

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Visitors In School and Planning Visits Out Of School Policy

Approved January 2024

Welton St Mary's Church of England Primary Academy Guidelines for Visitors in school and visits out of school

INITIAL CONTACT

Sometimes agencies and individuals will approach schools to offer activities and opportunities. We consider carefully:

Why would we want to be involved?

- Does it fit with our priorities, learning objectives, curriculum?
- What value would it add to our planned programme of learning experiences?

Why this particular organisation or individual?

- Do we know anything about their reputation, motivation etc?
- Can another school or School Improvement Service recommend them?
- Can they provide information, examples of work and names of schools they have worked with?
- Do they have references, DBS check, relevant qualifications? Can they provide evidence?

If we are already familiar with the provider or if they can satisfy us on the above, we need to consider:

- Why this particular programme?
- Does it fit in with our school ethos and aims?
- Does the time and content fit in with our style, approach and policy?
- How and to what extent does it complement our existing provision?

If satisfied on the above you will probably need to liaise with others before committing the school

Do I need to speak to anyone in school?

- Inform the headteacher and subject leader- visits and visitors need to be agreed by SLT the term before they are planned to take place.
- Do we need to preview or contact other schools or an adviser to seek advice?

If you have ensured relevance, appropriateness and quality, proceed to the planning stage.

PROVIDERS

When making initial contact with a school it is extremely helpful to have prepared materials which identify:

- The links you have to other organisations
- The aims and objectives, motivation and special interest of the organisation or company
- What specifically is being offered
- The target group within the school
- Relevant qualifications, references and DBS checks

When responding to an approach made by a school, it is important to clarify:

- The objectives of the proposed activity, and whether they fit in with the aims of the organisation
- How the proposed activity fits with your organisations style, approach and policy
- How the proposed activity complements the existing programme of work
- Whether the organisation has the capacity and confidence to work with young people in school.

INITIAL PLANNING

Early planning involves all parties is essential to allow enough time for agreements about aims, objectives, roles and responsibilities and planning practicalities. When agreeing aims each party may have a different reason for becoming involved. Part of the process may require identifying the common aims and those specific to each organisation. It is important to spend time clarifying and negotiating these before moving on to the planning stage.

The following issues will need to be considered:

Aims, objectives and outcomes are

- Agreed and shared
- Clear and referenced to school aims
- Linked to relevant scheme of work
- SMART
- Written down in planning and follow up work planned for

Roles and responsibilities

- Agreed
- Key individuals are identified in organisations for eg preparation / briefing

Contact details for all are exchanged

- Shared with other colleagues where appropriate

Confirmation of all arrangements are made in writing

- Shared with colleagues where appropriate

Agenda for preparation, activity and follow up

- Precise timetable of visit /activity day agreed
- Timing and nature of preparatory / briefing event agreed
- Timing and nature of follow up activity agreed

Agreed agenda for feedback and development

- Clarification of monitoring data required by both parties
- Deadline for feedback
- Further meeting for evaluation

PREPARATION

Preparatory arrangements, briefing and checks take time and a checklist or timeline worked out in advance will ensure that work starts early enough for all processes to be completed. Where some of the preparatory tasks are to be delegated to other people, it helps to plan in extra time to brief them and allow follow up checks during this period. If your activity requires parental consent, it is as well to plan plenty of time for chasing up paperwork. This needs to be done at least 2 weeks before the event.

The following issues will need to be considered:

Identify and order resources:

- Accommodation booked
- Technical equipment, visual aids, ICT booked
- Responsibilities agreed for photocopying, consumables
- Staffing for supervision agreed including a qualified first aider

Identify special requirements

- Access for props, equipment, vehicles needed

- Special needs eg mobility catered for, special diets

Preparatory work with pupils

- Link to existing learning
- Pupils informed what will be happening and who the visitors are
- Expectations of pupil behaviour agreed

Preparatory work with staff

- All staff informed of the visit and where it links in with the curriculum
- Briefing notes produced for all staff involved – receptionists, teaching staff, TA, lunchtime staff, site manager, SLT
- Briefing notes include contact for questions and emergencies

Preparatory work with parents

- Parents informed of the visit – letter to follow with school agreed format
- Parental consent obtained if necessary – letter to go out at least 4 weeks before the visit to allow for forms to come back and chasing up those not returned.

