

Orchard Community Primary School



External Speakers & Contributors Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	2/2021	FS	New Policy
0.2	12/2023	FS	Reviewed

Review Frequency	Next Review Date
Every 3 years	12/2026

External Contributors and Speakers

The guidance uses:

- The current Keeping Children Safe in Education, Statutory Guidance for Schools/Colleges
- The Prevent Duty Guidance for England and Wales

This guidance supports our:

- Child Protection and Safeguarding Policy
- Tackling Extremism & Radicalisation Policy
- RSE Policy

Why do we need an External Contributors and Speakers Policy?

Orchard recognises 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.

Roles and Responsibilities

We at Orchard are under a duty to promote community cohesion and must be satisfied that any speakers or contributors we invite will not undermine that duty.

All schools are subject to requirements to forbid political indoctrination and secure a balanced treatment of political issues. This extends to extra-curricular activities which are provided or organised for registered pupils at the school by or on behalf of our school (Section 406 and 407 of the Education Act 1996).

Schools/educational settings must also ensure, that in making any decisions about whether to host an external speaker, that they comply with the public sector equality duty (Equality Act 2010) and that they are not discriminating by reference to protected characteristics (age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation)

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

External contributors/speakers are visitors as defined by Keeping Children Safe in Education Statutory guidance for schools/colleges. Any visitor to the school/setting who has unsupervised access to children and or who works in the school/setting on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks, and any other checks deemed suitable by the regulations when in unsupervised contact with children.

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.

Schools/settings are also requested to 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, a school/setting should be contacting the police to report the concerns.

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;
- They are aware of appropriate school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as drug education and sex and relationship education.
- 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);
- It is not appropriate to encourage pupils to reveal any personal information that may incriminate themselves or others or that they wish to remain confidential.
- 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.

All staff considering using external contributors/speakers should complete the attached forms and agreements:

- Checklist for schools/Educational settings using external contributors/speakers
- Checklist for the external contributor/speaker to use and discuss with the organiser
- Service level Agreement and contract

The forms and agreements should be submitted to the School Business Manager (Deputy DSL) prior to the visit. This should also include a discussion with the senior Designated Safeguarding Lead of the school/setting, and be approved. The school/setting may also require an appropriate risk assessment dependent upon the activity/event and retain this for their records.

Checklist for Schools/Educational Settings Using External Contributors/speakers.

External Contributor's 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?	
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 filled in a service level agreement?	

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.	
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:	

Completed by.....for the school

Designation.....

Date.....

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

Designation.....

Date.....

Approved by.....

Designation.....in school management

Date.....

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

Review of session

Name _____ Signed _____

Designation _____ Date _____