



# Policy on Visitors, Helpers and External Contributors

## Mugginton Church of England Primary School

Reviewed	<i>September 2023</i>
HT	J Green
CoG	C Stroud
Future Review	<i>Autumn 2024</i>

# Mugginton CofE Primary School

## Visitors, Helpers and External Contributors Policy

This policy has been written in accordance with the Christian ethos of our school, our recognition of British values, an awareness of our position in the Global community and taking account of all current Safeguarding and Child Protection guidance.

### Policy Statement

Mugginton Church of England Primary School is proud of our welcoming, family atmosphere. All visitors are assured a warm, friendly and professional welcome. We recognise our legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to safeguard all pupils from the risk of harm, abuse, nuisance or inappropriate influence. It is the responsibility of the Governing Body, Headteacher and staff to ensure this duty is followed at all times.

We understand there can be no complacency where child protection and safeguarding procedures are concerned. The school, therefore, requires all visitors, without exception to comply with the following policy and procedures. Failure to do so may result in the visitor's escorted departure from the school site.

This policy is informed by:

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

This policy supports the school:

- ◆ Child Protection and Safeguarding Policy;
- ◆ Extremism & Radicalisation Policy;
- ◆ PSHE Policy.

### Why do we need a Visitors, Helpers and External Contributor Policy?

We recognise that external agencies/speakers, visitors and helpers can enrich and support the curriculum and our 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 and that safeguarding is taken into account.

### Roles and Responsibilities

We recognise our duty to promote community cohesion and must be satisfied that any speakers or contributor invited into school 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).

Schools/educational settings must 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>

### Protocol and Procedures

The Headteacher should be informed before any visitor is invited to school. A clear rationale as well as the date and times of the visit will be recorded in the school diary.

All visitors to school will be asked to bring in formal identification, including a photographic form. They

will be asked to report to reception on the day of their visit and asked to sign the visitor book. Based upon the nature of their visit, they will receive the appropriate safeguarding, health & safety and school information.

Visitors will then be met by their point of contact. The visitor will not be allowed to move about the site unaccompanied or work with children unsupervised unless the relevant Disclosure and Barring Service Checks have been completed.

On departing school, visitors will sign out and leave via the school reception.

## Approved Visitor List

The school holds an approved visitor list for adults who visit the school frequently. This includes contractors, supply staff, health professionals, volunteers, governors and sports coaches. To be entered on the approved visitor list, the adult must:

- ◆ Have a current clear Enhanced DBS check which has been recorded onto the Schools Single Central Record.
- ◆ Have undertaken a clear DBS 'Barred' Check
- ◆ Follow the same procedures on entry to school as other visitors and sign the register after reading the Staff Handbook, which details Child Protection and other policies

## External Contributors

External contributors/speakers are visitors as defined by Keeping Children Safe in Education Statutory guidance for schools. **Any visitor to the school who has unsupervised access to children and or who works in the school on a regular basis must be subject to DBS (Disclosure and Barring Service) checks, and any other checks deemed suitable by the regulations when in unsupervised contact with children.** This includes our PE Instructors from Premier Sports and our music teacher, Ms Corrina Etherington.

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

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

- ◆ To ensure safeguarding processes are met;
- ◆ To maintain responsibility for class discipline;
- ◆ To deal with any need for a pupil who may need support;
- ◆ To ensure aspects of confidentiality dependent upon the activity;
- ◆ 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.

Schools are also requested to consider extremely carefully any unsolicited approaches from individuals or groups offering online websites, resources and programmes. If there are reasons to be specifically concerned about an approach, the Headteacher will 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.

### 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.
- ◆ The school 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 and return to the Headteacher:

- ◆ Checklist for schools/Educational settings using external contributors/speakers;
- ◆ Checklist for the external contributor/speaker to use and discuss with the organiser;
- ◆ Service level Agreement and contract.

The forms and agreements should be submitted to the Headteacher prior to the visit. This should also include a discussion with the Designated Safeguarding Lead of the school and be approved.

The school/setting may also require an appropriate risk assessment dependent upon the activity/event and retain this for their records.

## **Regular Visitors and Helpers**

Visitors may come to school for a variety of reasons, including but not limited to:

- ◆ Visiting a teacher or other school staff
- ◆ Running sports lessons and activities
- ◆ Running an after-school club or special activity
- ◆ Providing Wrap-Around Care for children on school premises
- ◆ Gaining experience working in a school
- ◆ Speaking to a class/group or leading Collective Worship
- ◆ Helping on nature walks and other school trips
- ◆ Teaching children to play an instrument
- ◆ Listening to children read
- ◆ Governor visits
- ◆ Helping with an early morning or after school club
- ◆ Running fundraising activities
- ◆ Joining school trips or weekly swimming sessions
- ◆ Contractors

We recognise that strong relationships with parents is one part of what makes Mugginton a special place. As a small school, parents have unique access to the school and to staff. We are committed to maintaining our open-door policy but within strict, clear parameters which safeguards all pupils and staff.

