

# Walter Infant School

## VISITORS POLICY

### DOCUMENT HISTORY

Version	Action	By	Date
1.0	Drafted	J Wheeler	December 2016
1.0	Approved	Full Governing Body	September 2018

**Review Date:**      **Spring 2021**

# VISITORS POLICY

## I CONTEXT OF THE POLICY

Walter Infant School has a duty to ensure the welfare, health and safety of the pupils and staff of the school. The school will endeavour to do all it can to ensure that visitors do not come to harm whilst on its premises.

## II REFERENCE DOCUMENTS

School Rainbow Plan  
Accessibility Plan  
Managing Contractors Policy  
Banning Individuals from School Procedure  
Lockdown Procedure  
Broadmoor Escape Procedure  
Physical Security Policy

## III ABBREVIATIONS

WBC Wokingham Borough Council  
CHAT Challenge, Ask, Take

## 1 ROLES AND RESPONSIBILITIES

- 1.1 The School Office staff will ensure that all procedures in place for visitors in school are adhered to.
- 1.2 WBC staff must clearly display their identity pass.

## 2 ARRIVAL

- 2.1 No visitors will be able to enter the site without first identifying themselves to the office staff using the video intercom system by pressing the buzzer by the pedestrian gate.
- 2.2 All visitors must state the purpose of their visit; and unexpected visitors must clarify who it is they intend to see by name.
- 2.2 On arrival at Reception, visitors will be greeted by a member of the School Office (which is manned throughout the school day). All visitors will be required to record their details, including arrival time and, where relevant, vehicle registration, in the Visitors' Signing in Book or the Contractors' Signing in book

2.3 All visitors will be required to wear a lanyard; the lanyard system is:

Red Visitor	<b>Workman/Contractor: NO contact with children</b>
Yellow Visitor	<b>Expected or Parent Visitor: No 1:1 contact with children usually accompanied by staff</b>
Green Visitor	<b>DBS/LA professional: 1:1 contact with children</b>
Blue Volunteer	<b>DBS checked: 1:1 contact with children</b>
Purple Governor	<b>Access all areas where expected</b>

2.4 The receiving staff member must inform the visitor that the emergency procedure is on the back of the visitor badge and invite the visitor to read it and also draw the visitor's attention to any hazards pertinent to the visit advising the precautions that should be taken.

2.5 No visitors will be allowed entry to the school via any entrance other than the main school door. Any visitors wishing to enter via another entrance will be directed to the front gate on Murray Road.

### 3 ATTENDANCE ON-SITE

3.1 The receiving staff member is responsible for monitoring the visitor while on site. In the event of an evacuation, the receiving member of staff, or another member of staff delegated with the responsibility, should escort the visitor to the relevant Assembly Point.

3.2 In the event of an evacuation, a member of the School Office should take the Visitors' Book and the Contractors' book to the Assembly Point and hand it over to the Head Teacher or the Deputy Head Teacher.

### 4 PERSONS NOT DISPLAYING A VISITOR'S BADGE OR WBC IDENTITY PASS

4.1 Persons (ie strangers) on site without a visitor's lanyard should be politely challenged using the CHAT approach (Challenge, Ask, Take) as to their reasons for being there and, if a satisfactory explanation is not given, (s)he should be escorted to the Reception area or the Headteacher's office.

4.2 If the visitor refuses to accompany the member of staff to the Reception area or the Headteacher's office, the nearest other member of staff should be alerted as to the presence of the visitor (if possible, without losing sight of the visitor) and then one of the members of staff should notify the School Office immediately so that appropriate action can be taken, leaving the other member of staff to endeavour to monitor the visitor and remove pupils from the vicinity of the visitor if possible.

4.3 It may be necessary to invoke the School Lockdown Procedure or Procedure for Banning an Individual(s) from the School, both of which are appended to the School's Rainbow Plan.

4.4 If necessary, the Police should be called.

- 4.5 WBC shall be notified of the incident and a written record shall be made and held in the School Office using the Incident Reporting Form appended to this policy.

## **5 VISITOR BEHAVIOUR**

- 5.1 If a member of staff is concerned about any visitor's behaviour, the member of staff should follow the procedures detailed above.
- 5.2 Any visitors to the school will be asked not to use their mobile phones during the time they are in school

## **6 DEPARTURE**

- 6.1 At the end of the visit, the receiving staff member should ensure the visitor signs out in the Visitors' Book and returns his/her visitor lanyard.
- 6.2 Any visitor wishing to exit the school via the carpark must be escorted offsite by a member of staff.

