Ladygrove Primary School and Nursery

VISITORS POLICY

Date: July 2025

Review Date: July 2026

Using Outside Visitors Policy and Guidelines

The purpose of the policy

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.

Developmental process

Headteacher, staff and Governors were involved with the development of this policy.

Why we use outside visitors in 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 young people 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.

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 in residence;
- people with particular expertise, experience or knowledge;
- Theatre in Education groups;
- craftspeople;
- local historians;
- careers advisers;
- police officers and other emergency services
- Professional sports people

How we use visitors in schools

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

- curriculum extension or enrichment activities, e.g. Healthy Lifestyles Week;
- assemblies;
- extracurricular event or club;
- community projects;
- Theatre in Education;
- 'Career' days;
- in lessons;
- at school-based conferences;
- 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:

- Child Protection;
- Confidentiality;
- Equal Opportunities;
- Health and Safety;

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 the lesson were gossiped about 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. (See Confidentiality policy). 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.

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 negotiated with the visitor beforehand. Clearly, visitors should not be used as cover to help reduce staffing pressures. 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 Business Manager will liaise with the visitor, to ensure that all of the necessary checks have been carried out inline with our safeguarding procedures.

A Checklist for Teachers

Before the visit

- 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?

- Has the visitor had a DBS check? **The School Business Manager needs to know about all proposed visitors to school and be given time to arrange the appropriate security checks if required (Regulated activity)**
- Has the visitor signed in, using InVentry system and been given a correct lanyard with the visitor's badge (green lanyard for visitors with DBS check and red one for visitors without one)
- Has the visitor locked their mobile phone away in the school's secure mobile phone locker?

Preparing the visitor

- Is the visitor aware of the context of the contributions they have been asked to make?
- 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?
- Will the visitor make a pre visit to the school?
- Are the school's legal responsibilities to the children and young people being met?
- Has the visitor been supplied with copies of the relevant school policies?
- Is the visitor aware of any risks to health and safety?

Preparing the visit

- 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?

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 sufficient number of staff be present during the session?

After the visit

- How will the outcome of the evaluation inform future work?

Evaluation

The teacher and visitor will ensure that time has been agreed to jointly evaluate the session. The following questions can be used as prompts:

- What was the young people's response to the session(s)?
- 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?

Pupil evaluations will 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.

For further guidance on this please see our Assessment policy.

Review

Visitors Policy		
Creation **29.01.2020**	**Named** **Responsibility**	Jo Weichllbauer Head Teacher
Review **July 2025**	**Named** **Responsibility**	Selina Mahy SBM
Date of Policy Adoption by Governing Body	9th July 2025	