## **Contractors**

Contractors include people engaged to perform work, often in building or maintenance, who are not employed directly by the school. Work can often be carried out near classrooms or the playgrounds or other areas occupied by pupils and staff whilst the school is in operation.

It is important that good lines of communication between the contractor and the school are established before work commences to ensure all health and safety matters are managed appropriately.

When a contractor is on site whilst pupils are in the building, the contractor should ensure that each employee has confirmed that they have read and understood the School Child Protection & Safeguarding Policy by signing and dating a copy before work commences. The contractor should ensure that each employee has personal identification and signs in and out of the building every day. They should not be left alone with children.

If there is a concern regarding the conduct of a contractor, this should be raised immediately with the contractor and the Headteacher.

## **Unknown or Uninvited Visitors/Displays of Inappropriate Behaviour**

Whilst we are proud of our Open-Door policy and welcoming approach, the safety of our children and staff is our primary concern.

Any unknown visitor will be challenged politely to explain who they are and their business on the school site. They must then be escorted to reception to sign the visitors' book.

If an unknown visitor refuses to comply or an intruder comes onto or attempts entry to the premises, office staff must be alerted immediately. The Headteacher should be contacted and he will identify and assess the risk. The intruder will be questioned and escorted from the premises. If they refuse to comply, the police will be contacted. The school will work with the police to confirm the circumstances when a prosecution may need to be pursued.

In cases of inappropriate behaviour, including that which is abusive or aggressive, the office and Headteacher must be informed and the individual will be asked to leave the premises immediately. If necessary, police assistance will be requested. The incident must be logged and given to the Headteacher.

## **Governors and Helpers**

All Parents, Governors and other helpers (such as local residents and those seeking work experience) must comply with DBS procedures, show identification and complete a Disqualification by Association 'Form A' from the school office before starting a volunteer role.

All Governors require an enhanced DBS check (March 2016) and are added to the school's Approved Visitors list.

## **Parent Helpers**

Partnership with parents is a strong and unique feature of our school which we wish to preserve. The school has clear procedures for managing the movement of parents on the school site at the beginning and end of the school day. Unless parents have completed and shared with us an Enhanced DBS check, they should never be left alone with children.

We appreciate the help we receive from parents during planned school events. School staff will always be present to monitor the event, reinforce behavioural expectations and enforce key safeguarding procedure.

## **Former Pupils and Former Members of Staff**

We receive many requests from former pupils to visit Mugginton. They must be signed in and out and are considered children rather than helpers when on site. As such, they are never placed in a supervisory role and are never left alone with pupils.

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.

## **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.

## **Attached forms**

- 1) Checklist for schools using external contributors.
- 2) Checklist for external contributors visiting schools
- 3) Service Level Agreement with external contributors

## Checklist for schools using external contributors/speakers.

External Contributors Name: \_\_\_\_\_

Criteria	Notes
Are you aware of the aims and objectives being delivered by the external contributor/speaker?	
Does the external contributor complement and not replace staff/teacher led activities?	
Is the external contributor aware of the relevant school policies e.g. the safeguarding & child protection Policy, Policy on sharing information and confidentiality?	
Are you aware of the external contributors' learning outcomes of the session?	
Is the methodology and content appropriate and to the intended audience?	
Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity?	
Have group sizes been agreed?	
Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
Is there anything the staff member/teacher should tell the external contributor regarding pupils' needs?	
If team teaching is being used, has the session been appropriately planned?	
Have the pupils been appropriately prepared?	
Is follow up work planned and does the learning need to be extended into a further lesson?	
Is pastoral support aware of the planned session?	
Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	

Have you discussed how the visitor is expecting the pupils to engage with them?	
Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems?	
Is there any technical equipment needed and is it working?	
Does the outside agency require a special room booking?	
Are all the staff and pupils aware of the arrangements?	
Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
Have you checked the visitors' DBS status if appropriate?	
Have you agreed fees, expenses or the cost of resources?	
Have you filled in a service level agreement?	

**NOTE:** Involving ex-users in drug education, victims of exploitation or de radicalized individuals should be considered very carefully. Without sensitive handling they may arouse interest or describe experiences which young people may find it hard to relate to. If they are to be involved, this should be because they are skilled in facilitating learning and not simply by virtue of their status as a former user/victim.



## 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.	

## Service Level Agreement and Contract

Completed by.....for the school

Designation.....

Date.....

Completed by.....for the external contributor/speaker

Designation.....

Date.....

Approved by.....

Designation.....in school management

Date.....

\_\_\_\_\_ and \_\_\_\_\_  
(Name of School) (Name of external contributor/speaker)

Number of sessions planned: (please include date/s and duration of session/s)
The aims and objectives of the session:
The session is for: (school year, parents/carers)
The role of the school: (preparatory and follow up sessions etc)
Technical equipment and room requirements (size of room, layout):
Breakdown of costs: (travel expenses, resources)
All issues raised by checklist agreed: (please tick relevant box) Yes <input type="checkbox"/> No <input type="checkbox"/>
Any other details:
Review of session

Name \_\_\_\_\_ Signed \_\_\_\_\_

Designation \_\_\_\_\_ Date \_\_\_\_\_