



## SITE AND VISITORS POLICY

Policy Version			
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April 2016	1.1	Trust review of all policies	Mark Edmundson

This policy will be reviewed every 12 months in light of local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

*“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”*

*“They come this way only once so we should litter their pathways with quality experiences”*

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for ‘Improvement’ are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

## **Introduction**

In the Dunham Trust, the health and safety of our pupils are a primary concern for our staff and governors. All members of our school community will carefully follow a range of protocols and physical actions to protect our children. This policy has been written using guidance and advice from the Department for Education (Advice on school security, December 2012) and reflects guidance from other school policies including Safeguarding, Child Protection and Health and Safety.

## **Roles and Responsibilities**

The Dunham Trust and Local Governing Body will identify resources to ensure that the safety and well-being of our children are given the highest priority. A governor will be nominated to work with the Executive Principal and school staff to ensure that every effort is taken to ensure the safety of our children.

The Local Governing Body has delegated responsibility for leading and managing this key element of school life to the Executive principal and Associate Head Teacher. They will assume responsibility, working closely with all other members of staff to ensure the implementation, co-ordination and review of this policy.

All school staff have a responsibility individually and collectively to work together to ensure they health, safety and well-being of our children, in collaboration with parents and visitors.

## **Aim**

Dunham Trust will protect and promote the safety of our children in all planned and informal activities, during the school day anywhere in the building and on the school site, in extra-curricular activities and on school organised (and supervised) off-site trips and visits.

## **Objectives**

The school will have in place:

- Clear messages strongly promoting the school's high expectations around the safety of its children
- Clear protocols and procedures to enable visitors to receive a warm welcome, and at the same time, robustly protect our children
- A range of physical and electronic systems which support staff in protecting our children
- Clear reporting, recording and notification systems to accurately capture any suspected concerns

## **Staff Training**

All staff will participate in a programme of continuing training to ensure that every member of staff is fully aware of their responsibilities and duties in this important area of school life. All new staff will participate in a programme of induction which clearly details this important element.

## **Visitor access arrangements**

All visitors must report to the School Office, which will be clearly signposted from the main entrance and car park.

Visitors will only gain access after speaking to office staff at the Reception

At reception, all visitors will be asked to state the purpose of their visit and who has invited them.

The receptionist will ask to see some formal identification.

Once seen, the Visitors' Record Book will be signed.

## **Egress arrangements**

On completion, the visitor will be escorted back to reception where they will return their visitor badge and sign out.

## **Unknown / Uninvited visitors to the school**

Through the use of secure fencing, electronic door locks and consistently-applied procedures, the school will aim to be as secure as possible, while at the same time being a welcoming environment. In a very small number of occasions, a visitor who is unfamiliar with the school may unwittingly gain access. The school will treat all visitors politely, but will equally ensure the safety of pupils and staff.

#### **Procedures for dealing with unplanned or unwanted visitors:**

- Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business at the school.
- If the visitor has a valid reason, they should then be escorted to the School Office to sign the Visitors' Record Book and be issued with an identity badge.
- In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Executive Principal, Associate Head Teacher or the Deputy Head Teacher should be informed promptly.
- Under recent legislation, Section 547 of the Education Act 1996 the presence of an unwanted visitor in a school or school grounds may be a criminal offence. The most senior member of staff will inform the visitor of that and where the visitor still refuses to leave, they may wish to contact the police
- If the visitor becomes abusive or aggressive, then police assistance will be called for, as this is a criminal offence.

#### **Procedures for different categories of visitors**

##### **Governors/ Parent Helpers**

Governors and regular parent helpers are important members of our school community, sharing their time and expertise. In line with DfE guidance and legislation, all Governors and parents working with children however briefly must have a current Disclosure and Barring Service Enhanced check (DBS (E)). Through its Single Central Register, the school will keep an accurate and detailed record of all necessary checks.

Governors and parent helpers will follow the procedures for visitors invited to the school. New Governors and parent helpers will be made aware of this policy and must successfully receive a DBS (E) check before they are allowed to work with children.

Work experience volunteers (18 or over) should also have a DBS check before working with pupils whether supervised or unsupervised.

##### **Contractors and Tradesmen**

Whether or not contractors' staff should undergo a DBS check, should be determined by a suitable risk assessment undertaken by the individual school/educational establishment.

The risk assessment should take account of the likely amount of contact that the contractors' staff might have with pupils, and after other measures such as segregation and supervision have been considered. In some cases where measures to segregate and supervise are in place it may still be necessary to consider checks.

A DBS check is not required where there would be no contact between contractors' staff and pupils; for example where a building was being built on a separate site, or where the works were to be undertaken outside school hours or during school holidays. Although consideration must of course be given to extended activities on the school site.

Similarly, DBS checks would not normally be required for contractors' staff working on site building an extension or undertaking repairs where they are segregated from pupils and that any contact that did take place was supervised by the school.

Often, contractors or tradesmen attend the school at short notice to attend to an unplanned event or breakage. These personnel will sign in and be given a visitor's badge. These visitors will be supervised at all times by the Site Manager, technician or another member of staff. No contractor will be permitted to work in, or move around the school, unsupervised when pupils are on site.

However, where a member of the contractors' staff is likely to have either frequent or prolonged contact with pupils then it would be appropriate to obtain a check in addition to measures to supervise any contact. For example, a check may be appropriate where a contractors' representative (e.g. foreman, site manager, etc.) needs to liaise with school staff on a day to day basis.

Similarly, where contractors' staff regularly visit schools to undertake routine maintenance (boilers, electrical tests, computers and the like) then a check may be deemed appropriate in addition to measures to supervise any contact.

Where checks are necessary then the contractor must confirm in writing to the school/educational provider that these are in place and the nature of these checks as well as providing a DBS number.

### **External Speakers**

School staff must be confident that the visitor has the expertise in the subject that they are delivering and the experience, confidence and skill to speak to our children.

- Before the visit, discuss how the session fits in with the school's programme / scheme of work
- Agree aims of session, professional boundaries, including responsibility for classroom discipline and fees, if applicable.
- Inform the visitor about the number, age and gender ratio of the children in the group, plus any appropriate information about the children which may help the visitor.
- Inform the receptionist and school office: the visit should be recorded on the staff weekly bulletin and mentioned at the staff briefing, so all members of staff are aware of the visit.
- Prepare pupils for the visitor
- Ensure the class teacher is present during the session and responsible for class discipline.
- Ensure the activity meets Health and Safety guidelines.
- Ensure the visitor is thanked for their contribution and where applicable, fees are paid.
- After the visitor leaves, give children time to reflect on what they have learned.

No DBS check is required for external speakers but organisation of supervision for the visitor whilst in school should be secured by the organising member of staff at all times.

### **Prospective parents**

Prospective parents are welcome to visit the school through prior appointment with a member of the Senior Leadership Team.

DBS checks are not required to be undertaken for the parents as they will be supervised through the duration of the tour. Where they are given a tour by pupils, a teaching assistant will be assigned to monitor the touring party around school.

### **Extra-curricular activity providers**

Any employees of external extra-curricular activity providers working on the school premises should provide the school with a DBS number. This number is kept on the Single Central Register for the time that the employee is delivering the service. In the case where a new employee arrives unexpectedly due to unforeseen circumstances to replace a regular employee, a DBS number/form must be requested. If this is not provided then a phone call to the manager of the employee must be made to obtain the number. If contact is made but the number is unobtainable then the employee must be supervised for the duration of the club.

### **Barring Visitors**

Recent guidance from the DfE ('Access to and barring of individuals from school premises', December 2012) says: 'A school may consider that aggressive, abusive or insulting behaviour, or language from a parent presents a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened. In such a circumstance, schools have a power in common (civil) law to bar the

parent from the premises.’ This right needs to be applied with care, i.e. in writing and give parents an opportunity to respond to the proposed ban.

### **Criminal Acts**

Section 547 of the Education Act 1996, does define a criminal offence for a person who is on school premises without lawful authority to ‘cause or permit a nuisance or disturbance’. Trespassing on the premises (without nuisance or disturbance) does not constitute the offence in itself.

In the context of an abusive parent, this means that a parent would probably need to have been barred from the premises, or to have accessed the premises in a way that exceeds their ‘implied licence’ (i.e. unreasonably), before a section 547 offence could be committed.

If there are reasonable grounds for suspecting that someone has committed an offence under section 547 then the offender can be removed from the school. The removal may be effected by a police officer or a person authorised by the “appropriate authority” i.e. the Trust or school.

### **Monitoring and review**

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.

### **Approval by The Dunham Trust**

Signed: \_\_\_\_\_  
Date: \_\_\_\_\_  
Review date: \_\_\_\_\_

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the One Drive.

### **End of policy statement**