

ELMSLEIGH INFANT AND NURSERY SCHOOL



VISITORS IN SCHOOLS POLICY AND PROCEDURES

This policy includes any visitors into school including external contributors and governors

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1. VISITORS INTO ELMSLEIGH SCHOOL

1.1 Philosophy

Elmsleigh Infant and Nursery School welcomes visitors from the local community and outside agencies to promote learning and well-being through their experience and expertise.

As a school we aim to provide our pupils with a broad, balanced and enriched curriculum. We see the inclusion of visitors' input into the school's curriculum as one means of ensuring that we meet this aim. This enables our pupils to question and learn from 'experts' from various walks of life and disciplines which allows our pupils to gain a wider view of the world and gain insight into the lives of other people. We recognise the valuable contribution this makes to the core and enhanced curriculum.

1.2 Vetting Procedures:

The following vetting procedures are implemented to ensure the safety and security of all pupils, staff and visitors. These procedures have been carefully designed to ensure school forges effective partnerships with visitors who can contribute to the welfare, well-being and learning of the whole school community.

1.2 Volunteers

Elmsleigh Infant and Nursery School supports parents/carers and other adults who wish to work as volunteers in our school. There are two main ways of volunteering: -

- Occasional support for school events, visits or trips: these are events where parents/volunteers commit to supporting an individual event. As this is classed as infrequent contact, Disclosure and Barring Service (DBS) are not required and permission to undertake this role is at the discretion of the Head teacher.
- Regular support in school. This is when parents/carers or other adults offer regular support to the school for a period of time. This commitment will be discussed with a member of school's senior management team and mutually agreed duties will be defined. All regular visitors who support school will have an induction briefing to ensure they are aware of school's key policies and procedures.
- Where this school support meets the current vetting requirements, volunteers will be required to undertake a full enhanced DBS check prior to commencement of their work in school. Currently, this means all volunteers who work for at least once a week or more within a 30-day period will be required to complete a DBS check and their details will be held on our Single Central Record (SCR).
- The SCR is a live document which details all adults who have regular contact with our pupils.

1.4 Work Experience & Training Placements

In addition, we offer work experience placements for adults in training as well as young people wishing to have work experience in a school setting. In such cases the vetting is carried out by the applicant's host agency. Students on placements from universities or colleges will be vetted by their place of study and a formal statement of assurance, together with the student's DBS clearance information, will be provided to school prior to commencement of their placement. This information will be held on school's Single Central Record (SCR) which records all our vetting procedures.

Where secondary school students seek work experience, a member of the SMT will undertake an induction to the school, including safeguarding processes, a tour of the school and expectations of professional conduct. Whilst these measures are strictly adhered to, we wish to assure all volunteers of our commitment to supporting their learning experience and stress that we value their contribution.

1.5 Contractors

Wherever possible maintenance work carried out on site is outside pupil access hours. However, there are times when this is not possible. In such cases delivery staff, maintenance engineers and contractors may access and carry out routine and emergency work on the school site. These visitors are required to meet school's safeguarding requirements which consist of the following procedures:

- All contractors are required to sign the electronic system if they are working inside of school or within outdoor learning areas. They will be requested to present photographic identification related to their employment. In cases where this is not possible a telephone check will be made with the relevant employer before entry is permitted.
- A school visitor badge/sticker will be issued and prominently worn. This is to assure all staff in school that contractors have completed the above procedures and therefore are known and recorded to be on site. Where a contractor does not display their school visitor badge, they can expect to be politely challenged by our staff, who are vigilant in ensuring the above procedures are adhered to. Pupils are also encouraged to report to a member of school staff any visitor they encounter on site without a school visitor badge/sticker.
- Contractors are also required to complete a Permit to Work form/ Hot Work Form with reference to the asbestos survey and declaring that the works will not disturb known areas of asbestos in school
- In some special circumstances contractors may be required to have DBS verification in place. For example:
 - Where contractors, during on-going building work, will be regularly working in close proximity to play areas or internal areas where pupils are present.
 - Where the nature of the contractor's works means they will have access to sensitive data e.g. computer maintenance/management information service companies.

In such cases, school will not carry out the DBS checks. Such contractors are not required to present their employees' DBS certificates due to the risk associated with its potential loss. This is in line with central government guidelines.

