



# Ashby Hastings Primary School

*"Inspiring minds to foster confidence"*

## Outside Visitors Policy

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Adopted by Ashby Hastings Primary School on:	Date: 23 <sup>rd</sup> August 2021	
This policy will be reviewed	As policies, procedures and regulations are updated.	
Version	1.0	
Signed by Chair of Governors:	Charlotte Owen	
Reviewed:	Date: 11.04.25	Initials: RM

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

## Aims and Visions

We will **CARE** for our pupils and help them to care for each other

Our pupils will receive an **OUTSTANDING** education

We will **NUTURE** and keep our pupils safe as they learn

We equip pupils for their **FUTURE** life-long learning through wide-ranging skills

We want our pupils to be **INDEPENDENT** learners

We will help develop a **DETERMINATION** to succeed in our pupils

We value our pupils' **EFFORT** in all areas of school life

We **NOURISH** minds through an enriched and exciting curriculum

We want our pupils to be **CURIOUS**, inquisitive and to have a thirst for knowledge

We will provide **EXCELLENCE** in all aspects of our education

Furthermore, we aim 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 and develop good practice

## Introduction

The use of visitors to support pupil learning has the potential to be very effective. Visitors bring into the classroom a wealth of experience, 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 their input will support the achievement of learning objectives and that pupils are offered balanced views about particular subjects.

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.

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

### Visitors who work within the school

A wide range of visitors are invited into school to contribute in a variety of ways. These include:

- Health professionals
- Local historians
- Artists/poets in residence
- Careers advisors
- People with particular expertise, experience or knowledge
- Police officers
- Sports coaches
- Theatre in education groups
- Professionals delivering workshops
- Craftspeople

### Sensitivity

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 had contributed to the lesson were gossiped about on the playground or in the staffroom. These rules equally apply to pupils, staff and visitors.

### Confidentiality

Where visitors support the curriculum, they must be made aware of and abide by the school's policy regarding disclosures and confidentiality. The boundary between providing individual advice and providing learning opportunities for groups of pupils must be made clear to everyone.

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.

### 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 may vary and should be negotiated with the visitor beforehand. Clearly, visitors should not be used as cover to help reduce staffing pressures. The teacher needs to be present so that he/she 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 the visitor may not be able to deal with or may not be the appropriate person to deal with the issue.

### Checklist for teachers

- Why is the visitor being asked into school?
- Does he/she come with any recommendations?
- Has the school used this visitor before?
- What experience has the visitor of working with this age group?
- If appropriate, have parents been informed of the visit?
- 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 DBS check?

### 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?
- 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 & Safety?

### The visit

Arrangements should be made to welcome the visitor to the school and introduce them to the class.

The size of the group should be appropriate to the activity and learning purpose and any resources needed for the visit should be made available. School should be able to respond appropriately to questions or incidents that may arise after the visitor has left.

After the visit, the teacher and visitor will ensure that time has been agreed jointly to evaluate the session. Pupil evaluation may also be carried out to inform future planning.