



CHRISTOPHER PICKERING PRIMARY SCHOOL



Visitors to School Policy



Be the Best you can Be!

Headteacher: Mrs Jane Marson

Reviewed: Autumn 2016

TLR Holder: Mrs Jane Coulter

Next Review: Autumn 2018

All decision making at Christopher Pickering Primary School is informed by the desire to raise:

Standards of achievement
The quality of teaching and learning
The continued personal development of pupils and staff
and
To enjoy learning, working and being together
Safeguarding Children in our care

Christopher Pickering Primary School recognise that “...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).

Background:

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Disability Discrimination Act 1995
- Management of Health and Safety at Work Regulations 1999
- Education Act 2002
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Counter Terrorism and Security Act 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Prevent Strategy (HM Gov)
- Prevent Duty Guidance in England and Wales (HM Gov)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We have a statutory duty to ensure that, so far as reasonably practicable, the school premises are safe and that visitors to school come to no harm. We have in place school security systems to ensure the personal safety of the whole school community.

We require all visitors such as parents/carers, education officials, local authority officials, contractors and others to report to the main school office upon entering the school premises. They will be welcomed in a cordial confidential, efficient and purposeful manner. Visitors will be asked to state the purpose of their visit, and to confirm their status by producing verifiable documentation. Visitors will be asked to sign the visitor's book and will wear a visitors badge at all times. Visitors will be escorted throughout the duration of their visit and will not come into contact with pupils other than with a member of the school personnel.

We have a legal responsibility under the Management of Health and Safety at Work Regulations 1999 to ensure that all contractors when working on the premises act in a responsible and proper manner. They have a duty to ensure the health and safety of everyone in the school who may be affected by their work activities. Also, they have to cooperate with our health and safety policies and procedures.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We have a duty to ensure that all visiting speakers invited by school personnel or by pupils are suitable and appropriately supervised.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that the school premises are safe and that visitors to school come to no harm.
- To ensure that all contractors when working on the premises act in a responsible and proper manner.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Health and Safety;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;

Role of the Headteacher

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- ensure all visiting speakers invited by school personnel or by pupils are suitable and appropriately supervised;
- ensure all visitors are:
 - suitably checked and monitored;
 - issued with visitor badges on a clearly named visitor lanyard:
- ensure school personnel wear ID badges on a clearly named staff lanyard;

Role of the Coordinator

The Health and Safety Representative will:

- carry out regular inspections of premises and school activities;
- assist in carrying risk assessments;
- investigate potential hazards, employee complaints, accidents and dangerous occurrences;
- make representation to employers and others on health and safety matters arising;
- make effective use of relevant research and information to improve this policy;
- provide information and guidance to school personnel;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor;

The class or subject teacher will be clear about and have an understanding of:

- all relevant school policies, such as behaviour, sensitive and controversial issues, child protection, confidentiality and health and safety, that the visitor needs to be made aware of and informed about. The visitor will not be required to apply for a separate DBS check but should NOT be left alone with any pupil or groups of pupils.
- the awareness that the visitor has of the needs of the pupils, such as in relation to age, ethnicity and ability.
- the teacher retaining responsibility for class discipline.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- take reasonable care of their own health and safety;
- take reasonable care of the health and safety of pupils, visitors and contractors;
- be aware of the working agreement between the school and any contractor undertaking work in the school;
- ensure all visiting speakers they invite to school personnel are suitable and appropriately supervised;
- ensure that when inviting speakers to school they follow school protocol;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Visitors

Visitors will:

- report to the school office upon entering the school premises;
- confirm their status by producing verifiable documentation;
- enter their details in the visitors book;
- wear a school visitors badge;
- be familiar with the procedure of evacuating the school building in the event of an emergency;
- sign out when leaving the school

Role of Parents/Carers

Parents will be informed that such agencies are working in the school, or using the school's premises to make contact with pupils at lunch-times and/or after school, to offer them professional advice and support on a range of issues. Parents should know when these external agencies are providing pupils with an additional service that is not part of the school's curriculum or its extra-curricular activities and that they will not be bound by the school's confidentiality policy but by their own professional codes. If such a visitor is working in the school and following a different code of confidentiality in line with their professional protocols, members of staff may wish to refer pupils to them before they disclose information to them in order to maintain pupil confidentiality. Pupils and parents need to be aware of and understand any referral procedures related to his within the school.

External Agencies

Some external agencies, e.g. the school nursing service, may be working in the school offering specific advice and support directly to individual pupils. If this is the case their professional code of confidentiality must be shared with the school and any deviation from the school's policy must be agreed formally with the school and shared with the pupils concerned. Confidentiality must not be permitted where there are child protection concerns.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- meetings with school personnel

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Prevent Duty
 - Safeguarding and Child Protection
 - School Security
 - Health and Safety
 - Risk Assessment
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Initial Equality Impact Assessment

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|---------------------------|---------------------------|---------------------|-------------------------|--------------------|
| Visitors to School Policy | | | | ✓ |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|--|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
| | | | | | | ✓ | ✓ |

| Question | Equality Groups | | | | | | | | | | | | | | | | | | Conclusion | | | | | | | |
|---|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|-----|----|
| | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Yes | No |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | |
| Does or could this policy have a negative impact on any of the following? | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| Does or could this policy help promote equality for any of the following? | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |
| Does data collected from the equality groups have a positive impact on this policy? | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |

| | |
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| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
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| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
|------------------------------|--------------|--------------------------------|---------------|
| J Coulter | October 2016 | Governors Curriculum Committee | November 2016 |