

North Manchester Primary Federation



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External Visitors Policy



This policy is based on Manchester Healthy Schools:
External Visitors/Contributors Policy Guidance and Template
2019

Date	Amendments made
June 2023	Policy Written
June 2024	Next Review Date

1. INTRODUCTION

We know that the use of external agencies can enrich and support the curriculum and 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 is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

2. AIM

To safeguard all students under our responsibility when working with external visitors and educators. The aim is to ensure our students are able to learn and enjoy learning and extra-curricular opportunities delivered by visitors, in an environment where they are safe from harm.

3. OBJECTIVES

To have in place a clear protocol and procedure for the admittance of external visitors to the school that is understood by all staff, governors, visitors and parents and conforms to safeguarding children guidelines as set by the DfE.

4. WHERE AND TO WHOM THE POLICY APPLIES

The schools are deemed to have control and responsibility for students anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities. The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including tutors, sports coaches, etc.)
- All governors of the school
- All parents
- All students
- Education personnel (Local Authority Advisors, Inspectors)
- Building & Maintenance Contractors

5. EXTERNAL VISITORS

Staff are required to be familiar with DfE statutory guidance on Keeping Children Safe in Education 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf.

This policy applies to all visitors invited to the school by a member of staff.

6. ROLES AND RESPONSIBILITIES

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 lesson.
- 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.
- All external contributors are aware of appropriate school policies i.e., Safeguarding/PSHE
- The school is fully aware of the external agency's aims and objectives for delivering to the school.
- They are aware of good practice of national and local approaches and support to PSHE Education.
- 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.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.
- 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 DBS checks.

External providers will ensure they:

- Give careful consideration to the appropriateness of the service for students.
- Recognise that their service must align with the curriculum.
- Are willing to modify the service delivery in consultation with the principal or their delegate, if necessary.
- Gain the approval of the lead teacher contact prior to delivering their service.

7. PROTOCOL AND PROCEDURES

- Visitors will be required to sign in on entrance.
- External visitors will be subject to DBS checks.
- Visitors will wear lanyards/photographic stickers to identify themselves.

8. ATTACHED FORMS / APPENDICES

1. Teacher checklist.
2. Checklist for agencies visiting schools.
3. Service Level Agreement/Contract.
4. Student Evaluation.

Appendix 1:

Teacher Checklist: Working with External Contributors

External Contributor's Name: _____

Criteria	Notes
1) Are you aware of the aims and objectives being delivered by the external contributor?	
2) Does the external contributor complement and not replace teacher led activities?	
3) Is the external contributor aware of the relevant school policies e.g. PSHE, safeguarding, handling disclosures?	
4) Have the learning outcomes of the session been agreed upon by the external contributor and lead teacher?	
5) Is the methodology and content age-appropriate?	
6) Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
7) Has the external contributor been made aware of the group sizes and the pupils' needs, ability and age?	
8) Have the pupils been appropriately prepared i.e. in previous lessons or before the session/event?	
9) Has follow-up been planned and does the learning need to be extended into a further lesson?	
10) Have all relevant staff (i.e. pastoral support) been informed and made aware of the planned session?	
11) Have parents been informed appropriately and does permission need to be obtained?	
12) Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
13) Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	

14) Have you checked what equipment (technical or otherwise) is needed by the contributor?	
15) Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
16) Have you checked the visitors' DBS status if appropriate?	
17) Have you agreed fees, expenses or the cost of resources?	

NOTE: Careful consideration should be taken when involving speakers educating from '**personal experience**'. These speakers may include: ex-drug users, people who have suffered eating disorders, mental health problems, self-harm, experienced unhealthy relationship such as CSE, grooming, domestic violence, ex-gang members and victims of knife crime. Without sensitive handling they may arouse interest, give too many inappropriate details, unintentionally glamorise their 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**.