



**Mildenhall College**  
A C A D E M Y

## Visitors Procedure

*This procedure is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.*

## **Principles of Visitors Coming into the Academy**

- Develop a co-coordinated approach to using visitors;
- Monitor and evaluate how we use visitors to support student learning;
- Ensure that visitors know how their input is supporting student learning and how their contribution fits with the academy curriculum;
- Comply with relevant health and safety legislation.
- Ensure that visitors comply with the academy's Safeguarding including Child Protection policies and procedures.

## **Why We Use External Visitors**

The use of visitors to support student learning has the potential to be very effective. Visitors bring into the classroom a wealth of experiences, expertise, different approaches or viewpoints to complement the work of the teaching staff. However, teachers need to manage the involvement of visitors to make sure that their input will support the achievement of learning objectives and that students are offered balanced views about a particular subject. For contributions to be successful for all involved there needs to be a clear shared understanding of the learning objectives for the session and the needs of the young people taking part. The different roles that people carry and the contributions they make to student learning need to be clearly identified.

Visitors can enhance learning because they are able to:

- Bring a depth of experience and subject knowledge that would not otherwise be possible;
- Put across an argument or point of view that teachers may not be able to articulate;
- Talk more openly or comfortably around certain issues;
- Be more open about personal experiences;
- Be seen as neutral and not part of the academy organisation or authoritarian framework;
- Act as positive role models and counter stereotypical images;
- On some subjects, carry more credibility than teaching staff;
- Provide a varied and alternative learning experience for young people;
- Raise young people's awareness of the community in which they live;
- Give local services and agencies a "human face" and a higher profile.

## **Visitors Who Work Within the Academy**

A wide range of visitors are invited into the academy to contribute in a variety of ways. These include:

- health professionals;
- artists/poets in residence;
- people with particular expertise, experience or knowledge;
- Theatre groups;
- craftspeople;
- local historians;
- careers advisers/Youth Support Advisers;
- police officers;
- Youth workers
- Parents/volunteers
- Sports professionals
- Employers
- Training Providers

## **How We Use Visitors**

Visitors contribute to learning in a variety of settings, such as:

- curriculum extension or enrichment activities

- assemblies;
- extracurricular events or clubs;
- community projects;
- Performances;
- "Insight to Industry" days;
- in lessons;
- at academy-based conferences;
- as "expert witnesses;"
- accompanying students on academy visits;
- judging competitions
- teaching or tutoring on Applied Learning and vocational courses including the Diplomas;

### **Issues when using visitors Sensitivity**

Care is needed when handling sensitive and/or controversial issues that may arise. Staff and students should be involved in the establishment of "classroom rules" which set the climate for the lesson and make clear how all involved in the lesson are expected to behave towards each other during the session. This should enable everyone involved to feel safe and secure.

Part of that discussion should include consideration of what kind of information is for sharing beyond the classroom, e.g. how students would feel if something they have contributed to the lesson were gossiped about on the playground or in the staffroom. These rules apply equally to students, staff and visitors.

### **Confidentiality**

Where visitors support the curriculum, they must be made aware of and abide by the academy's policy regarding disclosures and confidentiality. The boundary between providing individual advice and providing learning opportunities for groups of students must be made clear to everyone.

Visitors from external agencies may well have a role in providing confidential advice and support to individual young people as part of their regular work. This circumstance is very different from discussing issues in an educational setting and both the visitor and student need to be clear about the distinction.

### **Safeguarding**

Mildenhall College Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff, visitors and volunteers to share this commitment by observing our Safeguarding and Child Protection policies and procedures.

All visitors will be required to sign in at reception, providing photographic ID of who they are. They will be asked to read the 'Rules for Visitors' and the leaflets about Safeguarding and Prevent and to take note of the contents. Visitors will be issued with a badge which they must wear at all times whilst on the academy site. At the conclusion of the visit they are required to sign out and return the badge at reception.

