

External Visitors Policy

This policy will be distributed to: All teaching staff, All Support Staff, School Governors, Visitors to school, Parents on request.

1 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 SLT and all staff endeavour to provide the appropriate provision for this to occur.

2 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 school, staff will ensure that all activities are carefully planned. Activities provided by external contributors are planned to enhance the broad, balanced and varied curriculum offered at Grangewood and when appropriate they will be used to initiate new areas of learning.

Our school has established links with external contributors such as school nurse, sports providers, local library services, the police, fire services, local councillors and MP, local churches, local Children Centres, NSPCC outreach, our local Community Resilience Education team, London Transport Education team, the War Memorials Trust, dental health workers, Cycle Confident, Educational Psychologists, SEN specialists, visiting speakers etc.

Where external contributors are to work directly with students, teachers will always undertake preparatory and follow up work e.g.

- Writing letters/emails of invitation
- Arranging meetings/telephone calls 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.

3 Aims

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 Grangewood Independent 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, P.E., Science, History, drama as well as other subjects and aspects of the curriculum e.g.

- Volunteers, including parents, school governors and other members of the community

Written: April 2019

Reviewed:

- Members of the local community with specialist knowledge and experience of developing social and decision-making skills.
- Professionals from local government, local councillors, MPs, the police, health professionals, SEN professionals or workers from voluntary or community organisations.

4 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.

5 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, or wider 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

6 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.

7 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 school.

8 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 Safeguarding and Child Protection Policy and always apply.

9 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.

10 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.

Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's relatives or other visitors attending a sports day). Head Teachers should use their professional judgment about the need to escort or supervise visitors.

11 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 named on the approved visitors list as set out below). They must follow the procedure below.

- At times when the security gates are closed, all visitors must stop at the gate and press the call button to gain access to site, explaining who they are and the purpose of their visit.

- Once on site, all visitors must report to the School Office first. No visitor to the school is permitted to enter the school via any other entrance under any circumstances. The only exception will be visitors to Love ABA, who will be escorted at all times by Love ABA staff and permitted access to the Staff Toilets **ONLY**.
- At the School Office, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in the School Office 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 the School Office 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 Head Teacher **AND**
- c) They have the written authorisation of the Head Teacher 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 School Office and sign in the Visitors Record Book). A copy of the approved visitor list will be kept in the School Office at all times.

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 the School Office
- A member of staff should escort the visitor to the main school door (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.

Any Love ABA staff member or person wearing a Love ABA Visitor badge discovered anywhere other than the reception corridor (ie. Staff toilet, School Office or Staff Room) should be challenged politely to enquire who they are and their business on the school site.

They should then be escorted to the School Office to sign the Visitors Record Book and be issued with an identity badge, or escorted back to the Love ABA Resource Unit. 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 Head Teacher (or Business Manager if the Head Teacher is not available) should be informed promptly.

The Head Teacher or Business Manager 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. (See also the school Invacuation, Lockdown and Evacuation Policy)

12 Monitoring and Evaluation

The Head Teacher and the Governors 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.

13 Conclusion

Grangewood Independent School 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.

14 Monitoring and review

The Governing Body undertakes a review of this policy every two years.

There will be on-going monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

Signed:

Member of Governing Body:

Date:

Chair of Governors:

Date:

Next Review Date:

May 2021

Written: April 2019
Reviewed: