

WALDRINGFIELD  
PRIMARY SCHOOL



## Waldringfield Visitors Policy

## Introduction

All visitors to Waldringfield Primary School are expected to follow our Visitors Policy and Safeguarding Policy. Copies of these policies can be requested from the school office or viewed on our website.

The term 'visitor' applies to the following definitions:

1. Visitors to school to review the school and its impact on children's learning.
2. Visitors to school who support children's learning.
3. Visitors to school who carry out service duties for site management, health and safety procedures etc eg contractors.

All visitors are required to report to reception and sign in on arrival and at time of departure.

Identification/visitor badges will be worn by all adults in school.

Visitor's learning expertise is used to support learning across the school and is directed by the class teacher.

Visitors will be invited by the class teacher and involved in the planning of the session during which their expertise will be used.

All visitors will be supervised by the class teacher in order that safeguarding procedures are being followed.

Visitors from multi agency services such as police, school nurse, and others from Children and Young People's directorate are welcomed to support the delivery of PSHE programme.

Visitors from Special Needs services, outreach facilities and Children & Young People's directorate will be invited to work in school in order to carry out their particular duty/role. On these occasions children may be visited individually, after parental consent has been given.

All visitors need to report back to the class/headteacher about the lesson in which they supported. This discussion should be reflective and informative about pupils learning, skills, attitudes and conceptual understanding as well as areas where children were less confident or demonstrated behaviours or disclosures indicating a concern. The school's safeguarding policy is relevant to all visitors.

All visitors need to observe and note fire/emergency exits in the area where they are working and in the event of an evacuation report to the assembly point on the playground.

## **Guidance To Parents Working In School**

The school recognises the important role of parents and other members of the school community in supporting the learning, welfare and safety of pupils. By working together to achieve the school's aims, parents and community members help to:

- Widen the breadth of the curriculum;
- Support the outcomes of ECM;
- Aid the learning development of children on a 1:1 basis;
- Foster home school links;
- Act as role models to children;
- Support team involvement and community membership;
- Enhance the workforce of the school and promote the school's team ethos;
- Provide expertise, skills and knowledge.

In carrying out this role parents/community members need to be aware that there is a need to:

- Work in a place where they can be directly supervised by a member of staff;
- Respect confidentiality issues such as pupil's special educational needs, ability, progress, social interaction;
- Speak to the headteacher or member of staff about issues that are a concern to them eg health and safety, child protection;
- Inform staff directly of any communication in reading diaries/letters that requires clarification;
- Consider carefully non-judgemental responses to queries made by parents outside of school and refer all queries to staff or directly to headteacher.

The headteacher co-ordinates the work of parents and community members across the school and where feasible will avoid parents working directly in the same class as their child. However, the school also recognises the importance of parental partnership and learning together, and will continue to host events such as workshops/science weeks to promote this.

The school remains grateful to all parents/community members who give up their time either regularly on a weekly basis or whenever they can to carry out a variety of tasks in school. As a result children benefit greatly from your commitment in terms of what they achieve and the opportunities that they experience.