



Visitors Policy

It is often invaluable for schools to use visiting speakers to enhance their curriculum. The guidelines listed below outline both the responsibilities for the visiting speaker and the school.

The school's preparation for the visiting speaker

- The school should check that the work of the agency or visitor is known to them and be considered suitable (in respect of Child Protection).
- The speaker's visit should be part of an integrated programme with appropriate planning, preparatory work and follow-up work as necessary.
- The teacher organising the visit needs to use the school/visitors checklist.
- There should be clear guidelines provided by the speaker for the content of the speaker's input and these should be used to inform the planning of the visit as well as any preparatory or follow-up work to be done.
- The speaker should be made aware of any relevant school policies, eg confidentiality and given the volunteer and professionals in school leaflet outlining policies and protocols whilst onsite.
- The visiting speaker should be provided with information on the appropriate key stage, the age of the pupils, the approximate number of pupils in the group, the venue where the session will take place as well as any resources that may be required.
- The date, time and duration of the session should be confirmed with the visiting speaker.
- The speaker and the school should agree and plan for the teacher or TA to be present throughout the visit so he/she is able to deal with any follow up questions or concerns.
- If the speaker is going to work on their own with a small group of children they must have DBS clearance.

The visiting speaker's preparation for the visit to the school

- It is helpful if the visiting speaker outlines their specific expertise.
- Visiting speakers should indicate the aims of the session and give an outline of the talk/discussion with methods, content and approaches of the session. Visitors in school should give clear, accurate and age appropriate information, with professional boundaries to the pupils.
- It is helpful for the visitor to know what preparatory and follow up work is intended and where their session fits into the overall plan.
- The visitor needs to understand the emotional and intellectual levels of the children or young people involved and to be able to communicate at the appropriate level.
- The visitor should discuss which resources and equipment will be needed and who will supply them, ie school or speaker.
- It is recommended that there is an opportunity for evaluation after the session and the content discussed between the visiting speaker and the teacher to ensure effective visits in the future.



School/Visitor Checklist

Has the school explained how the visit fits into the overall planning? (Any preparatory work/follow up work to be done)	
Has the school been given clear guidance about the content, aims and approach of the session by the visitor?	
Has the school provided information on: <ul style="list-style-type: none">• the age group of pupils in the session• the number of sessions expected• the size of the group(s) in each session(s)• any special needs requirements of pupils• where the session(s) will take place• relevant timings, eg registration, assembly, breaks, lunch etc• where resources can be accessed, eg DVD, TA, photocopier, computers projectors etc.	
Has the following been agreed with the school: <ul style="list-style-type: none">• the date and time of the visit• the number of sessions, timings and durations for each• what school resources are required by the speaker• what resources the speaker will provide• where the speaker will be met, at what time and by whom• the name of the class teacher(s) who will be present at the session(s)• if unsupervised, the visitor has DBS clearance	
Has evaluation or feedback from the session been planned?	

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