

be kind – be curious – be respectful

School Visitors Policy and Visiting Speakers Agreement



**Oak Grange Nursery &
Primary School**

Introduction

Visitors are welcome to Oak Grange Nursery and Primary School

They contribute to the life and work of the school in many different ways. The learning opportunities and experience they bring are encouraged and appreciated. It is the school's responsibility, however, to ensure that the security and welfare of its pupils is not compromised at any time. The school is equally responsible to the whole school community for ensuring that visitors comply with the guidelines.

It is our aim to safeguard all children under this school's responsibility both during school time and in extra-curricular activities which are arranged by the school. The ultimate aim is to ensure the pupils of Oak Grange Primary School can learn and enjoy extra-curricular experiences, in an environment where they are safe from harm.

It is our objective to establish 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 guidelines.

The school is deemed to have control and responsibility for its pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

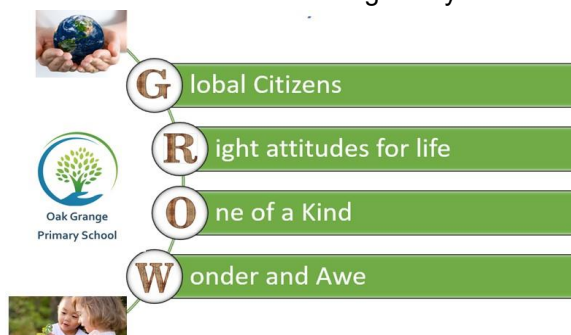
The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site during the school day or after school activities (including peripatetic tutors, sport coaches, and topic related visitors e.g. business people, authors, artists etc.)
- All governors of the school
- All parents/carers
- All pupils
- Education personnel (Local Authority staff, Inspectors)
- Building and Maintenance Contractors

This policy applies to all visitors invited to Oak Grange Primary School

Vision

"Together may we give our children the roots to **grow**
and the wings to fly."





Global citizens- We will develop an eco-friendly school from day one and learn how we can look after our local environment of school and community, as well as the wider world.



Right attitudes for life - We believe that the five attitudes we promote enable children not only to learn effectively but to engage in life successfully.



One of a kind - We will celebrate each child as an individual and nurture self-worth and a sense of identity.



Wonder and awe - We will embrace enquiring minds, encourage curiosity, promote creativity and develop new knowledge and skills.

Values



We want the children of Oak Grange to develop lifelong values that enable them to lead fulfilling lives.

That they know how to build positive and *kind* relationships so that they may thrive.

That they are *curious* to seek out new experiences and know the wonder of the world.

That they have *respect* for themselves, for others for their community and for the wider world.

These values will underpin the ethos of our school. We will promote these values for children and all adults that make up the Oak Grange “family”

The core values will be used consistently across the school and the language of our core values is used with all children and adults when referring to behaviour, and form the basis of our relational policy. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This includes visitors to our school.

2. Visitors Invited to the School

Where possible permission should be granted by the Head teacher before any visitor is asked to come into school. The Head Teacher and/or members of the Senior Leadership Team should be given a clear explanation as to the relevance and purpose of the visit and intended date and time for the visit.

- All visitors must report to reception first-they must not enter the school via any other entrance.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification where appropriate.
- All visitors will be asked to sign in.
- All visitors will be required to wear a lanyard.
- 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 while they are on site.
- At no point should a visitor be left on their own with children (if the visitor is meeting a member of staff).
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point in the playground.

- On departing the school, visitors should leave via reception, sign out and return their identification label to reception.

Visitors whose purpose is to work with students in some capacity:

- Visitors may work with students in a variety of capacities, for example, to deliver a lesson (normally supervised 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 is not DBS checked must not be alone with students at any point. This includes whole class or small group teaching or one to one interviews of students or escorting by students around the building. If a visitor has DBS clearance they may work with students unaccompanied by another member of staff. At times this might be teaching a class or a one to one interview. This must be agreed in advance.
- Regular visitors to the school must have DBS clearance.
- Any visitor delivering a lesson or assembly must comply with the requirements of the visiting speakers' policy.
- Use of External Agencies and Speakers

At Oak Grange Primary School we encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. A record of this will be kept risk assessment (appendix 3).

