



Visitors Policy

May 2026

Approved by the Governing Body Strategy Group 13/05/26

**This Policy is due for renewal in Term 5
2027–28**

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.

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 the case for anyone looking at hiring the premises.

SECTION ONE: PURPOSE OF THE POLICY

The majority of this policy addresses the use of visitors in enhancing the education of our children. However, 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 further detail in sections 6 and 7. The school has a separate policy for the management of contractors.

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;
- Monitor and evaluate how other visitors are managed whilst on the school site
- Comply with relevant health and safety legislation and safeguarding and develop good practice.

SECTION TWO: WHO VISITS OUR SCHOOL?

2.1 A wide range of visitors are invited into school to contribute in a variety of ways. These include but are not limited to:

- health professionals / therapists;
- teachers from other schools or other educational professionals e.g. Specialist Teaching Service
- Social Workers, Early Help Workers
- Health professionals e.g. school nurses, immunisation team

- 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
- representatives of the local church or other faith communities
- school Governors
- members of charity groups or local community groups
- Youth workers
- members of the local community e.g. local residents
- sports professionals
- cycling instructors
- contractors

Visitors come into school for a variety of purposes. Sometimes this is to work with or support our children. This may be as a whole school, in class groups, in small groups or individually. Some visitors are volunteers who work in the classroom or help out on school trips. The school has a separate policy for Volunteers helping in the school and for educational visits. These policies should be read in conjunction with this policy.

Other visitors come into school to work with our staff – this may be to provide training or to attend a meeting.

Contractors may also visit the site to carry out scheduled works, to complete surveys or to provide services. The school has a separate policy for the Management of Contractors which should be read in conjunction with this policy.

Some visitors come onto the school site out of school hours of operation. This includes when lettings are taking place. The school has a separate policy for the management of lettings which should be read in conjunction with this policy.

2.2 Identifying visitors in school

All visitors must report to the school office on arrival and will be directed to sign into the school EntrySign system to record their attendance on site. They will be given a lanyard to wear for the duration of their visit. Orange lanyards will be given to visitors where DBS checks are in place and red lanyards where they are not. Visitors wearing red lanyards should at all times be accompanied by a member of staff or by a lead person with a DBS check in place (e.g. PTFA helper working with a member of the committee).

SECTION THREE: THE USE OF EXTERNAL VISITORS TO SUPPORT OUR CHILDREN

3.1 How can visitors support our children?

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.

Visitors contribute to learning in a variety of settings, such as:

- curriculum extension or enrichment activities, e.g. Health Week;
- Workshops e.g. transition workshops, museum workshops
- assemblies;
- extracurricular events or clubs;
- community projects;
- contributions to lessons;
- accompanying pupils on school visits;
- Musical enhancement

Staff 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 school staff 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.

3.2 Planning for Involving Visitors in School Activities with the Children

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.

3.2.1 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?

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.

3.2.2 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?
- Is the visitor aware of the parameters of the content to be covered (particularly relevant with visits in relation to PSHE and RSE)
- 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;
- PSHE (personal, social and health education) and RSE (relationship and sex education)
- Health and Safety;
- Food Policy (particularly food as rewards)
- Behaviour and Discipline

3.2.3 In preparing for the visit the following arrangements should also 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.

3.2.4 During the visit the following points should be considered:

- Will the school be able to respond appropriately to questions or incidents that may arise after the visitor has left?
- How will the teacher or member of staff 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.

It may be suitable for the content of the visit and the arrangements to be recorded on a visitor record sheet (see appendix 2) especially if the visitor is contributing to lesson of a sensitive nature and a copy of this shared with b. Although agreed content via email would also provide a suitable record. A set of guidelines for visitors to the school, working within these contexts is attached to this policy as appendix 1. This provides further information on issues such as confidentiality to that outlined in section 7.2.

3.2.5 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?

An example proforma to be shared with staff may used, this is attached as appendix 3.

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 could 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 FOUR: POTENTIAL ISSUES ARISING WHEN USING VISITORS IN SCHOOL TO WORK WITH CHILDREN

4.1 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.

4.2 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.

4.3 School staff involvement in the session

It is vital that a member of staff is present during any session with an outside visitor who does not have a DBS check and when it felt that additional supervision is required as identified in the risk assessment. The degree of involvement of this member of staff will vary and should be planned with the visitor beforehand. The presence of a member of staff ensures 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.

4.4 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 FIVE: SHARED SPACE USAGE

The school building may be used 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 to ensure that all measures are taken to keep them safe whilst visitors are on site.

