

Endon Hall Primary & Nursery School

'Learning together and having fun'



Agencies and Visitors in School Policy

(including those contributing to Personal, Social, Health and Economic education and Citizenship)

Policy in place: Nov 2018

Review date: Nov 2021

Introduction

For a school to make best use of agencies/visitors (including contributions to PSHE education and Citizenship) they need to be clear about what the children and young people's needs are and how the agency/visitor can specifically meet these needs. Planning by the agency/visitor in advance of their contribution is essential. One off unplanned contributions from outside agencies/visitors do not enhance the learning of children and young people.

The importance of this is clear in the Ofsted Handbook September 2014 "When judging behaviour and safety, inspectors should consider: the school's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate."

This guidance should be used to ensure children and young people access a quality learning opportunity from an agency/visitor (including that which complements the PSHE education and Citizenship curriculum delivered by the school). It will make effective use of the agencies time and ensure both agency/visitor and school are clear about what is going to be achieved for the benefits of the children and young people.

It is a legal requirement that the teacher is present during the session.

This guidance should also be used in conjunction with the school's Safeguarding (including Child Protection) Policy and Preventing Extremism and Radicalisation Policy.

Questions to ask before the visit

| Question | Rationale | School Action | Agency Action |
|---|--|---|--|
| <p>Have you provided the relevant policies? i.e. PSHE education, Citizenship Confidentiality Drugs Education Sex and Relationships Education (SRE) and Equality.</p> | <p>To clarify content and approaches to PSHE education and Citizenship. To clarify confidentiality boundaries. To clarify consistent and appropriate messages are being delivered in accordance with school policy and the law.</p> | <p>Provide agency/visitor with a copy of the relevant school policies.</p> | <p>Ensure individuals involved in PSHE education and Citizenship read and are clear about contents of the relevant school policies.</p> |
| <p>Does the input contribute to and enhance the PSHE education and/or Citizenship curriculum?</p> | <p>To clarify children and young people's previous and future learning. To enable agency/visitor to link their contribution to previous and future learning. To clarify the unique contribution the agency/visitor would make to add value to children and young people's learning.</p> | <p>Provide agency/visitor with a copy of PSHE education curriculum. Indicate how the agency/visitor will contribute to the PSHE education and/or Citizenship curriculum, including the value to children and young people's learning.</p> | <p>Identify how the agency/visitor contribution enhances the PSHE education and/or Citizenship curriculum. To agree aims and objectives for the agency/visitor contribution. To show the school an outline of the agency/visitor planning in advance of input.</p> |
| <p>Are the resources appropriately accredited? e.g. through Entrust or nationally recognised bodies</p> | <p>Quality assurance of resources.</p> | <p>Ensure resources to be used are approved.</p> | <p>Ensure resources to be used have been approved by the relevant organisations.</p> |
| <p>Who is the named teacher to be present throughout the agency/visitor input? How will the teacher contribute?</p> | <p>It is a legal requirement that a teacher is present. It is the teacher's responsibility to manage the children and young people's behaviour, not the agency/visitor. Teachers should also be ready to step in if they have concerns about the content of the session. Team teaching, between a teacher and agency/visitor, is one of the most beneficial strategies for PSHE education and Citizenship.</p> | <p>To ensure teacher presence during the agency/visitor input. To define teacher contribution to lesson. To enable teacher to plan and deliver input with agency/visitor if team teaching.</p> | <p>To plan and deliver input with teacher. To ensure teacher is present throughout input.</p> |

| Question | Rationale | School Action | Agency Action |
|--|--|--|---|
| <p>How will the agency/visitor input be evaluated? How will the agency/visitor be informed of the evaluation?</p> | <p>Children and young people's evaluation is essential.</p> | <p>To share evaluations with agency/visitor.</p> | <p>To utilise children and young people's evaluation to inform future planning.</p> |
| <p>Has the school provided the following information? a schedule of dates, times, group size, age, culture, gender and specific learning needs, plus any other relevant information regarding group/s?</p> | <p>To enable agency/visitor to negotiate their input with school. To enable agency/visitor to plan contribution.</p> | <p>To provide a potential schedule of dates to negotiate with agency/visitor. To provide agency/visitor with information about group/s.</p> | <p>To negotiate dates with school. To utilise information about group/s to inform planning, to ensure PSHE education and/or Citizenship meets children and young people's needs.</p> |
| <p>What space and resources are required by the agency/visitor?</p> | <p>To ensure space and resources are prepared before agency/visitor input.</p> | <p>To provide appropriate space and ensure technical equipment is in good working order. To negotiate the provision of other resources with the agency/visitor.</p> | <p>To ensure school is clear about space and resource requirements before input. To negotiate who provides resources.</p> |
| <p>What protocols should be followed on arrival at the school?</p> | <p>To enable effective use of agency/visitor time.</p> | <p>Identify who will meet the agency/visitor, where and at what time.</p> | <p>To attend school on time and be well prepared. To register at main reception. To follow school protocols regarding appropriate language and behaviour, equal opportunities, fire procedures etc.</p> |
| <p>Has the agency/visitor – school agreement been completed?</p> | <p>To clarify school and agency/visitor responsibilities for PSHE education. To clarify how the agency/visitor will be supported in school.</p> | <p>Provide, discuss and sign agreement with the agency/visitor.</p> | <p>Provide, discuss and sign agreement with the school.</p> |
| <p>Are the systems in place to signpost to the referral pathways for young people, their families and school staff?</p> | <p>To ensure appropriate support is available.</p> | <p>Ensure the system is in place and known to all.</p> | <p>Ensure the system is in place and known to all.</p> |

School and Agency/Visitor Agreement

| | |
|--|--------------------------|
| Name of school: Endon Hall Primary & Nursery School | |
| Lead person: | Telephone number: |
| Name of agency/visitor: | |
| Lead person: | Telephone number: |
| Date/s and times of agency/visitor contribution: | |
| Session length: | |
| Will the visitor be supervised during their visit? (please tick) | |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| The agency/visitor knows/has received: (please tick) | |
| <ul style="list-style-type: none"><input type="radio"/> The relevant policies, e.g. PSHE education, Confidentiality, Drug Education, SRE and Equality.<input type="radio"/> The PSHE education and/or Citizenship curriculum.<input type="radio"/> The group information e.g. size, gender and specific learning needs.<input type="radio"/> A member of teaching staff will be present in the classroom and will be responsible for children and young people's behaviour.<input type="radio"/> The agency/visitor contribution will have agreed learning outcomes and will be evaluated.<input type="radio"/> The school will provide agreed resources and space.<input type="radio"/> When to arrive, where to park, how to report on arrival and arrangements whilst in school.<input type="radio"/> The referral pathways. | |

Agreed learning outcomes: (please attach lesson plan/s where appropriate)

Evaluation mechanism and feedback (children/young people and staff):

Space and resource requirements:

School

Name

Role

Signature.....
(on behalf of the school)

Agency/visitor

Name

Role

Signature.....
(on behalf of the agency/visitor)