## **7 ACCESSING AND EGRESSING ST PAUL'S SCHOOL**

No-one should access St. Paul's School via the door in the link corridor; everyone should respect the visitor controls of our neighbouring school, unless that person is employed by both schools. Likewise, no-one can egress from St Paul's into Walter Infant School via the door in the link corridor. All visitors must report to the school reception

## **8 TRAINING**

All staff, both teaching and non-teaching, should receive training on how to manage difficult situations, so that they can acquire the skills and techniques to reduce or prevent abusive behaviour and/or potential aggression or violence. It is important that the training addresses the impact on the children in these situations.

## **9 MONITORING OF THE MANAGEMENT OF THE VISITOR PROCESS**

- 9.1 A member of the School Office should review the entries in the Visitors' Book on a regular basis to ensure that the sign-out process is being adhered to.
- 9.2 Any concerns regarding failures to comply with the sign-out process should be reported to the Head Teacher for him/her to take action upon.

Appendix 1: Incident Reporting Form

Appendix 2: Accessibility Plan

Appendix 3: Violent or abusive Visitors Risk Assessment

Appendix 4: Procedures for Visitors

Appendix 5: Mobile phone use

Appendix 6: Visitors signing in sheet

## APPENDIX 1

## INCIDENT REPORTING FORM

**School DFE number:**

**Report number:**

**Note:**

1. This form should be completed as fully as possible (please use a continuation sheet if necessary).
2. For an incident involving or witnessed by a pupil, a member of staff should complete the form on their behalf.
3. Any discussion between one witness and another should not precede completion of the form, as this might lead to allegations of collusion.

Date of incident:

Day of the week:

Time:

**1. Member of staff reporting incident**

Name

Work address (if different from school address)

Position

**2. Personal details of person assaulted/verbally abused (if appropriate)**

Name

Work address (if different from school address)/home address (if pupil)

Job/Position (if member of staff)

Dept/Section/Class

Age

Sex

**3. Descriptive details of trespasser/assailant(s) - name etc if known and identified – e.g. height, gender, distinctive characteristics, (vehicle make/model/colour).**

**4. Witness(es) if any**

Name

Address

Age (approx)

Sex

**5. Other information**

**6. Relationship between member of staff/pupil and trespasser/assailant, if any**

**7. Details of incident**

a) **Type of incident** (eg. if trespass, was the trespasser causing a nuisance or disturbance and how; if assault, give details of any injury suffered, treatment received etc)

b) **Location of incident** (attach sketch if appropriate)

c) **Other details:** describe incident, including, where relevant, events leading up to it; relevant details of trespasser/assailant not given above; if a weapon was involved, who else was present

**8. Outcome:** (eg. whether police called; whether trespasser was removed from premises under section 547; whether parents contacted; what happened after the incident; any legal action)

**9. Other information (to be completed as appropriate)**

a) Possible contributory factors

b) Is trespasser/assailant known to have been involved in any previous incidents  
YES/NO/UNKNOWN

c) Give date and brief details of (b) if known

d) Had any measures been taken to try to prevent an incident of this type occurring? If so, what?

Could they be improved?

e) If no measures had been taken beforehand, could action now be taken? If so, what?

f) Name and contact details of police officer involved, and incident number or crime reference number, as appropriate

g) Any other relevant information

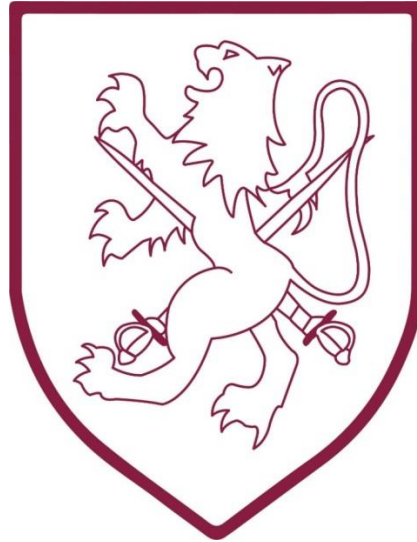
**Signed**

**Date**

Please return as soon as possible to Head Teacher



# Walter Infant School



*“To be the best I can be”*

# Accessibility Plan

Revised: September 2016  
Review date: September 2019

## **Mission Statement and Values**

**“To be the best I can be”**

**Walter Infant School is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, empathy, kindness, honesty and resilience.**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This policy should be read in conjunction with the Inclusion Policy.