Visiting staff from the Local Authority, Primary Care Trust and private companies that have Service Level Agreements with school do not have to comply with the aforementioned vetting procedures as their organisations have issued a statement of assurance. These statements assure school that their host organisations have completed DBS checks on all staff who visit school. If these staff will be working directly with pupils for two or more days a week or four times within any one month their details will be recorded on the SCR. The only fields to be populated will be the visiting staff's name, DBS number and their organisation name in the address field.

Infrequent visitors such as artists, authors and theatre companies are fully supervised at all times and will not be required to submit DBS verification. Again this is in line with central government guidelines.

2. GOVERNOR VISITS INTO SCHOOL

2.1 Context

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of Elmsleigh Infant and Nursery school. Undertaking visits which focus on an aspect of the School Improvement Plan or one of the Governors' statutory duties demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress.

Although their role is strategic, it is important that Governors have some understanding of the practicalities of the job. Meeting children, talking to staff and seeing lessons underway will help members of the Governing Body to understand some of the issues they are required to discuss and make decisions about with greater clarity.

Each Governor is encouraged to make at least visits into school if their area is a key focus on the School Improvement Plan in accordance with the agreed timetable.

2.2 Visits enable Governors to:

- See the school at work and observe the range of attitudes, behaviour and achievements
- Get to know the staff and demonstrate their commitment to the school
- Give active support to the staff and the activities of the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first-hand information to assist with policy making and decision taking
- Work in partnership with the staff

2.3 Visits from Governors enable school staff to:-

- Opportunity to find out more about the role of the Governor.
- Having chance to illustrate the theory and policy in practice.
- Opportunity to draw attention to any issues or questions they wish to raise.
- Opportunity to reflect upon practice through discussion.

2.4 Before making a visit Governors will:

- Have planned a focus based on School Improvement or monitoring along with the Headteacher or Deputy Headteacher using Elmsleigh's cycle of monitoring;
- Contact the School Office and arrange a specific date and time for the visit
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited
- Draw up a timetable for the visit with the Deputy Headteacher or subject-coordinator
- Deputy Headteacher and/or the subject coordinator ensure that all staff are aware of the visit and the expectations on them.

2.5 On the day of the visit the Governor will remember to:

- Arrive on time and clarify the timetable with the Deputy Headteacher/subject leader
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Be calm and enjoy the visit

2.6 After the visit the Governor will:

- Remember to thank the teachers and children
- Meet with the Headteacher to give a verbal report, and to raise any issues that arose
- Complete the Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alterations, the form will be circulated to the governing body and staff
- Governors must report without giving opinions and where possible individuals should not be able to be identified.

It is important to remember that visits are a snapshot in time and shapes the picture of Elmsleigh, and judgements should not be made. **The visit is not about:**

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Body, which will contribute to school improvement.

2.7 Conducting the visit

After planning your visit with the class teacher or subject leader you might have agreed to:

- take part in a lesson acting as classroom helper during your visit
- do a learning walk - taking no immediate role other than talking to the children about what they are doing
- work with a small group
- introduce yourself to your linked class and answer any of their questions
- meet with the subject leader to discuss particular issues or set the context

Please remember that learning walks do not require judgement on the teacher. It might also be useful to clarify some 'what ifs' beforehand. For example:-

- What if I see children misbehaving when the teacher doesn't?
- What if a pupil asks me how to do something?
- What if I have a suggestion to make?

2.8 Providing feedback

It is important that a time is agreed between yourself and the subject leader to discuss the lesson you have taken part in. During this feedback you might refer to notes you have made. The structure might include:

1. Asking the subject leader for any further clarification of the lesson or for their views on how it went.
2. Giving your own impressions on what you saw
3. Providing any positive comment
4. Any further questions you might have
5. A summary of the feedback you will be giving to the governing body.

At the end of the feedback both you and the subject leader should be clear about what you will be sharing with the governing body- there should be no surprises!

The **Governors' visits to classrooms** pro forma should be completed as soon as possible after the visit. It should reflect the discussion you have had with the teacher. The report should be copied to:

- The Headteacher, subject leader and clerk to governors. The subject leader or headteacher will feedback to class teachers

3. EXTERNAL SPEAKERS AND CONTRIBUTORS GUIDANCE

The guidance uses:

- The current Keeping Children Safe in Education, Statutory Guidance for Schools/Colleges ;
- The Prevent Duty Guidance for England and Wales.

