



# Visitors Policy

**September 2020**

**Approved by the Governing Body Strategy Group 17/09/20**

**This Policy is due for renewal in Term 5  
2021–22**

# **VISITOR POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

This policy sets out the way in which the school welcomes visitors and the processes we have in place to ensure the success of these visits in supporting the children and ensuring their safety.

Due to the restrictions in place due to Covid-19, the school has had to implement temporary measures to assist with the management of visitors to the school. These measures ensure that all those visiting the site show consideration of the need for social distancing, handwashing and good respiratory hygiene amongst other requirements to maintain the safety of our school community.

All visits to the school will be considered in line with the school's risk assessments which address the Government's guidance for educational settings. Some visitors to the school will be required to produce their own risk assessments which will require approval by the school prior to the visit taking place, this is particularly the case for those hiring the premises.

Appendix 1 outlines the expectations that the school has of those visiting the site and the assurances that the school will provide for visitors due to Covid-19, upon school reopening in September 2020.

#### **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)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting 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 to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support Children in Care with all aspects of their education including those enhanced by visitors to the school.



## Appendix 1

### Godinton Primary School - Information for Visitors – COVID-19 (September 2020)

Welcome to Godinton Primary School. Please ensure that prior to your visit to our school, you read through the information below. Details are provided as to the measures being taken by the school to safeguard the school community, including visitors, during the Covid-19 pandemic. It also outlines the expectations we have of those visiting our site. Our full risk assessment for reopening can be found on our school website by following the link below and should be read in conjunction with this information sheet.

<https://godinton.kent.sch.uk/media/3173/godinton-primary-school-reopening-risk-assessment-august-2020.pdf>

#### Expectations of Visitors

- All visits to the school are by prior appointment only.
- No one must enter the school premises if they are displaying symptoms of Covid-19 including a raised temperature, persistent cough or loss of taste or smell.
- All visitors will be asked to sanitise their hands at the sanitiser station in the school foyer when they arrive at the school office. Upon entry to the school, visitors will be directed to toilet facilities where hands can be washed. We ask that you do this for 20 seconds with warm water and soap. Further handwashing may be required depending on the length of your visit.
- Face masks do not need to be worn by those visiting the school site unless the purpose of your visit requires this e.g. medical screenings. This will be discussed upon your arrival.
- Visitors must maintain a social distance of 2m from other adults in the school.
- We ask that visitors adhere to stringent respiratory hygiene measures and dispose of any used tissues appropriately.
- Defined areas of the school in which visitors are to work may be outlined upon arrival depending on the purpose of your visit.
- All our usual safeguarding measures and fire evacuation measures remain unchanged. Please see your visitor badge for further information.
- Any concerns should be raised with a senior member of staff immediately.

Please see the reverse of this information sheet for assurances regarding the measures being taken by the school at this time.

**We thank you for your cooperation and hope that you have an enjoyable**

## visit to Godinton Primary School.

### Assurances for Visitors

- The school has followed all Government guidance regarding how to fully re-open our school site safely to our pupils and staff and the wider community. We constantly check on changes to Government guidance and act both swiftly and accordingly to any alterations that we are required to make.
- We have put in place robust procedures to ensure the safety of everybody and have updated existing policies to reflect the changes we have had to implement.
- We are following all recommendations set by Government in relation to staggered start and finish times, lunch times, play times, working in bubbles and additional cleaning in order to reduce the spread of COVID-19. Full details of this are outlined in our risk assessment.
- All member of our school community are expected to wash their hands regularly throughout the day, including on entry to the site. This is promoted throughout the school. We also ask everyone to follow good respiratory hygiene measures.
- We follow all the required measures to be taken in the event of a confirmed case of Covid-19 within the school, working with Public Health England, or similar bodies to ensure the safety of all.
- We have plentiful stocks of soap, paper towels, disinfectant, antibacterial wipes and PPE and clear guideline son when PPE should be used.
- Adults within the school are expected to socially distance from those outside of their bubble and measures are put in place to minimise contact between staff such as timetable variations.
- We have increased our cleaning requirements throughout the day, all frequently touched surfaces will have additional cleans, this will include the tables in the hall along with the door handles, light switches, electronic window controls, taps etc.
- For those of you visiting the school for a meeting – you will be assigned to meet in a room where social distancing can be maintained between all participants. The room will have suitable ventilation and any surfaces that you will be using (e.g. desk space) will be wiped beforehand. If you are working in school with a child, a suitable space will be provided for this purpose.

Updated 1<sup>st</sup> September 2020