Walter Infant School plans to over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period.
2. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are able to fully access the curriculum to the same extent as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. The School's complaints procedure will cover the Accessibility Plan when reviewed.
  4. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
  5. The Plan will be monitored through the Governing Body Committees and working parties.
  6. The Plan will be monitored by Ofsted as part of their inspection cycle.
  7. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### **Walter Infant School Accessibility Plan**

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<p><b>To be aware of the access needs of children.</b></p> <p><b>Ensure the school staff &amp; governors are aware of access issues of individuals</b></p>	To review access arrangements for individual pupils annually as part of a review of their provision and support.	As required	Inclusion Manager / Class Teacher	Personal plans are in place for children with disabilities, and all staff are aware of pupils' needs. Individual Education Plans (IEPs) are written for children with particular educational needs and then reviewed at least once a term.
	Information is shared at transition points for individual children e.g. end of the academic year	Ongoing process	Headteacher	Staff and Governors are confident that their needs will be met.
	Risk assessments of trips or activities outside of the normal school day will be carried out and adjustments made for individual pupils.	Ongoing process	Headteacher	
	Reasonable adjustments to be made as required in line with	As required, needs analysis to be completed at the end of each school	Headteacher and Inclusion Manager.	Continuously monitored to ensure any new needs arising are met.

<p><b>To audit the needs of staff, parents and governors with disabilities.</b></p>	<p>the Equality Act.</p> <p>Annual survey of staff, parents and governors. Information gathered and analysed and an action plan then put in place.</p>	<p>year for forthcoming intake.</p> <p>Annual audit</p>	<p>Deputy Head</p>	<p>Parents have full access to all areas of school that they need to visit.</p> <p>Staff and governors needs are met in relation their professional duties.</p> <p>SIMS database – additional information and disabilities</p>
<p><b>Access for visually impaired people</b></p>	<p>Check exterior lighting is working on a regular basis</p>		<p>Site controller</p>	<p>Clear access throughout the school</p>

Increasing the extent to which disabled pupils can participate in the curriculum

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<b>Ensure staff have specific training on disability issues and raising awareness</b>	Identify training needs at regular meetings	Ongoing	Inclusion Manager / Head teacher	Raised confidence of staff to deal with the needs of all children.
<b>Ensure all staff are aware of the needs of all children</b>	<p>Each child requiring medication to have a clearly labelled pocket in the medical room with their photograph and medication.</p> <p>Medical register to be updated termly and shared with all staff. Ensure all staff have read and signed to say they understand procedures.</p>	Ongoing	Administration Officer	All staff are aware of individual's needs
<b>Review PE curriculum to ensure PE is accessible to all</b>	Review PE curriculum to include disability sports if required additional provision in place for children	Spring term 2017	Inclusion Manager & PE co-ordinator Sports coach	All pupils have access to PE and are able to excel in their own way.

<b>pupils</b>	presenting with a specific need e.g. dyspraxia			
<b>Review curriculum areas and planning to include disability issues</b>	PSHE Curriculum to include specific reference to disability equality. Resources used to be reflective of all aspects of society.	Summer 2017	Inclusion Manager & Head teacher	The taught curriculum includes reference to disability equality.
<b>Ensure disabled children can take part equally in lunchtime and after school activities</b>	Discuss with Out of school Club staff, and people running other clubs after school and ensure that all children can participate.	As required	Inclusion Manager	Children with disabilities feel able to participate equally in out of school activities.
<b>Include a range of strategies and resources to support all children to access the curriculum.</b>	School to have available as required touch typing programme, Ipads, Communicate in Print and Visual Timetables.  Support staff to have relevant training to access resources for children – constant CiP	As required  On-going training in place	Inclusion Manager/Inclusion Support Lead	Children will be able to access all aspects of the curriculum using additional resources to aid this.