This guidance supports the schools:

- Child Protection and Safeguarding Policy;
- Extremism & Radicalisation Policy (non-statutory);
- PSHE/RSE Policy.

3.1 Why do we need External Contributors/speakers guidance?

Elmsleigh Infant and Nursery Schools recognises that using external agencies can enrich and support the curriculum and the school ethos. Children and young people often find visitors an informative and interesting element of their learning.

We wish to ensure that delivery by external contributors/speakers is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive ones and are productive for the pupils, staff and the outside agency/visitor and that safeguarding is also taken into account.

3.2 Roles and Responsibilities

We are under a duty to promote community cohesion and must be satisfied that any speakers or contributors, they invite will not undermine that duty.

All schools are subject to requirements to forbid political indoctrination and secure a balanced treatment of political issues. This extends to extra-curricular activities which are provided or organised for registered pupils at the school by or on behalf of the school

(Section 406 and 407 of the Education Act 1996)

At Elmsleigh Infant and Nursery school, we will also ensure that in making any decisions about whether to host an external speaker, that they comply with the public sector equality duty (Equality Act 2010) and that they are not discriminating by reference to protected characteristics (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation) <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

External contributors/speakers are visitors as defined by Keeping Children Safe in Education Statutory guidance for schools/colleges. Any visitor to the school/setting who has unsupervised access to children and or who works in the school/setting on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks, and any other checks deemed suitable by the regulations when in unsupervised contact with children.

External contributors/speakers should **not** be left in sole charge of pupils, or take groups of pupils/students out and away from a supervisor/staff member/teacher who has the DBS and related checks.

In all instances, whether or not the external contributor is DBS-checked, a staff member/teacher must be present in the classroom or agreed venue for the whole of the visit/event:

- To ensure safeguarding processes are met;
- To maintain responsibility for class discipline;
- To deal with any need for a pupil/student who may need advice/support;
- To ensure aspects of confidentiality dependent upon the activity/event;
- To devise follow-up work to reinforce pupils' learning.

It would not be usual for any external contributor/speaker to require details of the participants and their contacts. If they are requesting information and contacts this will need careful consideration, and as to the purpose and motivation for such a request.

At Elmsleigh, we consider extremely carefully any unsolicited approaches from individuals or groups offering on line websites, resources and programmes. If there are reasons to be specifically concerned about an approach, we would contact the police to report the concerns.

The Derby City and Derbyshire Safeguarding Children Board quality assures training providers and publishes a [list](#) (on the derby city website but applicable for Derbyshire too) of trainers and organisations who have demonstrated both their suitability and that they meet standards in the materials delivered.

3.3 When involving external contributors, staff will ensure that:

- They are clear about the objectives before deciding who is best able to help achieve them;
- The external contribution is integrated into the school's programme and is supported by staff to enrich and support the visit/event;
- Where possible, pupils are involved in preparatory and follow-up work;
- The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos;
- They are aware of appropriate school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as drug education and sex and relationship education.
- Elmsleigh is fully aware of the external agencies aims and objectives for delivering to the school;
- They are aware of good practice of national and local approaches and support to Personal, Social and Health Education (PSHE);
- It is not appropriate to encourage pupils to reveal any personal information that may incriminate themselves or others or that they wish to remain confidential.
- All external contributors/speakers are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.

All staff considering using external contributors/speakers should complete the recommended attached forms and agreements:

- Checklist for the external contributor/speaker to use and discuss with the organiser if appropriate (See Appendix)

Any agreements should be submitted to the School Business Manager prior to the visit and payment can be arranged. This should also include a discussion with the senior Designated Safeguarding Lead of the school and be approved.

Elmsleigh Infant and Nursery School may also require an appropriate risk assessment dependent upon the activity/event and retain this for their records.

3.4 Management

The guidance should be made known to all staff, volunteers and governors. It should be used in all cases. The school should keep copies of the activity, the checklists and records used and store these securely with the personnel records held in the school.

The Head Teacher will report on issues or impact on the school in relation to this activity to the Governing body.

