



Lingfield Education Trust

Visitors' Policy and Visiting Speakers Agreement

Policy Version Control	
Policy type	Academy Trust
Policy prepared by (name and designation)	Nick Blackburn CEO
Last review date	October 2016
Description of changes	Incorporation of new Trust name throughout the document
Date of Board of Directors approval	November 2016
Date released	6 th February 2017
Next review date	Autumn 2017

This policy should be read with the following policies:

- Trust Safeguarding & Child Protection Policy
- Collective worship policy
- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2016

Introduction

Visitors are welcome to Trust Schools. They make a contribution to the life and work of the schools in many different ways. The learning opportunities and experience they bring are encouraged and appreciated. It is the individual school's responsibility, however, to ensure that the security and welfare of its pupils is not compromised at any time. The schools are equally responsible to the whole school community for ensuring that visitors comply with the guidelines.

It is our aim to safeguard all children under this trust responsibility both during school time and in extra-curricular activities which are arranged by the school. The ultimate aim is to ensure the pupils of Lingfield Education Trust can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

It is our objective to establish a clear protocol and procedure for the admittance of external visitors to the schools which is understood by all staff, local governors, visitors and parents and conforms to child protection guidelines.

The schools are deemed to have control and responsibility for their 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 Trust
- All external visitors entering the schools sites during the school day or after school activities (including peripatetic tutors, sport coaches, and topic related visitors e.g. business people, authors, artists etc.)
- All Directors of the Trust
- All Local Governors of the school
- All parents/carers
- All pupils
- Education personnel (Local Authority staff, Inspectors)
- Building and Maintenance Contractors

This policy applies to all visitors invited to Lingfield Education Trust Schools.

Visitors Invited to the School

Where possible permission should be granted by the Head of School / Headteacher / Executive Headteacher before any visitor is asked to come into school. Head of School / Headteacher / Executive Headteacher and/or members of the Senior Leadership Team should be given a clear explanation as to the relevance and purpose of the visit and intended date and time for the visit.

- All visitors must report to reception first-they must 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 where appropriate.
- All visitors will be asked to sign in.
- All visitors will be required to wear a label/lanyard/badge
- Visitors will then be escorted to the 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.
- At no point should a visitor be left on their own with children (if the visitor is meeting a member of staff).
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point in the playground.
- On departing the school, visitors should leave via reception, sign out using and return their identification label/lanyard/badge to reception.

1. Visitors whose purpose is to work with pupils in some capacity:

Visitors may work with pupils in a variety of capacities, for example, to deliver a lesson (normally supervised by a member of staff), to meet with small groups of pupils or individuals or alternatively they may be working with a pupil on a one to one basis (e.g. Children's services or health professionals).

- Staff should ensure all normal visitor policy requirements are followed.
- Any visitor who is not DBS checked must not be alone with pupils at any point. This includes whole class or small group teaching or one to one interviews of pupils or escorting by pupils around the building.

If a visitor has DBS clearance they may work with pupils unaccompanied by another member of staff. At times this might be teaching a class or a one to one interview. This must be agreed in advance.

- Regular visitors to the school must have DBS clearance.
- Any visitor delivering a lesson or assembly must comply with the requirements of the school visiting speakers' policy.

2. Use of External Agencies and Speakers

At trust schools we encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our pupils.

All External Agencies and Speakers must read the Visiting speakers agreement. (Appendix 1)

Our schools will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils

We recognise, however, that the ethos of our schools is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

3. 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 in and be issued with an identity label/badge.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Head of School/Headteacher/Executive Headteacher should be informed immediately.

- The Head of School/Headteacher/Executive Headteacher and/or members of the Senior Leadership Team 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.

4. Local Governors & Directors

- Local Governors & Directors should wear their id lanyard at all times.
- Local Governors & Directors should sign in and out using the school system.
- New Local Governors & Directors will be made aware of the policy and familiar with its procedures as part of their induction.

5. Staff Development

As part of their induction, new staff will be made aware of this policy and will be asked to ensure compliance with its procedures at all times.

Review Date: Autumn 2017

Appendix 1

Visiting Speakers Agreement

At Primary School we understand the importance of visitors and external agencies to enrich the experiences of our pupils.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

- **The use of mobile phones is not permitted when working with children or whilst in class. They must be switched off or on silent and kept out of site. Calls can be made in the staff room.**
- Any messages communicated to pupils support fundamental British Values and our school values.
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Visitors will also be accompanied by a member of staff at all time.

Signed..... Date.....

Print name:.....Company:.....

