



*"I am able to do all things by the one who strengthens me" - Phillipians 3:14*

**GROWING - BELIEVING - SUCCEEDING**

*" We will all achieve our very best by loving learning, showing resilience and by developing Christian values within our community".*

**PLEASE REFER TO THE COVID-19 POLICY FOR SUPPLEMENTARY GUIDANCE**

## **EXTERNAL CONTRIBUTORS**

The policy has been updated with guidance from the Mentor-Adepis (March 2014) publication, *Quality Standards for Effective Alcohol* and The Drug Education Forum briefing paper *Principles for Supporting School Drug Education*.

### **Why do we need an External Contributors policy?**

This school recognises that use of external agencies can enrich and support the curriculum and 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 is consistent with school policy, curriculum and ethos. It is important that these opportunities are positive and productive for the pupils, staff and the outside agency/visitor.

### **What is the policy?**

All staff will complete the attached forms and submit them to the appropriate member of the Senior Management Team prior to the visit.

### **Attached forms**

1. Checklist for schools using outside agencies.
2. Checklist for agencies visiting schools
3. Service Level Agreement/Contract

### **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 lesson.
- 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 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 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.
- Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to Disclosure Barring Service (DBS) checks. Given that most external contributors will come to the school infrequently and will not be left in sole charge of pupils, DBS checks will not normally be required. An external contributor who has not had a DBS check should **not** be left in sole charge of a pupil or pupils. In all instances, whether or not the external contributor is DBS-checked, **it is strongly recommended** that a teacher is present in the classroom for the whole of each lesson, so that they can maintain responsibility for class discipline and devise follow-up work to reinforce pupils' learning.

Policy approved.....at a Full Governors Meeting

Date of meeting:9 July 2020

Minute Number: Bulk approval Item 12

Renewal Frequency: Annual



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## **EXTERNAL CONTRIBUTORS**

Checklist for schools using external contributors.

External Contributors Name: \_\_\_\_\_

*As this is a comprehensive list there maybe questions that are inappropriate.*

Criteria	Notes
Are you aware of the aims and objectives being delivered by the external contributor?	
Does the external contributor complement and not replace teacher led activities?	
Is the external contributor aware of the relevant school policies e.g. confidentiality?	
Are you aware of the external contributors' learning outcomes of the session?	
Is the methodology and content appropriate?	
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 any thing the 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?	

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**EXTERNAL CONTRIBUTORS**

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?	

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## **EXTERNAL CONTRIBUTORS**

### Checklist for visitors going into schools

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.	
Ensure a 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 Checklist

*for the school*

*for the external contributor*

Completed by		Completed by	
Designation		Designation	
Date		Date	

Approved by..... Date.....

Designation.....in school management

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## **EXTERNAL CONTRIBUTORS**

### Service Level Agreement Contract

Sale & Davys Primary School and \_\_\_\_\_  
(Name of external contributor)

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
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Name \_\_\_\_\_ Signed \_\_\_\_\_

Designation \_\_\_\_\_ Date \_\_\_\_\_

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