

## Visitors Policy and Visiting Speakers Agreement

This policy is prescribed by The Good Shepherd Trust and is non-statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

Date adopted:	20/03/2019	Last reviewed:	29/08/2023
Review cycle:	2 yearly	Is this policy statutory?	No
Approval:	CEO	Author:	Liz Tedbury
Local approval*:	Headteacher	Local author*:	Daniel Hill
Next review Date	August 2025		

\* only for policy/procedures that are templates and require local adaptation.

### Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	15/02/2021	A Johnston	n/a	Updated statutory documentation and added hyperlinks. Included specific references to remote learning/virtual visits.
2	29/08/2023	L Tedbury	n/a	Minor updates to reflect reviewed wording and updated hyperlinks.

## Visitors Policy and Visiting Speakers Agreement

This policy should be read in conjunction with the following documentation:

- Child Protection Policy and Safeguarding Policy and all related procedures
- Allegations of Abuse Against Adults Policy
- Whistleblowing Procedure
- Single Equalities Policy and objectives
- Collective Worship Policy

The following national guidelines should also be read when working with this policy;

- [Prevent Duty Guidance](#) Home Office April 2019
- [Keeping Children Safe in Education](#) DfE 2023 (updated annually each September)
- [Working Together to Safeguard Children](#) DfE 2018
- [Promoting fundamental British values as part of SMSC in schools](#) DfE 2014

### **1. Introduction**

Visitors are welcomed and encouraged at St. Paul's C of E Primary School. They make a contribution to the life and work of the school/college in many different ways. However, it is the school's responsibility to ensure that the security and welfare of its pupils is not compromised at any time.

It is our aim to safeguard all pupils under this responsibility, both during school time and in extra-curricular activities that have been arranged by the school. The ultimate aim is to ensure the pupils attending our school can learn and enjoy all experiences in an environment where they are safe from harm.

It is The Good Shepherd Trust and St. Paul's C of E Primary School's duty, to establish a clear protocol and procedure for the admittance of external visitors to the school, which is understood by all staff, LC members, visitors and parents and conforms to the latest child protection, safeguarding and Prevent duty guidelines.

The school is deemed to have control and responsibility for its pupils anywhere on the school site, during normal operating hours, during after school activities and on school organised and supervised off-site activities. The school also retains responsibility for safeguarding when pupils' are accessing remote learning opportunities.

The policy applies to:

- All teaching and non-teaching staff employed by the Trust working on any school site or in the facilitation of remote learning.
- All external visitors entering the school site during the school day or who provide remote learning opportunities or for after school activities, including peripatetic tutors, sport coaches, and topic related visitors e.g. business people, authors, artists etc.
- All local committee members at the school and Trust Members and Trustee Directors

- All parents/carers
- All pupils
- Visiting professionals, Including Trust Officers, Consultants and Inspectors etc.
- Building and Maintenance Contractors

This policy applies equally to all speakers and visitors invited into St. Paul's C of E Primary School. It applies equally to those persons who the school have arranged to undertake remote/virtual learning opportunities with the pupils. The Trust and St. Paul's C of E Primary School cannot be held responsible for visiting speakers that have been organised privately by other parties/agencies e.g. a parent group, outside of the school day or via remote learning opportunities, that have not been planned and agreed by the school.

## **2. Visitors invited to the school/college**

Advance permission should normally be granted by the Headteacher (Mrs Alden), before any visitor is asked to come into the school or to provide a virtual/remote learning experience for pupils at the school. At least one week in advance of the planned visitor, the Headteacher (Mrs Alden), should be given a clear explanation as to the relevance and purpose of the visit, intended date and time for the visit and if applicable, the checklist (Appendix 1) and Page 1 of Appendix 2 completed, in order to consider granting approval.

### **In school visits**

- All visitors must report to reception first-they must not enter the school via any other entrance.
- At reception, all planned visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal photographic identification to verify their identity – planned visitors should be informed of the need to provide this in advance of their visit.
- All visitors will be asked to sign in.
- All visitors will be required to wear a visitor's badge for the duration of their visit.
- All visitors will be asked to read the child protection and safeguarding guidance, be made aware of who the DSLs are, how to report any concerns which they may experience during their visit and general health and safety/fire information and lock down procedures.
- Visitors will then be escorted to the point of contact or their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them for the duration of their time on site.
- At no point should a visitor be left unsupervised with children. The Headteacher (Mrs Alden) should use their professional judgment regarding DBS clearance etc. concerning the need to escort or supervise visitors throughout their visit.
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point on the Sports Zone
- On departing from the school/college, visitors should leave via reception, sign out and return their visitors badge to reception.
- Page 2 of Appendix 2 should be completed, if applicable. Check with the Headteacher.