4 MONITORING

This policy, its implementation and effectiveness is regularly monitored by the Head Teacher, Senior Management / Leadership Team and the Governing Body and reviewed/ratified each year. This ensures we meet our statutory obligations (Please note: This policy should be read and reviewed in conjunction with the school's Safeguarding and Child Protection policies and guidelines).

APPENDIX 1

School Visits – an Aide Memoire for Governors

What is the purpose of the visit?

What has prompted my decision to visit?

Who has prompted my decision to visit?

Is the reason specific or general?

What are my/other people's expectations?

How can my visit benefit the children and the staff?

How shall I carry it out?

What particular areas of the school am I interested in?

What particular activities am I interested in?

What particular age-group(s) am I interested in?

Are there any questions that can be answered by observation?

What questions should I ask?

Who should I ask?

Did I achieve my aim?

To what extent did I address the reason for my visit?

Which of my questions did I answer?

To what extent did I fulfil my own/other people's expectations?

What difficulties did I meet and why?

Is there any follow-up?

Have I recorded my experiences?

Did I 'report back' to the head and staff?

Have I prepared a short report for the next governors' meeting?

How can I build on this for the next visit?

APPENDIX 2



<p>ELMSLEIGH INFANT AND NURSERY SCHOOL</p> <p>General Governor Visit Report</p>

Name	
Date of Visit	
Focus of Visit	
Classes / Staff Visited	
Summary of activities, e.g. observing classes, talking to staff and pupils, looking at resources, had lunch, etc.	
What I learned as a result of my visit	
Positive comments about the focus	

Aspects I would like clarified / questions I have

Ideas for future visits

Any other comments

Signed _____
(Governor)

Signed _____
(Headteacher / Coordinator)

APPENDIX 3



ELMSLEIGH INFANT AND NURSERY SCHOOL LGB

Monitoring the School Improvement Plan

Sample Questions for Visit (Select as appropriate to fit into half hour meeting)

Include the well being questions (Q17-21)

1 How long have you been subject leader? If the member of staff has had this subject responsibility for a long time

A How do you feel the subject is developing?

B What impact have you had as subject leader?

C Wellbeing.

2 What training have you undertaken? Knowledge of subject?

3 How do you support staff?

4 How do you measure progress towards SI Plan

5 How do you monitor your subject across school and how often? How do skills progress across school?

6 How are we helping children take responsibility for their own learning? Is this having an impact?

10 Do staff have the right knowledge and skills to deliver the curriculum well? Any gaps which required additional training?

11 What support do you have as subject leader? (Find out what additional support is needed).

12 Can you share your action/curriculum plan with me? Tell me about your Action Plan.

13 How will your subject develop across school. How will you do this?

14 What is your vision for developing your subject further?

15 How much time each week is devoted to your subject and do you think this is sufficient? Do you get enough time to execute your duties as subject leader? Have you been allocated the budget and resources to develop your area effectively?

16 What measures are in place to ensure that all pupils can participate fully in your subject? (Interventions/differentiation of curriculum/extension activities for more able).

17 What challenges are you facing this year?

18 What's going well and how can we ensure this continues?

19 Any barriers to meeting objectives/targets?

20 Is there any support that you require to further your well-being?

21 Do you think you manage your work-life balance well?

22 How does the Elmsleigh culture prioritise safeguarding?

Name of Governor	Area of responsibility	Date:
Staff Visited:	Visit focus, i.e. School Improvement targets	
Question Number:	Select as appropriate from Page 1. Try and limit your meeting to 30 – 45 mins Highlight the Question on Page 1	

General Comment re: Outcome of Meeting	
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Appendix 4

Checklist for the external contributor/speaker to use and discuss with the organiser

Criteria	Notes
Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school.	
Reinforce or introduce ground rules for the session.	
Ensure the material is age appropriate and fits into the broader PSHE curriculum.	
Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity?	
Ensure a staff member/teacher is present and prepared to actively take part in the session	
Ensure up to date material, resources and data is used.	
Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work	
Be aware of the school values and approaches to PSHE including those covering confidentiality, disclosure and child protection, to ensure that your approach is consistent with that of the school.	
Identify the school contact and who would be the lead for any follow up work.	
Ensure a teacher is available to offer support if required.	
Ensure DBS is up to date if needed and have identification.	