



A school where every child can 

Kirk Langley CE Primary School

External Contributors and Speakers Guidance

Version History	
Date	Detail
Autumn 2023	Agreed by staff Approved by Governors
Reviewed Autumn 2024	Agreed by staff / Approved by Governors
Review Autumn 2025	

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Document name	External Contributors/Speakers Guidance
Document owner	Safeguarding Education Sub- Committee
Authors	D. Peacock CPM Schools/Education. Y. Wright DCC Health & Wellbeing Consultant
Date approved	May 2020
Current document	Version 4

External Contributors/Speakers Guidance

This is a recommended guidance for primary/ Secondary schools/special/support and alternative provision. It can to be adapted to fit your school/education provision.

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 the schools/settings:

- Child Protection and Safeguarding Policy;
- Extremism & Radicalisation Policy (non-statutory);
- PSHE/RSE Policy.

Why do we need an External Contributors/speakers policy?

School/educational settings recognise 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

Schools/educational settings are under a duty to promote community cohesion and must be satisfied that any speakers or contributes, they 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 the 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.

The Derby City and Derbyshire Safeguarding Children Board quality assures training providers and publishes a list (on the derby city website but applicable for Derbyshire too) of trainers and organisations who have demonstrated both their suitability and that they meet standards in the materials delivered.

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 recommended 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 appropriate member of the Senior Leadership Team 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.

Management

The guidance should be made known to all staff, volunteers and governors. It should be used in all cases.

The school/setting should keep copies of the activity, the checklists and records used and store these securely with the personnel records held in the school.

The Head Teacher/Principal will report on issues or impact on the school/setting in relation to this activity to the Governing body.

Signed by:

Head Teacher/Principal

Date:

Signed By:

Chair of Governors

Checklist for schools/Educational settings using external contributors/speakers.

External Contributors 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?	

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?	

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.

Checklist for the external contributor/speaker to use and discuss with the organiser

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.	
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.	

Service Level Agreement and Contract

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)

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 _____ Signed _____

Designation _____ Date _____