



**THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST**  
**INSERT NAME OF POLICY**

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## **1.0 Introduction**

The Shropshire Gateway Educational Trust is committed to uphold the principal that all staff have a responsibility to provide a safe environment in which children can learn. In upholding that principal the trust has adopted a number of policies relating to child protection and welfare. The visitors' policy has been developed to work alongside these core documents in order to support a robust and consistent approach for dealing with visitors to the school.

## **2.0 Aims and Scope of this Policy**

The Trust recognises that, because of the different environmental factors, staffing levels and specific risks, schools may adopt slightly different approaches to processing visitors. Nevertheless the Trust is committed to ensuring that robust and consistent measures are in place across the organisation. The Trust believes that by adopting this principal schools, staff, pupils, parents/carers, contractors and other visitors will benefit from understanding what to expect from consistency and a familiar approach to dealing with visitors to any Trust school.

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime via the Trust's Whistle Blowing Policy.

## **3.0 Roles & Responsibilities**

Directors are responsible for an overview of Safeguarding arrangements for all of its schools and for ensuring that the requirements set out in this policy implemented within each school.

Each Local Governing Body within the Trust is responsible for ensuring that the school implements the Trust's Safeguarding Policies, including the Visitors to School Policy.

Each Headteacher is responsible for ensuring that the policies and procedures adopted by the Board of Directors are followed by all staff and that the risk assessments described within the Visitors Policy are undertaken and follow best practice.

All staff are responsible for following the requirements set out in this policy and ensure that visitors to school are treated in a professional manner. Staff are also responsible for adopting an attitude of 'it could happen here' and for taking appropriate action where the policy is not being adhered to.

## **4.0 Processing Visitors to Trust Schools**

- Reception staff will often provide the visitor with their first impressions of the school and therefore all visitors will be welcomed in a friendly, courteous and professional manner.
- In line with the requirements of the DfE's Keeping Children Safe in Education guidance, all Trust staff must maintain an attitude of 'it could happen here' where safeguarding is concerned.

- All visitors will be required to sign in at reception. On no account should visitors enter the building in the first instance through anything other than the main entrance.
- All visitors will be issued with an appropriate visitor badge. A record will be kept of the badge number issued to an individual and visitors will be required to wear the badge at all times.
- At primary schools all visitors will be required to leave their mobile phone at the reception office.
- Reception staff will check the identity of contractor (including agency/supply) staff and volunteers on arrival.
- In all cases reception staff will check that the person presenting themselves for work is the same person on whom the checks have been made.
- Where a visitor is issued with a Red Lanyard, it is the responsibility of the members of staff who invited the visitor to attend to ensure that appropriate supervision arrangements are in place. On no account should any person issued with a red lanyard be admitted to the school before the nominated member of school staff has come to collect them from the reception area.
- At the end of their visit all visitors are required to sign out at reception and hand back their visitors' badge.

#### **4.1 Identification Badges**

- **Green Lanyard Badges:** With photo identification will be issued to all members of Shropshire Gateway Educational Trust Staff. All staff have been subject to the necessary checks and no further form of identification is required. When visiting other schools, staff will nevertheless be required to adhere any specific arrangements within the school they are visiting.
- **Yellow Lanyard Visitor Badges:** Will be issued to visitors who have been subject to the appropriate DBS checks. Anyone issued with a yellow lanyard will be authorised to work unsupervised when carrying out their work. It is the responsibility of reception staff to ensure that the correct lanyard is issued.
- **Red Lanyard Visitor Badges:** Will be issues to visitors for whom no DBS checks have been undertaken or where that individual's DBS status is unknown. Anyone issued with a red lanyard must not be left unsupervised or allowed to work in a regulated activity. It is the responsibility of reception staff to ensure that the correct lanyard is issued.
- Schools are not able to request DBS information of parents, carers and relatives and therefore red lanyard badges will be issued by default.

It is important that all staff and pupils are aware the distinction between lanyards. The Trust expects all staff to challenge or raise the alarm, in an appropriate and professional manner, if they observe an unsupervised person in school who is not wearing a visitor's badge or wearing a visitor's badge with a Red Lanyard.

## 5.0 Supply Staff

For supply staff employed by an agency, schools should ensure that written confirmation has been received from the agency that the member of supply staff in question has the relevant checks carried out and obtained the appropriate certificates. Details of this will be entered onto the school's Single Central Record. Details of all agency staff will be available within each school's reception office to ensure that the necessary processes described in section 4 can take place.

## 6.0 Volunteers

Under no circumstances should a volunteer in respect of whom no DBS checks have been obtained be left unsupervised or allowed to work in regulated activity<sup>1</sup>.

Volunteers who on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school or college should obtain an enhanced DBS certificate (which should include barred list information).

Headteachers must decide whether to obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity but have the opportunity to come into contact with children on a regular basis. Further information and factors to consider can be found in the DfE's Keeping Children Safe in Education guidance.

Details of all volunteers will be available within each school's reception office to ensure that the necessary checks and actions described in section 4 can take place.

## 7.0 Contractors

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity.

The trust is committed to ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.

Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information).

For contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required.

Details of all contractors' staff will be available within each school's reception office to ensure that the necessary checks and actions described in Section 4.0 of this policy can take place.

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550197/Regulated\\_activity\\_in\\_relation\\_to\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf)

### Appendix I Implementation Plan

Is training required to implement this policy?

Yes  No

If Yes, how will this be delivered and by whom?

To which groups of staff does this policy need to be issued?

*All school staff and Trustees.*

How will the policy be issued and by whom?

*Via email from Head teachers  
Via Chairs of LGB*

Date adopted by Local Governing Body:

Signed:

### Appendix 2 - Equality impact assessment screening form

Section one: screening for impact	
Name of policy	Visitors' Policy
Project lead completing assessment:	Matt Hayes
Position:	Business Manager
1. What is the main purpose of the strategy/project/policy?	
Describes the process for dealing with visitors within trust schools	
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.	
Staff, pupils and visitors	
3. Have you already consulted with people about this work? If yes, briefly describe what you did and with whom. Is there any external or additional research that you can use to support the development of this policy?	
Consultation has taken place with each school.	

4. Use the table to show:
- Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this.
  - Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age			✓	All visitors to school will be treated in the same, consistent fashion.
Disability			✓	All visitors to school will be treated in the same, consistent fashion.
Gender			✓	All visitors to school will be treated in the same, consistent fashion.
Gender identity			✓	All visitors to school will be treated in the same, consistent fashion.
Sexual orientation			✓	All visitors to school will be treated in the same, consistent fashion.
Race			✓	All visitors to school will be treated in the same, consistent fashion.
Religion or belief			✓	All visitors to school will be treated in the same, consistent fashion.

5. If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Level of impact?	High <input type="checkbox"/>	Low <input type="checkbox"/>

If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.	
6. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?	
n/a	
7. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.	
No	
8. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).	
No change	
Signed:	Date: