

# SAWLEY INFANT & NURSERY SCHOOL



## Use of External Contributors Policy

<b>Approved by:</b>	Academy Governing Body
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VERSION	DATE	AUTHOR	CHANGES
2.0	Jan 17	DCC	Reviewed. Reformatted to updated layout Based on latest Derbyshire LA Model Policy - Jan 2017
3.0	Nov 17	Diane Dakin based on DCC model policy	Tailored to suit school requirements. Incorporating comments from Gobs, Headteacher & Assistant Headteacher
DRAFT v4	April 21	As above	Reviewed & updated. No major changes.
V4	May 21	As above	Approved by the Academy Governing Body.

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

## 1. Introduction

Sawley Infant & Nursery School recognises that using external agencies can enrich and support the curriculum and the school ethos. Children 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.

This guidance supports:

- Keeping Children Safe in Education (latest version)

The guidance supports the following Willows Academy Trust and school policies:

- Child Protection and Safeguarding Policy
- Extremism & Radicalisation Policy
- Recruitment & Selection Policy

## 2. Purpose & scope

This policy covers the use of external contributors/speakers. It is not intended to cover volunteers who are classified as working in a "regulated activity" under Keeping Children Safe in Education or visitors. This policy is concerned with visitors who are providing a specific contribution to a lesson, assembly or similar. It does not provide guidance on other types of volunteers (e.g. students, parent helpers), visitors (e.g. parents, contractors) or employees (e.g. temporary employees running clubs and activities). These are covered by other policies and procedures including Recruitment and Selection and the Single Central Record.

The guidance should be made known to all staff, volunteers and governors. It should be used in all cases. Copies of relevant documents should be retained in the school office.

### 3. Procedure

All staff considering using external contributors/speakers should:

1. Complete *Checklist for planning to use external contributors/speakers* (**Appendix 1**)
2. Gain approval and confirmation of funding for activity from the headteacher. Consideration needs to be given as to whether the visit is a 'one-off' or part of a series of contributions, paid or voluntary, and what the visit(s) will achieve. This will help define the appropriate safeguarding checks required in accordance with statutory requirements.
3. Complete *School Preparation for the use of external contributor* (**Appendix 2**)
4. Raise *Service Level Agreement and guide for external contractors* (**Appendix 3**) and submit them to the appropriate member of the organisation or individual prior to the visit.
5. Provide a copy of the *Key information for visitors* (**Appendix 4**) to the organisation or individual prior to the event along with the service level agreement and guide
6. Ensure that a Service Level Agreement or contract is in place prior to the event (**Appendix 3**)
7. Complete a review within 2 weeks of the event and share with staff at staff meeting (**Appendix 5**)

External contributors/speakers are a category of visitors as defined by Keeping Children Safe in Education. 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) and Barred List checks in accordance with the statutory requirements for 'regulated activity' as defined in Keeping Children Safe in Education. Visitors should not be alone with pupils/children unless this is a legitimate part of their role and evidence of the appropriate checks have been obtained. External contributors/speakers/visitors should therefore **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 unless evidence of the appropriate checks have been obtained and recorded).

As appropriate to the event/activity, a staff member/teacher must be present in the classroom or on the premises (e.g. on-site in school) for the whole of the visit/event in order to:

- Ensure safeguarding processes are met;
- Maintain responsibility for discipline;
- Deal with any need for a pupil/student who may need advice/support;
- Ensure aspects of confidentiality dependent upon the activity/event;
- Devise any appropriate 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 contact details. If they are requesting information this will need careful consideration as to the purpose and motivation for such a request and to ensure that the sharing of any information is in compliance with data protection law.

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 briefed on the appropriate school policies (including child protection and safeguarding);
- The school is fully aware of the external agencies aims and objectives for delivering to the school;
- They are made aware of good practice of national and local approaches and support to Personal, Social and Health Education (PSHE) as it relates to their contribution;
- 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.

#### **4. Monitoring and review**

The school will ensure that they regularly monitor and evaluate this policy to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

This policy will be reviewed annually or as required.



# SAWLEY INFANT & NURSERY SCHOOL

## Checklist for planning to use external contributors/speakers

Staff name:

Contributor/organisation name:

Date of request:

Discussed with:

Focus	Criteria	Notes
Purpose of Contribution	Are you aware of the aims and objectives being delivered by the external contributor/speaker?	
Value of Contribution	Does the external contributor complement and not replace staff/teacher led activities?	
Learning Intentions	Are you aware of the external contributors' learning outcomes of the session?	
Delivery Style	Is the methodology and content appropriate to the intended audience?	
Organisation	Recommended group size?	
	Location and space requirements identified	
	Length of sessions defined for each age group	
Cost	Identify provisional cost of contract/materials etc.	
Approval	Discuss with Headteacher regarding budget and approval	<b>Headteacher Signature:</b>



# **SAWLEY INFANT & NURSERY SCHOOL** **School preparation for the use of external contributor**

Completed by:

