



Policy/Procedure Name:	Visitors and Guest Speakers Policy		
Policy/Procedure Number:	SMT076		
Date of Approval:	8 <sup>th</sup> October 2015		
Effective Date:	September 2015		
Revised Date:	August 2025		
Review by Date:	August 2027		
Policy/Procedure Author:	Head of Quality		
Policy/Procedure Owner:	Principal/CEO		
Management Committee Approved By:	Senior Management Team		
Governor Committee (where appropriate) Approved By:	Not applicable		
For Action By:	All Staff		
For Information to:	All students and parents		
Approval requested to upload on the Treloar's Website:	Yes <input checked="" type="checkbox"/> (tick if requested)		
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA?	27 <sup>th</sup> August 2025
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Are all opportunities to promote equality taken within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes No <input checked="" type="checkbox"/>		

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## **1. Policy/ Procedure Aim –**

### **Rationale**

The purpose of inviting visitors in to the school and college needs to be clear. Reasons could include:

- Raising awareness of an issue
- Providing expertise
- Building links with the community
- Giving students an opportunity to work with adults or young people from outside of the school and college
- Raising the profile of the school and college
- Public relations
- Enhancing the curriculum
- Part of staff training
- As a resource

This policy is in line with guidance from the Healthy Schools Programme, of which the school is part.

## Policy/Procedure Details

### Using Visitors well

A visitor's contribution must enhance the overall education experience for young people. It must add a dimension, which the teacher/tutor alone cannot deliver.

Whilst visitors can bring a wealth of skills and expertise to the school/college setting, it should be recognised that the majority of them have no formal training in classroom management and teaching and learning strategies. Visitors should not be left alone to work with students: the teacher and visitor need to share the experience in order to provide appropriate planning, deal with any issues that arise during the session(s) and as a result of the session(s).

### What the visitor needs to know before the visit

Visitors should have access to;

- Number and age of students they will be working with
- Information about our students needs
- Aims and objectives of the visit
- School/College prospectus (found on website)
- Visitor Information Guide (found on website)

### Before the visit

There should be a clearly recorded rationale for why a speaker/visitor is being invited. This should be recorded within a **risk assessment** on SharePoint, along with details of any health and safety implications, and any background checks or discussions had with the visitor/speaker prior to their being accepted to visit the school/college.

The person organising the event will discuss with the visitor/speaker the use of any resources to ensure they are suitable for the audience.

The organiser will ensure that the visitor/speaker understands that content must be consistent with the Treloar's school and colleges values, equality commitments and its duty to prevent radicalisation.

According to the Prevent duty, we have a due regard to prevent people from being drawn into terrorism; this includes violent and non-violent extremism, which can

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create an atmosphere conducive to terrorism, and can popularise views which terrorists exploit.

Treloar School and College is a safe space where young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideologies.

Before inviting an external agency or guest speaker, the school/college will conduct background research into the relevant parties. The organiser will ensure that:

- Any messages communicated to students support British values (the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs)
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism. The presentation must not incite hatred, violence or call for the law to be broken.
- The group or person is not attempting to narrow the views of students through extreme or narrow views of faith, religion, culture or ideology. If the message is of a (non-extremist) partisan or political nature then good practice is to ensure that students are provided with a balanced counterpoint and opportunity to discuss and debrief following this.
- The subject matters being raised are appropriate for the specific group of students.

All members of staff will actively attempt to strengthen students' abilities to engage in informed debate. The school/college believes the best way to combat extremism and intolerance is to empower students to challenge these views in an active and constructive manner.

There must be no statements which might cause offence to students or others present, or otherwise undermine tolerance of other faiths or beliefs. There must be no extremist material.

A list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools/college where the person has spoken previously must be carried out by the organiser.