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 school's values and ethos. We must be aware that in some instances the work of Visitors Policy and Visiting Speakers Agreement external agencies may not directly be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to our students.

All External Agencies and Speakers must read the Visiting speaker's agreement.

(Appendix 1)

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students support fundamental British Values and our school values.
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 needs of students

All visiting speakers must complete a post evaluation form to be completed by the staff member who liaised with the visitor. (Appendix 3)

We recognise, however, that the ethos of our school is to encourage students 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 students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

- 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.
- They should then be escorted to reception to sign in and be issued with an identity label.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Head Teacher should be informed immediately.
- The Head Teacher and/or members of the Senior Leadership Team 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.

5. Governors

- All governors have DBS clearance.
- Governors should wear their id lanyard at all times.
- Governors should sign in and out.
- New governors will be made aware of the policy and familiar with its procedures as part of their induction.
- Governors will complete a post visit form. (Appendix 4)

Appendix 1 VISITING SPEAKERS AGREEMENT

At Oak Grange Primary School we understand the importance of visitors and external agencies to enrich the experiences of our students.

In order to safeguard our children we expect all visiting speakers to read and adhere to the statements below.

Any messages communicated to students support fundamental British Values and our school values.



- The presentation must be appropriate to the age and maturity level of the student audience. Appropriate dress, language, and behaviour are required at all times.
- The presentation must not incite hatred, violence or call for the breaking of the law.
- The Visiting Speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts.
- The Visiting Speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony.
- The content of the speech/presentation must contribute to preparing students for life in Modern Britain.
- The Visiting Speaker must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge.
- Visiting Speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Headteacher.
- Compliance with the School's Equal Opportunities, Prevent and Safeguarding Policies.
- School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement. I have read these guidelines and agree to abide by them.

By reading this and signing in on our electronic system, you are agreeing to comply with these statements.

Name of Visiting Speaker		Date	
Visitors Signature			
Organisation if applicable			

RISK ASSESSMENT FOR VISITORS

(Please complete and return to the Headteacher)

Risk Assessment Template for Volunteers working in

Schools who are NOT in Regulated Activity (Print Version)

This risk assessment template may be used by schools and colleges when deciding whether to obtain an enhanced DBS certificate for regular Volunteers who are NOT engaged in regulated activity, in line with Keeping Children Safe in Education [para 160] 2018. This would NOT be appropriate for Volunteers who simply assist with daytime school trips.

Name of Volunteer		Start Date	
Person conducting the risk assessment			

Is the Volunteer going to be working in Regulated Activity¹? [tick one box]

A Yes (If “Yes” you **must** obtain an Enhanced DBS certificate with Barred List check and you do **not** need to fill out this risk assessment further)

B No (If “No” you may choose to obtain an Enhanced DBS certificate **without** a Barred List check, based on this risk assessment and your professional judgement)

Factors to Consider	Description	Guide to Risk Score 1=Low risk 2=Moderate Risk 3=High risk	Risk score
Will they have direct contact with children?		1=No Contact 2=Some Contact 3=Regular Contact	
Frequency of working directly with children?		1=Never/rarely 2=Occasionally 3=Frequently	
Age range of the children?		n/a	

Any contact with children particularly vulnerable?		1=No Contact 2=Some Contact 3=Regular Contact	
Assisting with any personal care?	<i>(If "yes" the Volunteer is Regulated Activity, tick box A above)</i>	1=No Personal Care 2=Some Personal Care= Regulated Activity	

What tasks will they be doing?		1=low risk/simple tasks 2=moderate risk/more complex tasks 3=high risk/complex tasks	
Frequency of working in the school?		1= Occasionally 2=2-3 times a term 3=weekly+	
Will they be working with children outside of school hours? when?	<i>(Work between 2am and 6am is Regulated Activity, tick box A above)</i>	1=None 2=Occasionally 3=Frequently 2-6am=Regulated Activity	
Will they be working with children off school premises? Where? When?		1=Never/rarely 2=Occasionally 3=Frequently	
Is the school a residential setting?		1=No 3= Yes	
What is the association of the Volunteer with the school?		1=strong links eg ex staff 2=some eg parent/ex pupil 3=none or weak link	
How well does the school know the history of the Volunteer?		1=Well Known 2=Some knowledge 3=Little or none	
What do you believe is their reason for volunteering?		1=positive/sound reasons 2=acceptable /neither good nor bad 3=not known/personal gratification	
Can the volunteer provide a relevant reference from someone they have worked or volunteered for?		1=Yes 3= No	