Where a room in the school is used for this purpose, such as a **SENCO** meeting, **Headteacher Meeting**, **Coffee Hub**, **Community Meeting**, **Professionals Meeting** etc. during the school day, the session must be overseen by a lead person (member of staff or other professional) where a **DBS** check is in place. The lead person is responsible for facilitating the session and must at all times ensure that those visitors attending are appropriately supervised. The responsible person will be someone known to the school and will have had appropriate checks carried out on them.

Adults attending these types of meeting (such as adult learners, or members of the local community) may not have had **DBS** checks completed. Where this is the case, they must be supervised at all times. 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. A risk assessment may need to be carried out by the **Senior Management Team** in advance in order to ensure that all safety measures have been addressed.

SECTION SIX: EQUALITY, DIVERSITY AND INCLUSION

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 SEVEN: 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.

SECTION EIGHT: MONITORING AND REVIEW

This policy is reviewed every 2 years or sooner if circumstances change.



APPENDIX ONE

Information for Visitors in the Delivery and Support of Personal, Social and Health education (PSHE) and Relationship and Sex Education (RSE) lessons

To be shared with visitors ahead of their visit

The delivery of PSHE (including drugs education) is a shared responsibility and we welcome the inclusion of approved visitors in this aspect of our curriculum. This may include youth workers, charity workers or health professionals for example.

The following information provides guidance for visitors who are coming into school to support our PSHE and RSE programmes (which includes activities to support children's mental health and wellbeing).

Ensuring consistency with the school's ethos, values and approach to PSHE and RSE

Prior to a visit to support these areas of our curriculum, our policy for PSHE, RSE or drugs education will be shared in order for the visitor to gain an understanding of our ethos, values and the approach taken to the delivery of these lessons in school.

The content of their programme for delivery will be discussed with the member of staff arranging the visit and where possible the relevant year group teachers in order to ensure that everyone is happy with the approach to be used and the content to be delivered. We will also share with the visitor, our guidance on teaching strategies that are used in our school for the delivery of PSHE. This will include sharing our understanding of:

- Ground rules
- Distancing techniques
- Dealing with questions
- Child protection and confidentiality

Why do we want the visitor's involvement?

The involvement of visitors and professionals, enables us to broaden our source of information on delivering PSHE. It also enables the children to understand that there is a collective responsibility for delivering PSHE by school staff, healthcare professionals, other visitors and their parents.

What is the visitor expected to do?

The visitor will be expected to deliver the agreed content of PSHE in accordance with school policies and medium term plans. Their delivery may include the use of a variety of resources or materials, discussion and where appropriate answering questions from children in accordance with our school guidance.

What is the member of staff's contribution to the sessions?

Staff must be present for any session delivered by healthcare professionals. Staff will help support the session by assisting in answering questions, helping children with their learning and understanding and supporting children with special educational needs where necessary.

What preparation will be necessary?

The member of staff coordinating the visitors involvement, will liaise with the visitor as to whether they require any preparation to the room (e.g. chairs arranged in a circle) or resources (e.g. use of IWB etc.) prior to the session in order for these to be available.

Has the visitor had a DBS check?

Visitors who are participating in PSHE lessons will not be left unsupervised with children. Appropriate checks should be in place for anyone working in a sensitive capacity with children.

Have confidentiality issues been clarified?

Our procedures for confidentiality and child protection will be shared with visitors prior to the visit.

How will the session be followed up?

We will check with the visitor as to whether they were happy with the session and whether anything further could have been done to support them with their delivery. Teaching staff may be asked to complete an evaluation form (see attached) which will be used to evaluate the success of the visit in enhancing PSHE education and will be used to help plan future visits.

Is parental consent required?

Parents will be informed prior to sessions in order to inform them of the visitor's involvement and the content of the sessions.

This will include:

- The date and time of visit
- Name / job title of visitor
- Purpose of the visit
- Content of the programme and how it relates to our curriculum.



APPENDIX TWO

Arrangements for Visitor Involvement in PSHE and RSE Sessions

Date of Visit:

Name / Job Title of Visitor:

Year Group:

Overview of Content of Sessions:

Has the content of the sessions been agreed with the year group teachers and / or lead member of staff?

Has the SRE or PSHE policy been shared?

Have Confidentiality / Child Protection guidance been shared?

Have parents been notified of the sessions? Are any children not participating who arrangements will need to be made for?

What arrangements may need to be made for pupils to enable them all to participate (e.g. arrangements for children with SEND)

Is any equipment / preparation required prior to the visit?



APPENDIX THREE

Evaluation Sheet for Staff Visitors Delivering and Supporting SRE /PSHE

Date of Visit:

Name / Job Title of Visitor:

Year Group:

Overview of Content of Sessions:

How useful did you find the visit for supporting PSHE, SRE in your year group? Please give details.

Could any improvements have been made?

Are there any other comments you wish to make about the sessions or feedback you would like to give to the visitor.

Name _____ Date _____