If you need advice and guidance, please speak to the Head of School, Head of College or Head of Safeguarding

## Ground rules

If visitors come to give talks to students on topics that may be sensitive, they must be made aware of the ground rules used in classrooms:

- All visitors are made to feel welcome and valued.
- No one (teacher/tutor, visitor or student) will have to answer a personal question
- Only the correct biological names for body parts will be used
- Names of individuals are never mentioned in discussions or questions
- Meanings of words will be explained in a sensible and factual way, and in a way that meets the needs of our students.
- The visiting speaker understands that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.
- Treloar's staff have the right and the responsibility to interrupt and stop any presentation if the content is felt to be unsuitable or to be in breach of the Treloar's policy or ethos.
- The speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand
- Visiting speakers must arrive at reception in good time to book in, and must bring suitable identification.

## All visitors should:

- Have read our visitors guide prior to arrival
- Sign in at reception on arrival
- Be offered toilet facilities and refreshments
- Sign out at reception on leaving and hand in their visitor badge
- Be escorted throughout their visit by a member of staff.

## Checkpoints for staff organising a visit

- ✓ Has the visitor been made aware of relevant policies?
- ✓ Has the visitor been provided with our Visitor Information Guide in advance of visiting the Treloar's site (this can be found on our website)
- ✓ How will the visitor be made aware of the school/college's ethos and values?
- ✓ Has the visitor been made aware of:
  - The size of the group
  - The age and nature of the group/class, e.g. disabilities and needs, ability, and individual special circumstances
  - Safeguarding and confidentiality issues
  - Ground rules usually followed in the school/college
  - The aims /objectives of the session(s)
  - What preparatory activities will take place
  - What follow up will be provided
  - How the sessions will be organised
  - What resources are available
  - How the sessions will be evaluated
  - Emergency evacuation procedures
  - Other relevant health and safety procedures
  - Challenge any activity that promotes extremist or otherwise offensive views at the time
  - Report any incident where that promotes extremist or otherwise offensive views at the time

## Implications of Policy/Procedure

### Training Requirements

Staff to be briefed on policy requirements by managers

### Communication Requirements

How will the Policy/procedure be communicated:	Via teacher/tutor meetings Via SharePoint	
Who will ensure the above communication is carried out:	Head of School Head of College Head of Quality	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	NA	

### Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at [jo.cox@treloar.org.uk](mailto:jo.cox@treloar.org.uk)

### Other Implementation Requirements

#### Monitoring and Review

The use of visitor and guest speakers will be reviewed as part of our annual self-assessment process

### Links to other related policies, procedures or documents (internal)

- SMT 20 Safeguarding Children and Adults with Support Needs
- HR24 Treloar's contractor safeguarding procedure

### Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
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	Not applicable as new policy		
Introduction	Reference to current Covid-19 guidance documents	Head of Quality	May 21
Throughout	Minor changes throughout – no material change	Head of Quality	May 23
Throughout	Minor changes throughout – no material change	Head of Quality	August 2025

#### IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.



## Appendix 1 - Equality Impact Assessment (EIA) - Stage 1

<b>Name of Policy / Function/Decision</b>	SMT076 Visitors and Guest Speakers Policy				
<b>Name of Assessor / Author /Lead</b>	Lorna Woodcroft				
<b>Start Date</b>	05/05/23				
<b>This EIA is being undertaken because it is:</b>	<ul style="list-style-type: none"> <li>A result of a policy revision</li> </ul>				
<b>Screening</b>					
<b>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</b>					N
<b>Is it a major policy with a significant effect on how our core business is delivered?</b>					N
<b>Does it involve a significant commitment of resources?</b>					N
<b>However this proposal will be giving back and reducing 'commitment of resources' not increasing</b>					N
<b>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</b>					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI co-ordinator or Head of Quality for further support.					
<b>Has the screening identified the policy as having relevance to the any of the following groups?</b>					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
<b>Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?</b>					Yes o
<b>Are all opportunities to promote equality taken within the policy/procedure/decision?</b>					
<b>Have we stated how we will monitor the implementation and impact of this policy/decision?</b>					Yes
<b>Date of Screening</b>			5 <sup>th</sup> May 2023		
<b>Approval by EDI</b>			Lorna Woodcroft		
<b>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</b>			No o		

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