**Working with External Visitors / Contributors in School
Planning and Checklist**

School:	
Agency:	
Name of visitor / contributor:	Date of visit(s): Time of session(s):
Class/group involved:	No. of students:
Ability / SEND?:	Gender: F M Mixed
Any specific issues relating to pupils that the visitor / contributor need to be aware of?	
Purpose of visit/topic:	
Agreed learning outcome(s) for session(s):	
Designated Room/Area:	
Request for equipment/resources:	

Please tick the following as appropriate	Yes	No	Additional comment
<ul style="list-style-type: none"> • A member of school staff and the visitor have agreed the focus and aims of the session. • Relevant details of the pupils involved have been shared. • The visitor is aware that there will be support from a member of school staff who will be present throughout. • The visitor has been made aware of the school's safe-guarding and other relevant policies and the school's guidelines on dealing with sensitive issues. • The attached visitor in school checklist has been considered. 			

<p>Evaluation and Feedback</p> <p>Member of school staff:</p> <p style="text-align: right;">Signature:</p>	
<p>Visitor:</p> 	<p>Signature</p>
<p>Follow up work:</p> 	

Planning Checklist for School and External Visitors/Contributors

School	External Visitor / Contributor
<ul style="list-style-type: none"> Are you clear how the external contribution fits in with the aims and objectives of the curriculum for PSHE? Has the work being planned for been identified in the school's scheme of work? Is the external contributor's knowledge and experience relevant and appropriate? 	<ul style="list-style-type: none"> Are you clear how your contribution fits with the aims and objectives of the curriculum? Have you discussed with the school how your knowledge and expertise is appropriate?
<ul style="list-style-type: none"> Are you aware of the external contributor's values, aims and objectives and their reasons for working with schools? 	<ul style="list-style-type: none"> Is the school clear about your values, aims and objectives and your reasons for working with schools?
<ul style="list-style-type: none"> Has the external contributor been checked with the CRB? 	<ul style="list-style-type: none"> Do you need to follow the checking procedures by the CRB?
<ul style="list-style-type: none"> Have you planned adequate time for discussing details of the visit, including any work for the pupils to plan or review? 	<ul style="list-style-type: none"> Have you planned adequate time for discussing the details of the visit, including any preparatory or reflective work to be done by the pupils?
<ul style="list-style-type: none"> Is the external contributor aware of the needs of the pupils, such as in relation to ethnicity, ability, and age? 	<ul style="list-style-type: none"> Have you checked with the schools about the needs of the pupils, such as in relation to ethnicity, ability, and age?
<ul style="list-style-type: none"> Have you discussed and informed the external contributor of relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety? 	<ul style="list-style-type: none"> Do you know about the relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety?
<ul style="list-style-type: none"> Have you discussed with the external contributor professional boundaries that the school retains responsibility for, such as class discipline? Are there any codes of conduct or professional boundaries that the external contributor needs to work within? 	<ul style="list-style-type: none"> Have you discussed with the school any professional boundaries, codes of conduct or guidelines that you need to work within?
<ul style="list-style-type: none"> Has the school ensured that the teacher will be present throughout the activity to take responsibility for discipline and to ensure continuity of work and links to other areas of work? 	<ul style="list-style-type: none"> Do you know which teacher will remain with you throughout the activity?
<ul style="list-style-type: none"> Is it clear that the external contributor's role 	<ul style="list-style-type: none"> Do you understand that your role must be a

is a supportive one, not a substitute or replacement for the teacher?	supportive one, not a substitute or replacement for the teacher?
<ul style="list-style-type: none"> • Has the school ensured that the teacher works with external contributors to ground their contribution in a pupil-centred approach to learning? 	<ul style="list-style-type: none"> • Will you work with the teacher to ensure that your contribution is grounded in a pupil-centred approach to learning? (This may involve a needs assessment.)
<ul style="list-style-type: none"> • Has the school ensured that the teacher works with the external contributor towards planned learning outcomes and discussed how student learning will be assessed? 	<ul style="list-style-type: none"> • Will you co-operate with the school to ensure that you work towards agreed planned learning outcomes?
<ul style="list-style-type: none"> • Has the teacher planned with the external contributor and carried out appropriate monitoring and evaluation of the learning activities? 	<ul style="list-style-type: none"> • Will you plan with the teacher and carry out appropriate monitoring and evaluation of the learning activities?
<ul style="list-style-type: none"> • Has the external contributor been thanked for their contribution? 	<ul style="list-style-type: none"> • N/A
<ul style="list-style-type: none"> • Is there follow up work that involves the external contributor? Have the pupils been given time to reflect on what they learned from working with external contributors? Has there been monitoring, evaluation, and celebration of the pupil's achievements? 	<ul style="list-style-type: none"> • Are you clear of the role in any follow up work agreed with the school, for example in respect of feed-back, monitoring, evaluation, and celebration of pupil's achievements?

Taken from Working with External Visitors/Contributors to PSHE- Guidance for Schools (PSHE Association 2013) based on QCA guidelines – working with external visitor