



"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.

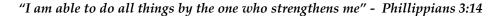
Attached forms

- 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





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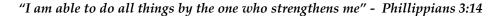
EXTERNAL CONTRIBUTORS

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?				

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Is follow up work planned and does the learning need to

be extended into a further lesson?





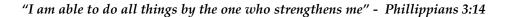
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EXTERNAL CONTRIBUTORS

	EXTERNAL CONTRIBOTOR
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.		or	
Reinforce or introduce ground rules for the session.			
Ensure the material is age appropriate and fits into the broader PSHE curriculum.		ne	
Ensure a teacher is present part in the session	and prepared to actively tal	ке	
Ensure up to date material, r	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 valuincluding those covering concluding those covering concluding the protection, to ensure the with that of the school.	onfidentiality, disclosure ar	nd	
Identify the school contact a any follow up work.	nd who would be the lead f	or	
Ensure a teacher is available	e to offer support if required		
Ensure DBS is up to didentification.	date if needed and hav	ve	
Service Level Agreement and Checklist			
for the school	i	for the external contributor	
Completed by		Completed by	

for the school	for the external contributor
Completed by	Completed by
Designation	Designation
Date	Date

Approved by	Date
Designationin s	school management
Policy approved	at a Full Governors Meeting

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



GROWING - BELIEVING - SUCCEEDING

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EXTERNAL CONTRIBUTORS

Service Level Agreement Contract	
Sale & Davys Primary School and	(Name of external contributor)
Number of sessions planned: (please	se include date/s and duration of session/s)
The aims and objectives of the sess	sion:
The session is for: (school year, par	rents/carers)
The role of the school: (preparatory	and follow up sessions etc)
Technical equipment and room requ	uirements (size of room, layout):
Breakdown of costs: (travel expense	es, resources)
All issues raised by checklist agreed Yes □ No □	d: (please tick relevant box)
Any other details:	
Review of session	
Name	Signed
Designation	Date
Policy approved	at a Full Governors Meeting