### **Visitors whose purpose is to work with pupils in some capacity:**

- Visitors may work with pupils in a variety of capacities, for example, to support the delivery of a lesson, normally accompanied by a member of staff, to meet with small groups of students or individuals or alternatively they may be working with a student on a one to one basis e.g. Children's services or health professionals.
- Staff should ensure all normal visitor policy requirements are followed.
- Any visitor who cannot produce evidence of a successfully clear DBS Check, must not be left alone with pupils at any point. This includes: whole class, small group teaching, one

to one interviews of students, remote/virtual learning experiences or escorting by students around the building.

Only if a visitor has satisfactory DBS clearance, has satisfied the school's child protection and safeguarding policy, the school are satisfied that there are no safeguarding concerns and has been approved by the Headteacher, they may work with pupils unaccompanied. This must be agreed in advance.

- Regular visitors to the school must have Trust DBS clearance, either undertaken by the centre or St. Paul's C of E Primary School. They should appear on St. Paul's C of E Primary School single central record.
- Any visitor delivering a lesson, virtual/remote learning opportunity or act of collective worship, must comply with the requirements of the visiting speakers' policy and complete the visitor/speakers agreement prior to their visit (Appendix 3).

### **Virtual/remote learning visits**

- Please see the school's remote learning plan and remote learning risk assessment for further information [St Paul's C of E Primary School - Home](#)
- Visitors speaking 'remotely' should adhere to the same policies and rules as outlined in Appendix 3 and detailed throughout this policy.
- The speaker should not undertake any activity with children, without at least one other member of school staff present.
- Children should not provide any personal details to the speaker or undertake the activity where any details regarding their location etc. could be disclosed to anyone else who is part of the virtual learning experience.
- The session should not be recorded by any participant, including the speaker, without the express permission of the school. The school will have needed to gain the permission of parents to record any virtual activity involving their children, in advance. If a session is recorded, it should not be released to the speaker without the express permission of all parents of children who are part of the 'meet'.
- The school will always be the 'host' of the virtual experience.
- School email accounts held by the children for the purposes of remote learning, will not be permitted to be used if a group of parents or children organises a 'meet' that has not been pre-agreed by the school and is in line with this policy.

### **3. Use of external agencies and speakers**

At St. Paul's C of E Primary School we encourage the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Trust and school/college's ethos, values and fundamental British Values. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum and so we need to ensure that this work will be of benefit to our pupils. The school will not permit separation by gender at any school events.

When considering organising a visitor/speaker, the relevant staff member must complete Appendix 1 and Page 1 of Appendix 2, in conjunction with the Headteacher, in order to assess and vet the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils support fundamental British Values and the Trust and school's ethos and values
- Any messages communicated to pupils do not marginalise any communities, groups or individuals
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to groom or radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the age and maturity level of the pupils

If the Headteacher of the school has any concerns during the vetting process, relevant information will be passed on to Surrey Children's Service, the LADO or Police as appropriate.

The member of staff responsible for booking the speaker must ensure the visitor/speaker agreement form (Appendix 3) is read and signed. This needs to be completed, signed and returned to the school/college before the visit or presentation can begin.

The member of staff who organised the visitor/speaker should review/evaluate the visitor/speaker by completing Page 2 of Appendix 2. Any concerns should be reported to the Headteacher as the Single Point of Contact (SPoC) or a Designated Safeguarding Lead (DSL) immediately. If concerns are raised, the SPoC/DSL will take action to address the concern in line with the school/college's Child Protection and Allegations of Abuse Against Adults, policies and procedures. Records will be maintained and necessary parties including the Headteacher, DSLs, Chair of the local governing committee and Trust DSL informed.

We recognise, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability; also to help pupils develop the critical thinking skills needed to engage in informed debate.

#### **4. Unknown/uninvited visitors to the school/college**

- Any visitor to the school site who is not wearing an identity badge, should be politely challenged to enquire who they are and what their business is on the school site. They should then be escorted to reception to sign in and be issued with a visitor's identity badge if their identity is confirmed.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Headteacher should be informed immediately.
- The Headteacher and/or members of the Senior Leadership Team will consider the situation and decide if it is necessary to inform the police. If the visitor refuses to leave and/or is deemed to be posing any safeguarding risk to pupils or staff, or becomes abusive or aggressive, the police will be called. This applies equally to parents.

#### **5. Local Committee Members and Trust Directors**

- All local committee members and Trust Directors have DBS clearance.
- Local committee members should wear ID at all times and Trust Directors must wear visitor's identification.
- Local committee members and Trust Directors must sign in and out at the school reception.
- New local committee members will be made aware of the policy and should become familiar with its procedures as part of their induction.

#### **6. Contractors (including buildings and maintenance)**

The school will ensure that any contractor, or any employee of the contractor, who is to work in the school has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate, including barred list information. For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check, not including barred list information will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.

If a contractor working at the school is self-employed, the school should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account.

- Contractors must follow the same procedure for visitors as outlined in section 2 above, including having their identity checked upon arrival.
- Contractors will be expected to adhere to Health and Safety regulations and ensure that safe working practices are followed at all times. A copy of the Health and Safety

Policy can be provided upon request from the school/ office. It is also available on the policy page of the school website: [St Paul's Primary School GVO | GVO](#)

- Contractors on site who are not recognised, or who are not appropriately badged, should be politely challenged and the procedure followed as in section 4 above.
- All contractors related to the maintenance of the building, are invited to read and sign the Asbestos Management folder upon their arrival at the school/college and prior to the commencement of any works.