Confirm arrangements and technical requirements

If no response from visiting organisation / or school follow up as matter of urgency

Health and Safety Risk Assessment

- Carried out well in advance (for residential visits this is at least a month before the visit)
- A member of staff has carried out a pre visit where deemed appropriate
- School / organisation advised of any particular risks and actions agreed
- Special needs of individual pupils considered
- Copy to be given to EVC and Headteacher in advance of the visit – include in the risk assessment any safeguarding issues

Publicity

- Press and other media coverage agreed, production of press release and circulation agreed
- Photographer booked and procedures followed in respect of our school photographing policy
- Promotional material agreed and produced

SAFEGUARDING & PREVENT

We are committed to safeguarding and promoting the welfare of children at Welton St. Mary's Church of England Primary Academy, all visitors will be asked to provide evidence of their DBS and photographic ID prior to accessing the school.

All staff in school have received Prevent training and understand that everyone has a right to live in a safe and welcoming neighbourhood where they feel they belong. We work in partnerships with communities to challenge and expose ideology that sanctions and encourages indiscriminate violence and we ask visitors to the school to be vigilant and report any concerns to the appropriate person.

THE VISIT /ACTIVITY

To ensure that the visit / activity is successful for everyone the following issues need to be considered:

Arrangements for the day

- Parking arrangements made
- The office informed of visit and names, arrival times of visitors
- Signing in procedures in place and followed
- Register is taken on visit
- Pupils /staff have been organised to greet
- Pupils are reminded about the alterations to normal school routine
- Behaviour expectations in place
- All staff understand their contribution and responsibilities during the visit
- Parents / helpers supervising a visit are given a written list of their group and expectations of behaviour, outline of day, aims of the day and their role. Staff talk this through with the helpers before the visit.

Hospitality has been organised

- Location of cloakrooms / toilets identified
- Refreshments organised
- Health and safety procedures shared

Contingency plans in place

The unexpected can occur! However with detailed planning this should only be a rare occurrence. Be prepared to be flexible.

Teachers and school staff remain responsible for pupil behaviour, safety and safeguarding

FOLLOW UP

It is important to recognise that the visit or activity is not the end of the process. An extremely important element is the review, evaluation and consideration of the impact of the visit.

The following issues will need to be considered:

Evaluation should

- Be referenced to initial aims, objectives and learning outcomes
- Be planned to enable reflection and to inform the development of future activities.
- Value contributions from all parties

Thank you

- A written thank you shall be sent to the visitor / place of the visit

Follow up work in the classroom

- Follow up work must be planned for and carried out after the visit

Debrief should

- Include views and perceptions of the visit
- Identify development opportunities

DEVELOPMENT

This will be determined by the outcomes of the follow up procedure and should be used as an opportunity to:

- Inform curriculum
- Inform future activities

A checklist for planning the hosting of visitors In school / visits out of school

Visit / visitor

<u>TASK</u>	<u>NOTES</u>	<u>COMPLETED DATE AND NAME</u>
<u>INITIAL PLANNING</u>		
Aims, objectives and outcomes are agreed and shared Discussed with head and subject leader		
roles and responsibilities are agreed and shared		
Contact details for all are exchanged		
Confirmation of all arrangements are made in writing		
Agenda for preparation, visit / activity and follow up		
<u>PREPARATION</u>		
Resources have been identified and ordered		
Any special requirements have been identified		
Coach booked		
Insurance checked		
At least two weeks before visit, letter to parents		
All forms returned prior to visit		
Preparatory work with pupils		

Preparatory work with staff		
Confirm arrangements and technical requirements		
DBS checks/ driving checks		
Health and safety risk assessment completed and copy to head and EVC		
<u>THE VISIT / VISITOR</u>		
Pupils talked to about expectations of behaviour		
written list of group given to all helpers.		
expectations of behaviour, outline of day, aims of the day and helper's role given to all helpers. Staff talk this through with them.		
Hospitality organised		
Contingency plan in place		
Payment of visit / visitor organised		
Appropriate DBS checks have taken place		
<u>FOLLOW-UP</u>		
Evaluation		
Thank you letters written		
<u>DEVELOPMENT</u>		
curriculum		
Future activities		