to all in the school community through:

- School Website
- Staff shared area (electronic)

11.0 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.

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Using Outside Visitors

A Checklist for Teachers

This checklist can be used by staff in school to support them through the stages of involving a visitor in the classroom.

Before the Visit

- 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 visitor require a DBS (Disclosure and Barring Service) check and if yes has it been carried out?

Preparing the Visitor

- Is the visitor aware of the context of the contributions they have been asked to make?
- 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?
- Will the visitor make a pre visit to the school?
- Are the school's legal responsibilities to the children and young people being met?
- Has the visitor been supplied with copies of the relevant school policies?
- Is the visitor aware of any risks to health and safety?

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Preparing the Visit

- 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?

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 sufficient number of staff be present during the session?

After the Visit

- How will the outcome of the evaluation inform future work?

Evaluation of Visit

The teacher and visitor will ensure that time has been agreed to evaluate the session. The following questions can be used as prompts:

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

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