## **7. Staff Development**

As part of their induction, new staff will be made aware of this policy and will be asked to ensure compliance with its procedures at all times.



## Appendix 1: Checklist for Vetting Visitors/Speakers

**Name of Visitor/Speaker:**

**Date assessment undertaken:**

✓	Vetting procedures	Notes
	<p>How did the school/college find the visitor/speaker?</p> <p>Was he/she recommended by a trustworthy person/organisation?</p>	<u>Complete and attach Page 1 of Appendix 2</u>
	<p>Does the school/college have the visitor/speaker's CV/biography? Are there any concerns it has raised?</p> <p>Does the school/college have any known safeguarding concerns about the person?</p>	
	<p>Does the visitor/speaker have appropriate DBS checks in place?</p>	
	<p>Does an internet search about the visitor/speaker raise any concerns?</p>	
	<p>Can the visitor/speaker provide references of other schools where he/she has spoken?</p> <p>What is the feedback from those referees?</p>	
	<p>Is it possible to meet with the visitor beforehand? Are there any concerns?</p>	
	<p>Have you discussed the school/college's expectations with the visitor/speaker?</p> <p>Do they understand the purpose of their visit and any rules the school/college has in place?</p>	

Is the person considered suitable to visit/speak?      Yes      No

If no, please state the reason/s for this:

Is a risk assessment, further advice or action required?      Yes      No

If yes, please add below or attach further details:

**Any other comments/notes:**

**Approval provided by the Headteacher:**

**Date:**

## Appendix 2: Evaluating the impact of visitors/speakers

### PAGE 1

#### Visitor/speaker details

Name of visitor/speaker	
Year group(s) addressed	
Nature/topic of the visit	
Date of the visit	

#### Aims of the visit/talk

Aim of the visit (please tick all that apply):	
	Improve subject engagement
	Raise self-esteem/improve personal or social skills
	Improve attitudes to learning
	Promote British Values
	Contribute to the development of spiritual, moral, social and cultural (SMSC) education
	Enrich the curriculum
	As part of the school/college programme for collective worship
	Other (please list):

#### Pre-visit assessment

<p>Why do you think that this speaker/visitor is necessary or beneficial? Note any evidence you have (e.g., observations on behaviour, learning observations, or progress and attainment information).</p> <p><u>Has the checklist for vetting visitors/speakers been undertaken?</u></p>

**Post-visit assessment**

Reassess the evidence above, including the checklist. Have there been any changes?

What were the pupils' reflections on the visitor/speaker?

Would you recommend this speaker/visitor again? Why or why not?

If there are any concerns of a safeguarding nature, they should be reported to the Headteacher as SPoC or a DSL in their absence immediately.

**Signed:**

**Print name:**

**Date:**

**Ensure that a copy of this report is provided to the Headteacher and DSL: Lynsey Bryan**

### **Appendix 3: Agreement and guidelines for visitors/speakers**

We understand the importance of visitors and external agencies to enrich the experiences of our pupils. In order to maintain a clear focus on our main priority of teaching and learning within a safe and protective environment, care must be exercised to respect the diverse views and values of all pupils.

<b>Name of visitor/speaker:</b>	
<b>Organisation (if applicable):</b>	
<b>Nature/topic of the visit:</b>	
<b>Date of the visit:</b>	

The visitor/speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the pupil, parent or staff audience. Appropriate dress, language, and behaviour are required by the speaker at all times.
2. The presentation must not incite hatred, violence or call for the breaking of the law.
3. The visiting speaker is not permitted to encourage, glorify or promote any acts of terrorism (including individuals, groups or organisations that support such acts), extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.
4. The visiting speaker must not spread hatred and intolerance or marginalise any group/s in the community and thus aid in disrupting social and community harmony.
5. The content of the speech/presentation/visit must contribute to preparing pupils for life in modern Britain and support both the Trust and school/college's ethos and values.
6. The visiting speaker must seek to avoid insulting any faiths or groups, within a framework of positive debate and challenge.
7. The visiting speaker is not permitted to raise or gather funds for any external organisation or cause without express permission from the Headteacher.
8. The visiting speaker agrees to comply with the school's Single Equalities and Child Protection Policies and safeguarding procedures.
9. School/college staff have the right and responsibility to interrupt, balance or stop the presentation for any violation of this agreement or if they feel concerned at any time during the presentation.
10. The visiting speaker agrees to be accompanied in the school at all times.

**I have read these guidelines and agree to abide by them.**

**Visiting speaker's signature:**

**Date:**

**Received by the school/college (signature):**

**Date:**

Copies of this agreement should be retained by the speaker and the school, being provided to the Headteacher and DSL:  
**Lynsey Bryan**