	<p>training schedule in place</p> <p>Displays to be visually impaired 'friendly.'</p>	<p>By Autumn 2016</p>		
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Improving the availability of accessible information to those with disabilities.

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<b>Signage around school to be in other languages and braille if that becomes required</b>	Plans for a welcome sign in reception – for hearing impaired	November 2016	Head teacher / Inclusion Manager	All visitors, staff, pupils and parents feel they are welcome in school.
<b>Inclusive discussion of access to information in all parent/teacher annual meetings</b>	Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool to be added to website to allow multilingual access	Annually	Inclusion Manager / Head teacher  Inclusion Manager/Head teacher	Staff more aware of preferred methods of communication, and Parents feel included and able to access information. School website will become accessible to all



# Walter Infant School Risk Assessment

**Assessment performed by:** Judy Wheeler Headteacher **Date:** 30/03/2017  
**Employer:** Wokingham Borough Council **Risk Area:** Visitors to School

Potential Hazard	Person/s who might be harmed	<i>Risk controls in place</i>	Likelihood of risk graded 1 - 6	Severity of risk graded 1 - 6	Overall risk score	Further action necessary to control risk
Lack of security arrangements when visitors are on school premises	Children and staff	Buzzer controlled gate from Murray Road with camera	6	2	12 Medium risk	
No direction to the school office	Children and staff	Sign in place	1	4	4 Low risk	Challenge, Ask, Take – all visitors without lanyards to be taken to the school office
Procedures for signing all visitors in not adhered to	Children and staff	All visitors to report to the school office All visitors to wear lanyards (according to nature of visit) – see signing in procedures	6	2	12 Medium risk	Challenge, Ask, Take – all visitors without lanyards to be taken to the school office
No automatic lock on gates	Children and staff	There is a bolt on the carpark gate but no automatic lock Keypad entry on all doors in to school	3	4	12 Medium risk	Gate to be kept closed at all times Electronic gate to carpark in premises plan

<b>Employees informed of the risk assessment via the following means:</b>	Signing in procedures displayed around school Discussion with reception staff
<b>Employees to report new hazards via:</b>	School Business Manager or Headteacher

**Assessment Review Date: When procedures change**



# Walter Infant School



## Procedures for visitors

Please ensure these procedures are followed rigorously to ensure the safeguarding of all children and adults.

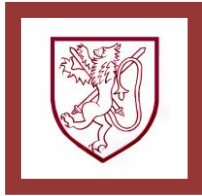
- Ask all adults to identify themselves and state the purpose of their visit – if the visitor is unexpected and you need clarity contact the Headteacher or in her absence the SLT member with responsibility for the school – usually the Deputy Head.
- All visitors must sign either the visitors' book or the contractor's book on entry to reception.
- All visitors **must** wear a lanyard appropriate to the nature of their visit:

Red Visitor	Workman/Contractor: NO contact with children
Yellow Visitor	Expected or Parent Visitor: No 1:1 contact with children usually accompanied by staff
Green Visitor	DBS/LA professional: 1:1 contact with children
Blue Volunteer	DBS checked: 1:1 contact with children
Purple Governor	Access all areas where expected

- Please refer all visitors to the safety information on the back of the visitor's badge.
- Any visitors unaccompanied by a member of staff who is not wearing a lanyard must be challenged using the CHAT approach:

## **CHALLENGE, ASK, TAKE**

Escort the visitor to reception or the Headteacher's office



# Walter Infant School

## Mobile phone use in school



Please ensure that during the parts of the school day when you are with children your mobile phone is not in use.

### **E-safety Policy:**

**5.1.5 Staff, helper and visitor mobile devices may normally be switched off or on silent during the times that the children are present**

If you need to be contacted during the school day for any reason, please ensure that you have shared the school landline telephone number if you need to be contacted during lessons.

Please refrain from using the phone when children are present and do not take photographs with your personal mobile phone.

We request that mobile phones will not be taken into meetings of any size (unless a request has been granted by the Headteacher or Deputy Headteacher).

### **E-safety Policy:**

**5.5.9 The use of staff devices is not acceptable unless agreed with a member of SLT in advance.**

This guidance is to ensure that all members of the school staff are professionally safe.

# VISITORS RECORD BOOK – Walter Infant School

	Date	Name	Company	Car Reg	Visiting	Time In	Time Out
1							
2							
3							
4							
5							
6							
7							
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