

Abbot's Hall Primary School



Visitors Policy

June 2025

Be the best that you can be

Rationale:

The use of pre-arranged 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. 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.

In addition, this policy covers the safety of our children and adults when any visitors arrive at our school for reasons other than working with children e.g. building maintenance.

The purpose of the 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 develop good practice.

Arrival procedures:

All visitors must sign in at reception, give their names, car registration number, company and purpose of visit.

All visitors will then be issued with a visitor's badge. When visitors return their badges, they will be asked to 'sign out'.

If you see a visitor who is known to you but is not wearing a badge, the chances are that they have not followed the correct visitor's procedures (see above) and so it is everyone's duty to politely remind them of our protocol and request that they return to the office to obtain a badge.

No visitor should be issued with, or loaned a foyer door fob or told the door codes by any member of staff.

Workmen coming onto site should be asked about their requirements for door access etc. – if constant access is needed, they will have to come to an agreement with the Headteacher or Office Manager about needing the door codes. The need for school security and the welfare of pupils outweighs time and inconvenience to site workmen.

All parents who volunteer in our school meet with the DSL prior to coming in to receive Safeguarding information and they also meet with the Office Manager in order to discuss and sign confidentiality policies and complete the Trust visitors induction process. In addition, they are advised on which classroom they would be best suited to help in and this is agreed with the Headteacher and relevant teacher. A Parent Helper handbook has been developed to give parents all the information needed to make their time in school safe and effectual.

Important to note:

Authority visitors such as Occupational Therapists, Physiotherapists, Speech Therapists, Educational Psychologists, Social Workers, The Special Needs Team and Advisory Teachers etc. should be wearing the standard Suffolk identification badge which states their details and is worn on a lanyard around the neck. They should still enter their details when signing in and be compliant with our regulations and wear a visitors badge as well as their own Authority badge whilst on school grounds.

Why we use outside visitors in school:

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 have the experience to articulate;
- Talk more openly or comfortably around certain issues;
- Talk 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;
- 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.

Visitors who work within the school:

A wide range of visitors are invited into school to contribute in a variety of ways. These include:

- Speech and language therapists;
- health professionals;
- artists/poets in residence;
- people with particular expertise, experience or knowledge;
- theatre groups;
- craftspeople;
- local historians;
- careers advisers;
- police officers.

How we use visitors in schools:

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

- curriculum extension or enrichment activities, e.g. Sports Week and history days;
- assemblies;
- extra-curricular event or club;
- community projects;
- in lessons;
- as "expert witnesses;"
- accompanying pupils on school visits.

Links to relevant school policies:

The relevant school policies should be shared with the outside visitors. These are likely to include:

- Assessment;
- Child Protection and Safeguarding;

- Confidentiality;
- Drugs Education;
- Equal Opportunities;
- Health and Safety;
- Sex Education

Issues when using visitors in school:

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 in the lesson was then repeated on the playground or in the staffroom. These rules apply equally to pupils, staff and visitors.

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.

Visitors to the school will not use the staffroom where sensitive information may be available or on display.

Teacher involvement in the session:

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 planned and agreed with the visitor beforehand. The teacher will agree content with the visitor to ensure this meets the schools' expectations. 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.

Risk management and relevant training and Qualification:

The school will ensure that issues of risk management and relevant training and qualifications are addressed prior to the visit. This will clearly outline the school's role and responsibilities and the role and responsibilities of the person or provider.


Evaluation:

Teachers will evaluate sessions in terms of the learning experience for their class and individuals in the class. This information will be used to inform future planning.

Monitoring:

The governing body monitors our Visitors Policy.

This policy will be reviewed every two years.

Signed:  **Position:** Headteacher

Signed:  **Position:** Chair Of Governors

Date: June 2025