Growing at Meadowside Primary School

Visitor Policy

Our Vision
Meadowside is a nurturing community primary school with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose
We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our School Values, we grow confident individuals who aspire to shape the future.

| Rakim Responsibility | Aretha Respect | River Reflection | Rex Resilience |

Chair of Governors:	Angela Pratt	Signed:	
Chair of Committee:	Full Governing Body		
Committee Responsible:	Full Governing Body		
Staff Responsible:	Josie Garnham		
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VISITOR POLICY

1.   The purpose of the policy is to:

- develop a co-ordinated 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, Child Protection procedures, develop good practice.

2.   Why we use outside visitors in school

2.1 The use of visitors to support pupil learning has the potential to be very effective. Visitors bring into the classroom a wealth of diversity, 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 offer pupils balanced views about a particular subject.

2.2 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.

2.3 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.
- A wide range of visitors are invited into school to contribute in a variety of ways. These include:
- health professionals;
- people with particular expertise, experience or knowledge;
- multi agency professionals from within Children's Services
- police officers.
- reading volunteers
- parents
- work experience students

3.   How we use visitors in schools

3.1 Visitors contribute to learning in a variety of settings, such as:
- curriculum extension or enrichment activities,
- assemblies;
- extracurricular event or club;
- community projects;
- individual support
- in lessons
- accompanying pupils on school visits.
- links to relevant school policies

3.2   Where appropriate, aspects of the relevant school policies will be shared with the outside visitors. These are likely to include:
- Assessment;
- Child Protection;
- Confidentiality;
- Drugs Education;
- Equal Opportunities;
- Health and Safety;
- Sex Education.

4.   Issues when using visitors in school

4.1 Sensitivity

4.2 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.

4.3 Confidentiality

4.4 Where visitors support the curriculum, they must be made aware of and abide by the school's expectations of confidentiality.

4.5 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.

4.6 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.

4.7 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.

4.8 Issues may be raised during the session that the visitor may not be able to deal with or they may not be the appropriate person to deal with the issue.

5. A Checklist for Teachers

5.1 The following checklists should be used by staff in school to support them through the stages of involving a visitor in the classroom. The outcomes of the final evaluation should be carried out by teachers and pupils and be used to inform future work.

5.2 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 List 99 or DBS check?

.3 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?

5.4 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?

5.5 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?

5.6 After the visit (Evaluation) (Appendix 1)
- An evaluation proforma will be completed after the visitor involvement.
- What were the pupils' response to the session(s)?

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- 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?
- What have pupils learnt in the sessions? (Appendix 2)
- What did they like about the sessions?
- What did they not like about the sessions?
- What else would they like to know about?
- Has the visitor been recorded in the Visitor Record folder (Appendix 3)

Appendix 1

Staff Evaluation

Name of Visitor:_____   Date:_____

Reason for Visit:_____

How did the pupils respond 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?

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Appendix 2

Pupil Evaluation

Name of Visitor:_____   Date:_____

Reason for Visit:_____

What did you learn in the sessions?

What did you like about the sessions?

What did you not like about the sessions?

What else would you like to know about?

Appendix 3

Visitor Record

Date	Staff co-ordinator	Name of Visitor	Reason for Visit

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