



Dronfield Infant School

Document name	External Contributors/Speakers Guidance
Document owner	Children's services/Quality & Performance
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Date approved	Jan 2017
Current document	Version 2
Review date	Jan 2019

External Contributors/Speakers Guidance January 2017

The guidance supports:

- Keeping Children Safe in Education Sept 2016 (Safer Recruitment 71,122-127,138)

The guidance supports the schools/settings:

- Child Protection and Safeguarding Policy
- Extremism & radicalisation Policy Jan 2017 (non-statutory)

Attached forms

- Checklist for schools using outside agencies.
- Checklist for agencies visiting schools
- Service Level Agreement/Contract

NB- The school/setting may also require an appropriate risk assessment dependent upon the activity/event

Why do we need an External Contributors/speakers policy?

School/educational settings recognise that using external agencies can enrich and support the curriculum and the school ethos. Children and young people often find visitors an informative and interesting element of their learning. We wish to ensure that delivery by external contributors/speakers is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive ones and are productive for the pupils, staff and the outside agency/visitor and that safeguarding is also taken into account.

All staff considering using external contributors/speakers are required to complete the attached forms and agreements and submit them to the appropriate member of the Senior Leadership Team prior to the visit. They should be discussed and approved by a senior member of the leadership team.

External contributors/speakers are visitors as defined by Keeping Children Safe in Education 2016. Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks.

External contributors/speakers should **not** be left in sole charge of pupils, or take groups of pupils/students out and away from a supervisor/staff member/teacher who has the DBS and related checks.

In all instances, whether or not the external contributor is DBS-checked, a staff member/teacher must be present in the classroom or agreed venue for the whole of the visit/event:

- To ensure safeguarding processes are met;
- To maintain responsibility for class discipline;
- To deal with any need for a pupil/student who may need advice/support;
- To ensure aspects of confidentiality dependent upon the activity/event;
- To devise follow-up work to reinforce pupils' learning.

It would not be usual for any external contributor/speaker to require details of the participants and their contacts. If they are requesting information and contacts this will need careful consideration, and as to the purpose and motivation for such a request.

When involving external contributors, staff will ensure that:

- They are clear about the objectives before deciding who is best able to help achieve them;
- The external contribution is integrated into the school's programme and is supported by staff to enrich and support the visit/event;
- Where possible, pupils are involved in preparatory and follow-up work;
- The content is planned/ known to ensure that it meets the needs of pupils and is consistent with school policy, curriculum and ethos;
- All external contributors/speakers are aware of appropriate school policies;
- The school is fully aware of the external agencies aims and objectives for delivering to the school;
- They are aware of good practice of national and local approaches and support to Personal, Social and Health Education (PSHE);
- All external contributors/speakers are aware of their roles, responsibilities and boundaries, i.e. that they work to the professional boundaries of the teacher when taking part in the curriculum.
- The value of the external contribution is assessed through appropriate feedback and evaluation. This information should be shared and used to inform future work.

Management

The guidance should be made known to all staff, volunteers and governors. It should be used in all cases.

The school/setting should keep copies of the activity, the checklists and records used and store these securely with the personnel records held in the school.

Checklist for schools using external contributors/speakers.

External Contributors Name: _____

Criteria	Notes
Are you aware of the aims and objectives being delivered by the external contributor/speaker?	
Does the external contributor complement and not replace staff/teacher led activities?	
Is the external contributor aware of the relevant school policies e.g. the safeguarding & child protection Policy, Policy on sharing information and confidentiality?	
Are you aware of the external contributors' learning outcomes of the session?	
Is the methodology and content appropriate and to the intended audience?	
Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity?	
Have group sizes been agreed?	
Are teaching resources provided? If so can you preview them and are they up to date and appropriate?	
Is there anything the staff member/teacher should tell the external contributor regarding pupils' needs?	

If team teaching is being used, has the session been appropriately planned?	
Have the pupils been appropriately prepared?	
Is follow up work planned and does the learning need to be extended into a further lesson?	
Is pastoral support aware of the planned session?	
Have appropriate behaviour and expectations been discussed with the pupils regarding how to engage with the external contributor?	
Have you discussed how the visitor is expecting the pupils to engage with them?	
Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems?	
Is there any technical equipment needed and is it working?	
Does the outside agency require a special room booking?	
Are all the staff and pupils aware of the arrangements?	
Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate?	
Have you checked the visitors' DBS status if appropriate?	
Have you agreed fees, expenses or the cost of resources?	
Have you filled in a service level agreement?	

NOTE: Involving ex-users in drug education, victims of exploitation or de radicalized individuals should be considered very carefully. Without sensitive

handling they may arouse interest or describe experiences which young people may find it hard to relate to. If they are to be involved, this should be because they are skilled in facilitating learning and not simply by virtue of their status as a former user/victim.

Checklist for extremal contributors/speakers

Criteria	Notes
Be clear about what you are delivering, to whom and for how long, as agreed with the teacher and school.	
Reinforce or introduce ground rules for the session.	
Ensure the material is age appropriate and fits into the broader PSHE curriculum.	
Is the language and terminology to be used appropriate and relevant to age, understanding, and takes into account equality & diversity?	
Ensure a staff member/teacher is present and prepared to actively take part in the session	
Ensure up to date material, resources and data is used.	
Assess through feedback and evaluation from the young people and staff. This information should be shared and used to inform future work	
Be aware of the school values and approaches to PSHE including those covering confidentiality, disclosure and child protection, to ensure that your approach is consistent with that of the school.	
Identify the school contact and who would be the lead for any follow up work.	
Ensure a teacher is available to offer support if required.	
Ensure DBS is up to date if needed and have identification.	

Service Level Agreement and Contract

Completed by.....for the school

Designation.....

Date.....

Completed by.....for the external contributor/speaker

Designation.....

Date.....

Approved by.....

Designation.....in school management

Date.....

Service Level Agreement Contract

_____ and _____
(Name of School) (Name of external contributor/speaker)

Number of sessions planned: (please include date/s and duration of session/s)
The aims and objectives of the session:
The session is for: (school year, parents/carers)
The role of the school: (preparatory and follow up sessions etc)
Technical equipment and room requirements (size of room, layout):
Breakdown of costs: (travel expenses, resources)
All issues raised by checklist agreed: (please tick relevant box) Yes <input type="checkbox"/> No <input type="checkbox"/>
Any other details:

Review of session

Name _____

Signed _____

Designation _____

Date _____