

Policy & Procedure

Thornton Primary School



Outside Visitors Policy 2026-2029

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2026 **and will be reviewed again in Spring 2029**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality

Responsibility Empathy
Confidence Perseverance Care

Aspiration
Respect

Pride Tolerance
Challenge Integrity

Teamwork

Enjoyment



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

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 (if necessary)?
- 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?

Where deemed necessary, an External Contributor Agreement Form should be used.

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.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

External Contributor Agreement

This agreement is to be sent to the external contributor following initial discussion and should be completed between both parties prior to the visit.

Name of external contributor:
Date and time of visit:
The session is for (Please state year group, parents/carers):
The aims and objectives of the session, how this fits into the curriculum and a brief summary of its content:
Health and Safety considerations/does the activity require a risk assessment?
The role of the school : (preparation ,follow up sessions, no. of adults required, room requirements etc.)
Policies supplied relevant to the visit:

I confirm that I have read the relevant policies supplied prior to my visit and I am fully aware of the school's policy regarding disclosures and confidentiality.

Name (please print): _____ Signed: _____

Name of staff member: _____

Designation: _____

Signed: _____