

SAWLEY INFANT & NURSERY SCHOOL



Use of External Contributors Policy

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| Approved by: | Headteacher |
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|----------|----------|---|---|
| 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. |
| V5 | April 23 | DD/MH review | Reviewed against latest DCC guidance available (May 2020). Form references re-named as policy numbers no longer in use. Paragraphs numbered. Changes to wording and additional paragraphs added in line with DCC guidance (paras 1.3, 3.1, 3.6, 3.7, 4.2, 4.3, 4.4) Combined Forms EC/01 and EC/02 in line with the DCC guidance and to streamline paperwork. |
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1. Introduction

- 1.1 External contributors/speakers are a category of visitors as defined by Keeping Children Safe in Education.
- 1.2 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.
- 1.3 This policy is based on the DCC External Contributors/Speakers Guidance (May 2022).
- 1.4 This policy uses:
- Keeping Children Safe in Education (latest version)
 - The Prevent Duty Guidance for England and Wales
- 1.5 The policy operates in conjunction with the following Willows Academy Trust and school policies:
- Child Protection and Safeguarding Policy
 - Extremism & Radicalisation Policy
 - Recruitment & Selection Policy

2. Purpose & scope

- 2.1 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.

2.2 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

3.1 All staff considering using external contributors/speakers should complete the attached forms and agreements. The forms and agreements should be submitted to the appropriate member of the Senior Leadership Team for approval prior to the visit. This should also include a discussion with the senior Designated Safeguarding Lead of the school.

1. Complete the Form EC/01 - *Checklist & Approval Form for using external contributors/speakers* (**Appendix 1**)
2. Gain approval and confirmation of funding for the activity from the headteacher/appropriate member of the senior leadership team. 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 a risk assessment if required - dependent upon the activity/event.
4. Raise the Form EC/02 - *Service Level Agreement and guide for external contractors* (**Appendix 2**) and submit to the appropriate member of the organisation or individual prior to the visit.
5. Ensure that a Service Level Agreement or contract is in place prior to the event (**Appendix 2**)
6. Provide a copy of the *Key information for visitors* (**Appendix 3**) to the organisation or individual prior to the event
7. Complete a review within 2 weeks of the event and share with staff at a staff meeting (**Appendix 4**)

3.2 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.

3.3 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).

3.4 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.

- 3.5 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 complies with data protection law.
- 3.6 Staff will consider extremely carefully any unsolicited approaches from individuals or groups offering on line websites, resources and programmes. If there are reasons to be specifically concerned about an approach, the concern should be raised with the headteacher and the school should contact the police to report the concerns.
- 3.7 **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.
- 3.8 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

- 4.1 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.
- 4.2 This policy should be made known to all staff, volunteers and governors. It should be used in all cases.
- 4.3 The school should keep copies of the activity, the checklists and the records used and store these securely with the personnel records held in the school.
- 4.4 The headteacher will report on issues or impact on the school/setting in relation to this activity to the governing body.
- 4.5 This policy will be reviewed every 3 years or as required.



SAWLEY INFANT & NURSERY SCHOOL

Checklist & Approval for using external contributors/speakers

| | |
|---------------------------|---|
| Staff member name: | External contributor's name/organisation name: |
| Date of request: | Discussed with: |

| Criteria | Notes |
|--|-------|
| Purpose and value of the contribution | |
| 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? | |
| Are you aware of the external contributors' learning outcomes of the session? | |
| Is the planned methodology and content appropriate to the intended audience? | |
| Organisation | |
| Have group sizes been agreed? | |
| Have location and space requirements been identified. Is a room booking needed? | |
| Have the length of sessions been agreed? | |
| Are all the staff and pupils aware of the arrangements? | |
| Are teaching resources provided? If so can you preview them and are they up to date and appropriate? | |
| Risk Assessments (content, resources, pupils) | |
| Is the content, language and terminology to be used appropriate and relevant to age and understanding, and will it take equality & diversity into account? | |
| Are any risk assessments required for tools, resources or techniques? Liaise with the external contributor. | |
| Is there anything the staff member/teacher should tell the external contributor regarding pupils' needs? | |
| What mechanisms for support are in place for staff, pupils, and the external contributor in the event of problems? | |
| Preparation | |
| If team teaching is being used, has the session been appropriately planned? | |
| How will the pupils be appropriately prepared? | |

| Criteria | Notes |
|--|-------|
| How will appropriate behaviour and expectations be 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? | |
| Are all staff and pupils aware of the arrangements (as relevant)? | |
| Have you ensured that at least one member of staff is present throughout the session and will they be ready to participate? | |
| Is there any technical equipment needed and is it working? | |
| Review | |
| Is follow-up work planned and does the learning need to be extended into a further lesson? | |
| How will the school evaluate the effectiveness of the support with staff, pupils and the external contributor? | |
| Safeguarding | |
| Is the external contributor aware of the relevant school policies e.g. the Safeguarding & Child Protection Policy and the policies on sharing information and confidentiality? If not – how will they be made aware? | |
| Have you checked the visitors' DBS status if appropriate? | |
| Have you filled in a service level agreement (if required)? | |
| Cost | |
| What is the cost (fees, expenses, cost of resources)? | |
| Approval | |
| Discuss with the headteacher/appropriate member of SLT regarding budget and approval. | |
| Approval given: | |
| Headteacher/SLT member signature: | Date: |
| Notes: | |
| | |



SAWLEY INFANT & NURSERY SCHOOL

Service Level Agreement and guide for external contributors/speakers

Agreement between _____ Sawley Infant & Nursery School
and _____ (insert details)

| | |
|--|--|
| Names of contributors/speakers: | |
| Number of sessions planned: | |
| Focus of planned sessions: (please attach details as required) | |
| Date/s of sessions: | |
| Length of planned sessions (please attach timetable as required) | |
| The session is for: (school year, parents/carers) | |
| The role of the school: (preparatory/follow-up sessions etc) | |
| Space and resource requirements (e.g. size of the room, layout): (please attach details as required) | |
| Breakdown of costs: (including travel expenses and resources) | |
| Any other details: | |

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 is age appropriate and fits the school's ethos, values and aims.
- Ensure the language and terminology you use are appropriate and relevant to age, and understanding, and take equality & diversity into account.
- 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 will 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: | Designation: | For the external contributor/speaker | |
| Approved by: | Designation: | For the 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 school's 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

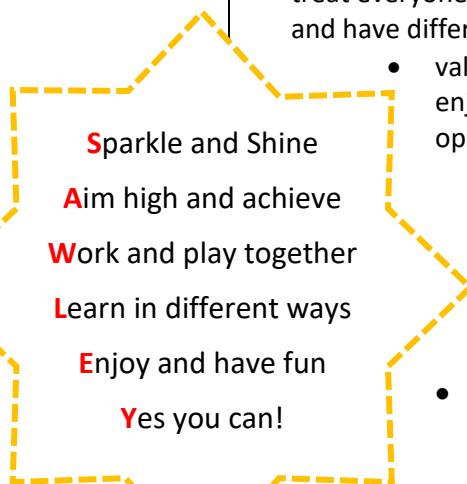
Everyone must:

- 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





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 | |

Notes:

Review/feedback:

Location of other evidence – e.g. photographs or feedback forms: