



# External Contributors, Volunteers and Visitors Policy

*Creative. Curious. Caring.*  
*We make every moment count.*

# Document Control

<b>Document Reference:</b>	External Contributors, Volunteers and Visitors Policy
<b>Owner:</b>	Wirksworth Junior School
<b>Author:</b>	I.Webb
<b>Issue Date:</b>	01/01/19
<b>Review Due:</b>	December 2027
<b>Statutory Yes/No</b>	No

<b>Document History</b>			
<b>Issue</b>	<b>Date</b>	<b>Purpose</b>	<b>Author</b>
1	01/01/19	Produce Policy	B Southam
2	15.5.22	Reviewed policy	I Webb
3	14.12.23	Updated from the safeguarding audit using the UKCIS External Expertise resources.	I Webb
4	08.02.24	Annual Review of the policy	I Webb

<b>Approval</b>		
<b>Meeting</b>	<b>Date</b>	<b>Chair</b>
Teaching and Learning	8.02.24	Helen Brocklehurst

**This policy has been produced with guidance from Using External Expertise to Enhance Online Safety Education- UKCIS. September 2022.**

**<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>**

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

Wirksworth Junior 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 (adapting where necessary) the attached forms and submit them to the appropriate member of the Senior Management Team prior to the visit. This policy runs alongside the following policies:

- Child Protection
- Confidential Reporting (Whistleblowing) Policy
- Code of conduct
- Volunteer's handbook

These forms ensure the following principles are adhered to:

**Involving external contributors.**

When involving external contributors, school 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 Wirksworth Junior School who has unsupervised access to children or who works in the school on a regular basis will be subject to Disclosure and 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.

### **Questions to think about are:**

- What is the background of the resource? For example, is it from a recognised organisation?
- Where does the organisation get their information from?
- Have the resources been quality assured?
- Is it age appropriate?
- Do the resources compliment the curriculum?
- Are the resources up to date and addresses the needs of the learners?

### **Attached forms**

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

### **Monitoring and Review**

This policy and its implementation will be regularly evaluated by the governing body, and will be formally reviewed as part of the school's development process.

This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus.

It will be reviewed on a 3-yearly basis.

### **Policy Links**

Confidentiality - Whistleblowing  
Child Protection Safeguarding – KCSIE  
Low-level concerns policy  
E-safety- if appropriate  
Volunteer's handbook

## Checklist for schools using external contributors/volunteers/visitors in school

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

*As this is a comprehensive list there may be questions that are inappropriate and required.*

<b>Criteria</b>	<b>Notes</b>
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 anything 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?	
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?	
If this is to be delivered online have you discussed procedures of logging in, what platform will be used; use of the chat facility; screen sharing; backgrounds and etiquette whilst in the meeting. Please refer to the remote learning and E-safety policy for further information.	
Have you agreed fees, expenses or the cost of resources?	
Have you given out a Volunteer's handbook and have they signed that they have read the appropriate policies?	
Have you filled in a service level agreement, if needed?	

## 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.	
Ensure the material is age appropriate and fits into the curriculum. Allow time for the pupils to be active not listening for the whole time.	
If a child discloses a safeguarding issue this must be passed onto the class teacher or headteacher immediately and must not be discussed outside of the school	
No comments/photos of pupils should be added to social media unless consent has been given by the school/parents. You should not share information about the pupils outside of the school	
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 National Curriculum, and Safeguarding procedures, 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.	
Have you seen the Volunteer's Handbook, read this and asked any questions?	

## Service Level Agreement Contract

Wirksworth Junior School and \_\_\_\_\_  
(Name of School) (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
-------------------

Name: Isabel Webb

Signed \_\_\_\_\_

Designation: Headteacher

Date \_\_\_\_\_

## Service Level Agreement and Checklist

Completed by.....for the school

Designation.....

Date.....

Completed by.....for the external contributor

Designation.....

Date.....

Approved by.....

Designation.....in school management

Date.....