A yellow lanyard will be worn by visitors that do not have a current DBS check and these visitors must be accompanied at all times.

Visitors or volunteers who come to the academy on a frequent basis i.e. once a week or 4 times or more in a month to work with the same group of students will be required to be DBS checked.

### **Equalities**

Mildenhall College Academy is committed to equal opportunities. We believe that equality at our academy should permeate all aspects of academy life and is the responsibility of every member of the academy and wider community. Every member of the academy community should feel safe,

secure, valued and of equal worth. At Mildenhall College Academy, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/fait h tradition, sexual orientation, age or any other recognised area of discrimination. We expect our visitors to share our commitment to equality.

### **Risk management and relevant training and Qualification**

The academy will ensure that issues of risk management and relevant training and qualifications are addressed. This will clearly outline the academy's role and responsibilities and the role and responsibilities of the person or provider.

### **Teacher involvement in the session**

It is vital that the teacher is present during any session with an outside visitor but his/her degree of involvement will vary and should be negotiated with the visitor beforehand. Clearly, visitors should not be used as cover to help reduce staffing pressures. The teacher needs to be present so that she/he knows exactly what has happened during the session. This will ensure continuity with the rest of the programme as well as understanding any issues relating to the visitor's session that may arise later. Issues may be raised during the session that the visitor may not be able to deal with or may not be the appropriate person to deal with the issue.

### **A Checklist for Teachers**

This checklist will be used by staff in the academy to support them through the stages of involving a visitor in the classroom.

#### **Before the visit**

- Why is this visitor being asked in?
- Does the visitor come with any recommendations?
- Has the academy used this visitor before?
- What experience has this visitor of working with this age group?
- Have parents been informed of the session (if appropriate)?
- How will you ensure that students are hearing a balance of opinions about the topic/issue?
- Has a risk assessment been performed?
- Has the visitor had a DBS (formally Criminal Records Bureau) check?

**Visitors who have not been DBS checked must never be left alone with students.**

#### **Preparing the visitor**

- Is the visitor aware of the context of the contributions they have been asked to make?
- Has the visitor identified the intended learning outcomes for their input?
- Have the resources and materials been reviewed for appropriateness and the maturity of the students?
- Is the visitor aware of the aims of their visit?
- Has the visitor been made aware of the Academy ethos?
- Is the visitor aware of the ability and maturity level of the young people they will be working with?
- Will the visitor make a pre visit to the Academy?
- Are the academy's legal responsibilities to the children and young people being met?
- Has the visitor been supplied with copies of the relevant academy policies?
- Is the visitor aware of any risks to health and safety?

#### **Preparing the visit**

- What arrangements will be made to welcome the visitor to the academy and introduce them to the class?
- Has the visitor(s) signed in at reception and been given a badge?
- Is the size of the group appropriate to the activity and learning purpose?

- Is this visit part of a planned programme with preparation beforehand and follow up afterwards?
- How will the group be prepared for the visitor?
- What resources will be needed for the session?

### **During the visit**

- Will the academy be able to respond appropriately to questions or incidents that may arise after the visitor has left?
- How will the teacher support the visitor in this work?
- Will a member of the academy staff be present during the session?

### **After the visit**

- Has the visitor(s) signed out at reception?
- How will the outcome of the evaluation inform future work?
- Is there opportunity for feedback and discussion about the impact of the visitor's session?

### **Evaluation**

The teacher and visitor will ensure that time has been agreed to jointly evaluate the session. The following questions can be used as prompts:

- What was the young people's response to the session(s)?
- Have the learning outcomes been achieved?
- What went particularly well in the session(s)?
- Which parts (if any) of the session were not successful?
- Were the resources and materials used appropriate?
- In what ways do you think that the session(s) could be improved?
- Are there any issues from this session that you think need addressing further?

Student evaluations will be carried out to inform future planning and will focus upon:

- What students have learnt in the sessions;
- What they like about the sessions;
- What they didn't like about the sessions;
- What else they would like to know about.