Focus	Criteria	Notes
Risk Assessment of content	Is the content, language and terminology to be used appropriate and relevant to age, understanding, and will it take into account equality & diversity?	
Risk Assessment of resources	Identify any risk assessments required for tools, resources or techniques and liaise with contributor.	
Risk Assessment regarding pupils	Is there anything the staff member/teacher should tell the external contributor regarding pupils' needs?	
	Are there mechanisms for support in place for staff, pupils, and the visitor in the event of problems?	
Preparation	If team teaching is being used, has the session been appropriately planned?	
	Have the pupils been appropriately prepared?	
	Have you discussed how the visitor is expecting the pupils to engage with them?	
	Are all appropriate 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?	
Extend and review	Is follow up work planned and does the learning need to be extended into a further lesson?	
	Has the school decided on how to evaluate the effectiveness of the support with staff, pupils and the visitor?	
	How will the external contributor be made aware of the relevant school policies e.g. the Safeguarding & Child Protection Policy and the policies on sharing information and confidentiality?	
	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 (if required)?	
<p><b>NOTE:</b> 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.</p>		



## SAWLEY INFANT & NURSERY SCHOOL

### Service Level Agreement and guide for external contributors/speakers

This Service Level Agreement is between:

Sawley Infant & Nursery School and \_\_\_\_\_

Names of contributors/speakers	
Focus of planned sessions (please attach details as required)	
Date/s of visit	
Age range of pupils involved	
Length of planned sessions (please attach timetable as required)	
Space and resource requirements agreed with school (please attach details as required)	
Costs (including travel expenses and resources)	

We are really looking forward to welcoming you to our school. Please remember:

- Be clear about what you are delivering, to whom and for how long, as agreed with the school contact.
- Reinforce or introduce ground rules for the session if required.
- Ensure the material you share are age appropriate and fit the school's ethos, values and aims.
- Ensure the language and terminology used is appropriate and relevant to age, understanding, and takes into account equality & diversity.
- Ensure that the staff member present knows the content of your session and is prepared to actively take part if required.
- Identify the school contact who would be the lead for any follow up work or feedback.
- Ensure that your DBS is up to date if needed and shared with the school prior to the session. Have proof of identification available.
- Ensure that you follow any school policies and procedures you are briefed on including safeguarding and child protection and confidentiality.

Signature:		Date:
Agreed by:	for the external contributor/speaker	
Approved by:	for the school	



# Sparkle and Shine at Sawley Infant & Nursery School

## Key information for visitors to Sawley Infant & Nursery School

We are proud that our school is an open and welcoming place to be. We encourage parents, carers and a wide variety of other adults to help us sparkle and shine in a variety of ways. We aim to ensure that our children benefit from many enriching opportunities and as much support as possible, within a consistently safe and secure environment.



### Core values

Everyone must show respect for:

- democracy - through encouraging turn taking and valuing the views of others
- the rule of law - through promoting agreed rules and expectations and concepts of right and wrong
- individual liberty - through actively encouraging individual choices in a safe, supportive environment
- those with different faiths and beliefs and those without faith - through considerate presentation of ideas and information as personal views without prejudice

Here is a reminder of the schools ethos and the expectations for every visitor to our school

### Safeguarding

Everyone must:

- sign in, read and adhere to the safeguarding notice included in our sign-in system
- wear a badge produced by the school
- report **any concern** to appropriate staff

Visitors and volunteers must:

- work under the supervision of staff
- *Specialist services, educational professionals and trainees may work alone with children following appropriate checks and approval by the school*

### Positive behaviour management

Everyone must:

- communicate respectfully at all times
- use positive language to support behaviour
- maintain an appropriate voice and volume (shouting is saved for emergency situations)
- use the school behaviour system consistently ( identify and praise, support before sanction)
- School staff are responsible for supporting behaviour based on school systems and the needs of pupils and reporting any instances of aggressive or bullying behaviour when working with visitors and volunteers

### Equality, diversity and accessibility

Everyone must:

- be kind, polite, friendly and help everyone work together
- treat everyone fairly and *respect* that we are all unique and have different needs
- value everyone as an individual who will enjoy and achieve with the right opportunities
- ensure activities are appropriate and accessible for the diverse needs of our school community

### Confidentiality and Data Protection

Everyone must:

- maintain the confidentiality of information related to pupils, families, staff and community linked to the school
- obtain signed permission from the headteacher before taking photographic, digital or analogue recordings in order to check for parental consent and verify devices used
- ensure no information obtained on a visit is shared without regard for the Data Protection Act, copyright and discussion with the school regarding confidentiality

Sparkle and Shine  
Aim high and achieve  
Work and play together  
Learn in different ways  
Enjoy and have fun  
Yes you can!

**SAWLEY INFANT & NURSERY SCHOOL**  
**Review of external contributors/speakers****Review of session completed by:****Role:****Date:**

Name of Organisation	
Names of contributors/speakers	
Date/s of visit	
Focus of sessions	
<b>Notes:</b>	
<b>Review/feedback:</b>	
<b>Location of other evidence – e.g. photographs feedback forms:</b>	