

Pear Tree Primary School incorporating PiPs Before and After School Club



Use of Visitors and Outside Agencies Policy

Date agreed	March 2022
Date for Review	March 2025
Headteacher	Boo Edleston
Chair of Governors	Simon Holden
Signed on behalf of the Governors' Board by: Name:	Signature: Date:
Signed on behalf of the school by: Boo Edleston Headteacher	Signature: <i>Boo Edleston</i> Date: 16/3/22

Policy on Use of Visitors and Outside Agencies

1 Introduction

For some aspects of the curriculum, it is sometimes appropriate to involve visitors from outside agencies. If visitors are used to deliver any aspect of the curriculum it is important that their contribution has been well planned and is part of an overall programme. Visitors should not be used as isolated "one off" inputs or as a replacement for a planned programme delivered by teachers.

2 Aims and objectives

- 2.1 This school recognises that the use of external agencies (e.g. school nurse, police, theatre groups, health education visitors etc) can enrich and support the curriculum and school ethos.
- 2.2 We value the advice of external agencies to support the needs of individual learners within school.
- 2.3 We wish to ensure that delivery by external contributors is consistent with school policy, curriculum and ethos.
- 2.4 It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

3 General Requirements

Before involving visitors, we should consider:

- 3.1 Why is the visitor's input being sought and is that particular visitor the most appropriate source of that input?
- 3.2 Is the visitor's contribution an integrated part of the curriculum?
- 3.3 What planning, preparatory and follow-up work needs to take place?
- 3.4 What experience does the visitor have of working with young people?
- 3.5 Does the visitor understand the emotional and intellectual levels of the young people and can they communicate at the appropriate level?
- 3.6 What teaching and learning strategies is the visitor planning to use?
- 3.7 Are resources being used appropriate for young people?
- 3.8 Is the school aware of the legal implications of having and using visitors in school, with respect to the Child Protection Act 1989 (See Appendix 1)
- 3.9 A visitor is defined as any person seeking to enter a school building who is not an employee of the school, or a student currently enrolled in that building.
- 3.10 All visitors shall report to the school office when arriving or leaving the school premises.
- 3.11 All visitors are required to register with the school office to obtain authorisation.
- 3.12 Visitors shall be requested to wear a visitor's badge when on the premises – this is yellow if the visitor does not have a DBS completed by the school or black if the person has a DBS completed by Pear Tree. A DBS certificate/number is required by all external agencies visiting the school to be presented on arrival and recorded by office staff.
- 3.13 Parent helpers are also required to sign in and wear a visitors' badge when working within school. All parent volunteers must have signed a copy of the school's volunteer's policy.
- 3.14 All visitors need to sign in and out at the school office.
- 3.15 All visitors must switch off their mobile phones when walking around the school. Mobile phones can only be used in the school office or entrance hall before they get into the main building.
- 3.16 All visitors must be made aware of the school's safeguarding procedures and should be given, read and sign a copy of the child protection and safeguarding leaflet available in the school office.

4 When involving external contributors, staff will ensure that:

- 4.1 They are clear about the desired learning outcomes before deciding who is best able to help achieve them
- 4.2 The external contribution is integrated into the school's programme, rather than being an isolated event
- 4.3 The external contributors are competent educators and facilitators
- 4.4 Where possible, pupils are involved in the preparatory and follow-up work
- 4.5 The content is planned/known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos
- 4.6 All external contributors are aware of appropriate school policies.
- 4.7 The school is fully aware of the external agencies aims and objectives for delivering to the school or undertaking assessments in school
- 4.8 All external contributors 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 or within the parameters of their health body if in school to work with pupils
- 4.9 All external contributors who are undertaking work with children should be prepared to evidence their qualifications to undertake that task and must not engage with children they are not directly working with
- 4.10 Where appropriate visitors may need to produce a copy of their public liability insurance cover
- 4.11 The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work
- 4.12 Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to a Disclosure and Barring Service (DBS) check. Given that most external contributors will come to the school infrequently and will not be left in sole charge of pupils, DBS checks will not normally be required. An external contributor who has not had a DBS check should **not** be left in sole charge of a pupil or pupils. In all instances, whether or not the external contributor is DBS-checked, **it is strongly recommended** that a teacher is present in the classroom for the whole of each lesson, or intervention so that they can maintain responsibility for class discipline, an awareness of the content of the session and devise follow-up work to reinforce pupils' learning or address questions raised by parents.

5 Planning the Visit

- 5.1 All staff will inform the Headteacher or appropriate member of the SMT before confirming the visit.
- 5.2 Prior to the visit, office staff, parents, pupils will be informed as necessary about the visit.

6 Exceptions to visitor requirements

- 6.1 Parents or visitors who have been invited to visit the school as part of a scheduled open house, special event, scheduled performance by a class, team or group, or other adult participants in organised and school approved activities during off-school hours are exempt from general requirements for visitors.

COVID STATEMENT

Since March 2020 COVID has impacted the normal flow of visitors and use of outside agencies within the school. As long as schools have public health England and DFE guidance outlining best practise on the entry of additional adults in person to the building whilst COVID is active, then school must ensure these are considered when deciding to organise visitors. The local position regarding infection rates must be considered and a robust risk assessment should be undertaken.

Monitoring & Review

This policy and its implementation will be regularly evaluated by the Governing Board and will be formally reviewed as part of the school's development process.

Signed:

Date Reviewed: March 2022

Appendix 1

Principles of the Children Act 1989

The Main Principles of the Act:

- the welfare of the child is the paramount consideration
- wherever possible, children should be brought up and cared for within their own families
- parents with children in need should be helped to bring up their children themselves; this help would be provided as a service to the child and his family and should:
 - be provided in partnership with
 - meet each child's identified needs;
 - be appropriate to the child's race, culture, religion and language;
 - be open to effective independent representations and complaints procedures;
 - draw upon effective partnership between the local authority and other agencies, including voluntary agencies.

Children should be safe and be protected by effective intervention if they are at risk of significant harm.

In respect of children, courts should ensure to avoid delay, and may only make an order if doing so is better than making no order.

The views of children should be sought according to their age and understanding and should be informed about what happens to them.

Parents continue to have parental responsibility for their child, even when they are no longer living with them. Importantly parents should be kept informed about their children and participate in decisions made about their child's future.

Parental Responsibility

Parental responsibility is defined in Section 3(1) of the Children Act as 'all the rights, duties, Powers, responsibilities and authority which, by law, a parent has in relation to a child and his Property'.

It is the people with parental responsibility who have the legal authority with respect to their child; they are the decision makers who must be consulted. Where an adoption order has been made then the birth parents have no ongoing parental responsibility.

It is important to realise that for children in public care their parents retain parental responsibility; either:

- Sharing it with the local authority, in the case of those on Care Orders, or,
- Entirely, in the case of those 'accommodated' under Section 20.