

Policy for the use of visitors to St Joseph's Catholic Primary School & Nursery



Adopted by the Governing Body : 12th November 2014

Last reviewed: 14th November 2018

Due for Review: November 2021

Introduction

The Gospel of Jesus Christ invites all those who follow him to discover the fullness of life. Catholic schools continue this mission of Christ that he has entrusted to his Church. The task of Catholic education is to educate children and young people in an environment of faith that will enable them to discover through their experience of learning the abundance of life that the Lord offers to them. This vision of education strives to support the true flourishing of every human person who is part of a Catholic school community, acknowledging that they are made in the image and likeness of God and that the meaning and purpose of their existence is to be found in him. The consequences of such a vision of education commits every Catholic school to provide an education that supports an authentic intellectual, spiritual, physical, moral and social development. As students engage in this process of education, fostering skills and attitudes that support their learning they are given the opportunity to discover their true identity, purpose and future destiny for their lives. The strategic vision for Catholic education is entrusted to staff, parents, governors and shared with all other stakeholders who serve the school community. Amongst these stakeholders are representatives of a variety of external agencies that seek to support the school in its educational endeavours. Such collaboration and dialogue is essential in every school as it strives to provide an authentic Catholic education for its students. Catholic schools do not exist apart from society and the Church is very aware of the invaluable contribution that external visitors have made and continue to make to our schools. Schools are encouraged to continue the excellent relationships they have developed with their guests for the continuing benefit of their students.

Expectations

Legal Framework:

National guidance is that external services should be delivered in Catholic schools in a way that is consistent with the beliefs and values of these schools.

External advisers are to follow the policies of individual schools in group or classroom discussions.

Providers must understand the legal obligations upon the Foundation Governors.

These are to ensure that formation and Religious Education in the school are based on the teachings of the Church. This obligation is set out in the Trust Deed of the Diocese, sections 21(3) and 21(4) of the Education Act 2002 together with Regulation 8 of the School Governance (Constitution)(England) Regulations 2007 and the Instrument of Government for individual schools. Remember too that Governors and Headteachers are the ones who decide on who may come into the school as speakers and service providers.

There are some exceptions:

Law enforcement officers in certain circumstances;

HM Chief Inspector of Schools (Section 4 of Part 1 of Chapter 1 of the Education Act 2005);

LA in certain health and safety circumstances (Section 15(2)(iii) of the Schools Standards and Framework Act 1998).

It is the responsibility of the school to ensure that its child protection policy is adhered to at all times.

What can external visitors expect from our School?

A welcome acknowledging their expertise and the enrichment it will provide for students; Informative, supportive and cooperative relationships through a working agreement.

What can the school expect from external visitors?

All programmes, teachings or activities within the school should be:

Beneficial to pupils;

Consistent with Gospel Values and the teaching of the Catholic Church;

Consistent with the school's Mission Statement, goals, aims and objectives;

Built on mutual trust, respect and appreciation of each other.

St Joseph's Catholic Primary School and Agency/Visitor Agreement

We welcome all external agencies and providers and thank them for the contribution they make to our school

Name of school: St Joseph's Catholic Primary School	Name of Agency: Organisation:
School Contact- Mrs Bennett	Contact name
Tel: 01543 227225	Tel:
e-mail: office@st-josephs-hednesford.staffs.sch.uk	e-mail:
Criteria All programmes, teaching or activities within our school must be: Beneficial to our pupils Consistent with Catholic Gospel values and the teachings of the Church Consistent with our school's Mission Statement, goals, aims and objectives Built upon mutual trust, respect and appreciation of each other.	
Mission Statement <i>'To inspire, to learn, to love with God'</i> We aim to provide the highest standards of education in a welcoming and positive Catholic learning environment. We focus on the growth and development of each person, encouraging each child to play an active part in their own learning and so make every effort to achieve their individual potential. We want our school to be a place where we work to inspire each other. Where everyone learns to respect, work, play and co-operate with others in a Christian, caring way, whilst fostering close links with our Church, Parish and the wider community.	
Date/s and times of agency/visitor contribution:	
Session length:	

Brief Description of programme including methods:

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

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

Appendix 1

Visitors involved in teaching PSHE

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 Policy.

Questions to ask before the visit

Question	Rationale	School Action	Agency Action
Have you provided the relevant policies? i.e. PSHE Education Confidentiality Drugs Education Sex and Relationships Education (SRE).	To clarify content and approaches to PSHE Education. To clarify confidentiality boundaries.	Provide agency/visitor with a copy of the relevant school policies.	Ensure individuals involved in PSHE Education read and are clear about contents of the relevant school policies.
Does the input contribute to and enhance the PSHE Education curriculum?	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.	Provide agency/visitor with a copy of PSHE Education curriculum. Indicate how the agency/visitor will contribute to the PSHE Education curriculum, including the value to children and young people's learning.	Identify how the agency/visitor contribution enhances the PSHE Education 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.
Are the resources appropriately accredited? Drug Education through PRIDE, SRE through Staffordshire SRE forum and others through Education Transformation	Quality assurance of resources.	Ensure resources to be used are approved.	Ensure resources to be used have been approved by the relevant organisations. Drug Education through PRIDE, SRE through Staffordshire SRE forum and others through Education Transformation.
Who is the named teacher to be present throughout the agency/visitor input? How will the teacher contribute?	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. Team teaching, between a teacher and agency/visitor, is one of the most beneficial strategies for PSHE Education.	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.	To plan and deliver input with teacher. To ensure teacher is present throughout input.

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

School and Agency/Visitor Agreement

Name of school:	
Lead person:	Telephone number:
Name of agency/visitor:	
Lead person:	Telephone number:
Date/s and times of agency/visitor contribution:	
Session length:	
The agency/visitor knows/has received: (please tick)	
<input type="radio"/> The relevant policies, e.g. PSHE Education, Confidentiality, Drug Education and SRE.	
<input type="radio"/> The PSHE Education 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)

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)