



## Use of frequent visitors, volunteers, students and external speakers policy

<b>Policy Owner</b>	<b>Sophie Evitts</b>
<b>Role</b>	<b>Deputy Headteacher</b>

## INTRODUCTION

We want our school to be open and welcoming to all who would like to support the children. We would like to encourage parents and other adults to help the school in a variety of ways. We believe that parents and carers can add enormous value to children's learning opportunities and experiences. Our overriding concern is for the safety and security of the children in our care. Our school policy is to ensure that the children benefit from as much help and support as necessary while being ensured of the best security possible.

## AIMS OF VOLUNTEER HELPERS/VISITORS

- To provide parents/staff, volunteers and visitors with clear expectations, induction and guidelines for working in school.
- To encourage the wider community to engage with children's learning to raise standards of achievement and promote community cohesion.

### **Volunteer helpers are:**

- Parents or other adults working alongside the teachers
- Students on work experience

### **Volunteer helpers support the school in a number of ways:**

- Supporting individual pupils within classrooms
- Hearing pupils read
- Helping with classroom organisation
- Helping with supervision of children on school visits
- Helping with group work
- Helping with art or other practical subjects (cooking etc)

### **Volunteer helpers are not allowed to do the following activities**

- Take responsibility for all or some of the class
- Supervise children engaged in PE or other specialist activities including changing
- Take the children off the school site without a teacher in charge

The responsibility for the health and welfare of the children remains with the class teacher at all times

### **Signing in**

When any helper or visitor arrives in the school they must sign in at the school office and collect a visitor badge which must be worn at all times in school. Please indicate your arrival time and which class you will be visiting.

Volunteers and visitors must also sign out and state the time when they are leaving the school premises

## MANAGEMENT OF VOLUNTEERS & FREQUENT VISITORS

The school will ensure that volunteers are given suitable induction training at the beginning of their placement

The volunteer will be given a named contact person who will review the work undertaken by the volunteer and will assist the volunteer generally and, particularly, in the event of any problems occurring.

Regular supervision of the volunteer will be provided as appropriate to the task undertaken and the needs of the volunteer.

Volunteers will be given opportunities to contribute their ideas and opinions about the work that they are engaged in.

Volunteers will be given guidelines/training regarding child protection issues/procedures, especially pupils disclosing possible abuse.

## SAFEGUARDING CHECKS

It is Derbyshire County Council's policy that all staff and volunteers who:-

- work directly and regularly (once a week or more) or intensively (four or more times in a thirty- day period) with children or vulnerable adults
- in roles which involve caring for, training, supervising or being in sole charge of pupils will be required to obtain a DBS disclosure at the appropriate level.

The Headteacher has the authority not to accept the help of volunteers.

## VOLUNTEERS NOT REQUIRING AN ENHANCED DISCLOSURE

Volunteers or parents who accompany staff and children on one-off outings or trips that do not involve overnight stays.

Those who help out at specific events e.g. school fete, parents/carers in school days etc who do not have unsupervised access to children.

It is the policy of Brackenfield SEND School to request a reference and DBS check if the volunteer is a regular visitor (more than a one off visitor).

## CONFIDENTIALITY

Volunteers will be told that information relating to pupils, parents and staff is confidential and volunteers will maintain confidentiality at all times.

Information about volunteers is also a matter of confidentiality and application forms and personal details must be kept securely by the Headteacher and not divulged to others except on a need-to- know basis.

Data including personal data of children is not to be taken from the school and volunteers must know the IT Acceptable Use Policy.

## POLICIES

The school's policies, including the Health and Safety Policy and Equal Rights Policy, will be explained to volunteers at the outset.

Volunteers/Frequent visitors must read, sign, complete and provide the following:

- Child Protection Policy
- Health & Safety Policy
- ICT Acceptable Use Policy
- Volunteers & Frequent Visitor Procedures
- Personal Detail Form
- DBS check (if required)
- Reference (if required)
- GDPR Policy

## DEPLOYMENT OF PARENT HELPERS

It is the policy of the school that parents may be asked to support in classes other than in their own child's classroom. Helpers may be asked to support in classes where there is the most need for individual support.

## INSURANCE

All volunteers should be made aware of the cover provided.

## THE VOLUNTEER

The Volunteer agrees to carry out reasonable tasks assigned to him/her to the best of their ability and to generally promote the interests of the school and to abide by the terms and conditions set out in this policy and agreement.

As a school we are committed to the rights of the child, the child's safety and emotional wellbeing and the protection of the child from all forms of abuse. In view of this, the school reserves the right to refuse voluntary help and to terminate or vary a placement at any time without prior notice.

## MONITORING AND REVIEW

The day to day monitoring of this policy is the responsibility of the Headteacher. The Headteacher will report to Governors annually on the number of parent volunteers in school and summarising their value and impact in supporting children's learning.

These procedures will be reviewed on a 3-year cycle or earlier if necessary.

At School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

## STUDENT AND VOLUNTEER PLACEMENTS

Brackenfield SEND school hosts placements for post 19 students and volunteers. The purpose of the placements is to observe and experience the following:

- How the structure of the school supports staff to meet the needs of pupils
- The features of the school typical of a special school setting
- The features of the school bespoke to its cohort and school community
- School Context: the designation of the school, how many pupils and staff it has, how many teachers, catchment area etc.
- School Structure: how the school is structured, how pupils are taught and grouped
- Core Values: the mission statement, ethos and core values of the school
- Behaviour support: the behaviour management policy and how this is embedded throughout the school

Students and volunteers are invited to take part in CPD opportunities available to the wider school team. All placements are assigned a key contact and where appropriate mentors are assigned to support professional development whilst in placement.

Students and volunteers are not left unsupervised with pupils. All placements spend time within classrooms and are directed by the staff team to support where required. This does not include intimate/ medical care.

Where placements are arranged through another establishment, service level agreements are completed on a case by case basis. Where placements have been sought voluntarily, and interview references and DBS are completed prior to placements beginning. Volunteers pay for their own DBS completion.

<b>Document name</b>	External Contributors/Speakers Guidance
<b>Document owner</b>	Safeguarding Education Sub- Committee
<b>Authors</b>	D. Peacock CPM Schools/Education. Y. Wright DCC Health & Wellbeing Consultant
<b>Date approved</b>	May 2020
<b>Current document</b>	Version 4
<b>Review date</b>	May 2022

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 contributors, 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

**Signed By:**

Chair of Governors

Date:

**CHECKLIST FOR SCHOOLS/EDUCATIONAL SETTINGS USING EXTERNAL CONTRIBUTORS/SPEAKERS.**

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

<b>Criteria</b>	<b>Notes</b>
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       No

Any other details:

Review of session

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

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