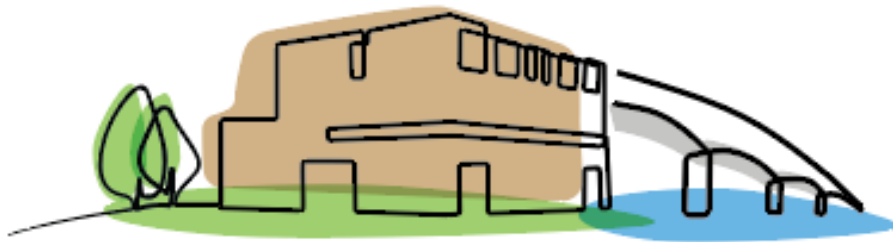


Valentine Primary School



VALENTINE PRIMARY SCHOOL

Visitor Behaviour Policy

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Approved by:	Governing Body	Approval date:	September 2024
Last review date:	July 2024	Contact:	info@valentineprimary
Next review date:	Autumn 2025	Approvers signature:	Chair of Governing Body

Valentine Primary School's mission statement:

Valentine Primary School is devoted to nurturing each child's ability to articulate ideas and understanding, through oracy, instilling a lifelong skill for success. Our curriculum extends beyond the academic, fostering the talents of the whole child. We have created an environment that enables focused learning, free from distraction. With a commitment to communication, holistic growth, and intellectual stimulation, we empower pupils to express themselves confidently, embrace diverse challenges, and thrive as well-rounded individuals. Our mission is to prepare them for a dynamic world by providing a platform for their character, emotional, and social development.

Our 'I DREAM' values:

I		<p>Independent</p> <p>Being independent learners empowers us to explore, discover, and solve problems, fostering lifelong skills for personal growth.</p>
D		<p>Determined</p> <p>Being determined learners fuels our resilience, pushing us to overcome obstacles and achieve goals with unwavering dedication and success.</p>
R		<p>Reflective</p> <p>Being reflective learners allows us to learn from experiences, to make better choices and continuously improve.</p>
E		<p>Enquiring</p> <p>Being enquiring learners' sparks curiosity, driving us to ask questions, seek knowledge, and develop critical thinking skills.</p>
A		<p>Ambitious</p> <p>Cultivating ambition in class ignites a desire for mastery, pushing us to pursue excellence, take risks, and to be the best we possibly can be.</p>
M		<p>Motivated</p> <p>Being motivated is essential for success, it fuels perseverance, focus, and the drive to overcome setbacks on the path to achievement.</p>

Every child deserves a champion. An adult who will never give up on them, who understands the power of connection and who insists that they become the best they can possibly be.

1. Policy Purpose

The Visitor Behaviour Policy was written following a 'Staff Stress Audit' to understand triggers that cause stress at Valentine Primary School. Inappropriate comments, abuse of staff and bullying by the public was raised as a major concern by several different staff groups, and the production of this policy.

2. Purpose and Scope

The aim of this policy is to ensure, as far as reasonably practicable, the safety of staff that have contact with the public. Whilst it is important for the public, including parents, family members and corporate visitors, that they are treated fairly and without discrimination, it is equally important that staff are treated similarly by the public.

By having a clear understanding of what constitutes unacceptable behaviour and a consistent procedure for responding to situations where behaviour is unacceptable. The purpose of this policy is to help the public gain an understanding of the boundaries and staff will feel reassured that should they find themselves in this situation there is a process to resolve it.

Step one

- 2.1. On the first instance of a visitor's behaviour being considered unacceptable, they should be immediately informed of this by a Senior Leader and made aware of the context of the issue and how this has been received by the staff member. The visitor should immediately withdraw from the area of the complainant. The staff member will be asked to complete a confidential referral to be sent to the Headteacher as soon as possible.
- 2.2. If leaders receive further concerns or complaints, the Headteacher may ask the visitor to leave the premises. A leader will complete a referral for our reporting system.
- 2.3. If a visitor refuses to leave or displays any violence – leaders will immediately call the police.

Step two

- 2.4. The individual should be contacted formally by letter to confirm that their behaviour was unacceptable and be provided with a copy of the Statement of Expectation of Behaviour. They should be offered an appointment to discuss the incident and/or the manner which gave rise to their behaviour in a calm and co-operative manner.

Parents, Carers and Families

We are resolute that our primary aim is to support our families within the school. We consider unacceptable behaviour to be one of the following:

Examples of unacceptable behaviour:

- Shouting at members of staff, either in person or over the telephone;
- Use of offensive language towards other adults, staff or children;
- Physically intimidating members of staff and/or other parents or pupils;
- Approaching someone else's child in order to question or chastise them;
- Physical abuse, threatening, oppressive or aggressive behaviour;
- Using aggressive hand gestures;
- Swearing;

- Pushing;
- Hitting, eg slapping, punching, kicking or poking;
- Breaching the school's security procedures;
- Attempting to gain entry to any part of the school in disregard of procedure or without permission;
- Entering the school site under the influence of alcohol or drugs;
- Smoking/vaping/using drugs whilst on school property;
- Bringing alcohol onto school premises or excessive consumption of alcohol at school events;
- Bringing dogs, with the exception of Assistance Dogs, on to the school site without the explicit permission of the Headteacher;
- Damaging or destroying school property;
- Displaying any signs and/or handing out notices or messages which could cause unreasonable upset and/or harm to any member of staff, governor, parent or child.

Corporate Visitors

We expect corporate visitors to behave in a way that supports our school on its improvement journey. Whether Ofsted, Southampton City Council or our School Improvement Officer – we ask that visitors remember the following:

- Visitors to lessons must remember that the Quality of Education is paramount. We ask that visitors do not attempt to engage in conversation with the teacher during lesson visits as this is something staff feel can be off-putting and lead to anxiety.
- Where possible, pupil conferencing should take place outside of the lesson – corridor conversations should take place in a way that does not prevent the rest of the class from being able to track the adult speaking. In-lesson conversations with pupils should be minimal. We ask that any in-lesson interaction with pupils takes place in a considerate way that does not distract other pupils from learning.
- We do not use judgemental language in reference to teachers or their practice – unless agreed by the Headteacher. Language is important, as flippant comments or informal discussion could be used as part of a complaint. Visitors should not use Ofsted judgements or refer to these with staff members. For example, *'that was inadequate'* or *'that's good'*.
- All lesson visits should always take place with a member of the school's senior team.
- Visitors must follow a pre-agreed schedule and this should not be deviated from unless agreed by the Headteacher. Please ensure that you adhere to the schedule agreed prior to the visit.
- All de-brief conversations with school leaders must take place in a dedicated room or office. Corridor conversations are not acceptable and strictly discouraged.