Can the volunteer provide a reference from someone who knows their work with children?		1=Yes 3= No	
Does the volunteer have a history of paid or voluntary work with children?		1=Currently working 2=Worked within 5 years 3=Over 5 years ago 4=Never worked with children	
Does the Volunteer have a recent DBS certificate from another role?		1=Yes within 12 months 2=Yes over 12 months 3=No	
Is the Volunteer currently signed up to the DBS update service?		1=Yes for a similar role 2=Yes for different role 3=No	
Are there any known or suspected concerns around working children?		1=No concerns 2=Don't Know 3=Some concerns	
9			

Any other factors to be taken into account.			
Total Risk Rating [total up the risk scores for each factor]			
Overall Risk level [tick one box – refer to guide below]	High <input type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>

Guide to assessing risk level

(remember this is only a rough guide and individual schools should determine their own risk levels)

>30

Low Risk. A score of less than 30 points suggests the volunteer is well known to the school, has probably got some experience of previous work with children and can provide a reference and is generally working on school premises and within normal school hours with children who are not deemed particularly vulnerable. They may be a previous employee, governor or volunteer and/or well known to staff or colleagues. They may hold a recent DBS certificate which has been seen or a portable DBS
Action: there is no legal requirement to carry out a further DBS check but if the person doesn't hold a portable DBS they may wish to consider carrying out an enhanced DBS check with NO Barred List check

30-40

Moderate Risk. A score between 30-40 points suggests the volunteer has some connection with the school, perhaps as a parent and may have done some similar voluntary work in the past. No particular issues have come to light and there are no concerns over their suitability. The person has provided suitable references. They may work regularly with children where occasionally some of these children are deemed vulnerable. They do not have recent or portable DBS check.
Action: there is no legal requirement to carry out a further DBS check however the school may wish to consider carrying out an enhanced DBS check with NO Barred List check

41+

High Risk. A score of above 40 points suggests that the volunteer has no previous connection with the school and is not known to staff at the school and cannot provide relevant references as to their suitability to work with children. They do not hold a current DBS or portable DBS check or they may be expected to work directly with children who may be particularly vulnerable or off school premises and out of hours.

Action: there is no legal requirement to carry out an enhanced DBS check, however it is recommended that the school consider carrying out an enhanced DBS check with NO Barred List check.

Agreed Action: [tick box]

BS Check **NOT** required? Enhanced DBS Check **IS** needed?

Comment on reason:

Signed Off:

Name of person Signing off risk assessment:

Role:

Signature:

Date:

Headteacher's Assessment

APPENDIX 3. To be completed by the staff member who invited the speaker

POST EVENT EVALUATION

Name of Speaker					
Date of Visit					
Year Group					
Reason for Visit					
The speaker effectively communicated his/her subject of expertise	Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly disagree
The speaker communicated at a level conducive to the pupils' learning	Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly disagree
The speaker was engaging	Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly disagree
would recommend this speaker for other classes/ visit again	Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly disagree
Overall the presentation was	Excellent		Good	Fair	Poor

Brief evaluation of how the event meet the needs of the pupils

Governor Monitoring Visit Report

Part 1: Plan the visit	
Name and role of Governor	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus/agenda and documents to be supplied in advance of the meeting <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	
Relevant school objective or priority <i>This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.</i>	
Questions to ask <i>Note specific questions you want to ask based on the priorities, or points to follow up on from a previous visit.</i> <i>Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	

Part 2: In the meeting

What is the school doing within this area of focus?

Tips:

- *Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'*
- *Don't be afraid to clarify any terms or acronyms you're not familiar with*
- *Remember you're not there to pass judgement on staff or inspect them – you remain an observer*
- *When writing the report, use neutral language and don't name individual teachers and pupils*

How do you know the school's actions are having an impact?

Remember:

- *Include specific evidence that demonstrates the positive impact the school is having in this area*
- *Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress*
 - *Add any further evidence you'd like to see to help you make a better assessment of the impact*

What successes stood out and why?

Questions and clarifications to follow up with the Principal and/or chair of local governors

