Use of Frequent Visitors, Students and External Speakers Policy

Policy Owner	**Sophie Evitts**
Role	**Deputy Headteacher**
Date issued	**July 2022**
Chair of Governors Signature	**Suzanne Millership-Liddle**
Date and Minute Number	**18th July 2022 - 905**

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
07/11/24	07/11/23	SE	Application process DBS checks info Safeguarding our pupils Review of external contributors guidance	27/11/2023 - 991	
Sept 25	24/08/24	JR	No changes	07/10/2024 – 1040	
Sept 26	Sept 25	SE	Policy holder name change. Two sites added. With ages 3-19. Executive Headteacher added. CPD changed to CPL. Principal removed and Head of Site added. New logo added.	03/11/2025 – 2001	

			Updates in line with KCSIE 2025		
November 2027	09/11/2026	SE	Updated in line with KCSIE 2026 and Derbyshire 2026 guidance. Removed volunteer and parent-helper arrangements because the school will no longer host volunteers. Updated requirements for visitors, student placements, external contributors, concerns/allegations, AI and data security, and annual review.	16/11/2026 - 2058	

INTRODUCTION

Brackenfield SEND School welcomes approved visitors, students on formally arranged placements, contractors, external professionals and external contributors across both sites. The school values appropriate external involvement that supports pupils' learning and experiences. The overriding priority is the safety, security and wellbeing of pupils aged 3-19. All attendance by people who are not employed by the school must be authorised, purposeful and managed in accordance with this policy.

Version Control: This policy has been reviewed and updated in accordance with Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2023 (updated 2026), current Derby and Derbyshire Safeguarding Children Partnership procedures, and Derbyshire County Council safeguarding and DBS guidance for schools.

SCHOOL POSITION ON VOLUNTEERS

Brackenfield SEND School will not host volunteers or parent helpers. The school will not advertise, accept or arrange voluntary placements, and volunteers will not be deployed to work with or supervise pupils. This does not prevent approved visitors, contractors, external professionals, external contributors or students on formally arranged placements from attending the school. These individuals remain subject to the safeguarding, identification, supervision, confidentiality and conduct requirements set out in this policy.

Signing in and visitor identification

When any visitor, student or external contributor arrives at school, they must sign in at the school office and collect the appropriate visitor badge, which must be worn at all times. The visitor record must show the arrival time, purpose of the visit, host and area or class being visited.

Visitors, students and external contributors must sign out and record their departure time when leaving the school premises.

CONCERNS OR ALLEGATIONS ABOUT A VISITOR, STUDENT OR EXTERNAL CONTRIBUTOR

Any concern about the conduct of a student, visitor, contractor or external contributor must be reported immediately in accordance with the school's safeguarding, managing allegations and low-level concerns procedures. The Executive Headteacher or Head of Site will consult the Local Authority Designated Officer (LADO) where the harm threshold may be met. The school may suspend access to pupils or end a placement or visit while concerns are considered. Records will be retained and shared in line with KCSIE 2026, local safeguarding procedures and data protection requirements.

CONFIDENTIALITY

Visitors, students and external contributors will be told that information relating to pupils, parents and staff is confidential and must maintain confidentiality at all times.

Information collected about visitors, students and external contributors will be handled securely and only shared 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.

MONITORING AND REVIEW

The day-to-day monitoring of this policy is the responsibility of the Executive Headteacher. The Executive Headteacher will provide governors with appropriate assurance that arrangements for visitors, students and external contributors are compliant, consistently implemented and effective in safeguarding pupils.

This policy will be reviewed annually and sooner whenever there is a relevant change to legislation, statutory guidance, Derbyshire safeguarding procedures or school practice. The Executive Headteacher and governing body will assure themselves annually that arrangements for visitors, student placements and external contributors remain compliant and effective.

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 PLACEMENTS

Brackenfield SEND School may host agreed student placements arranged through recognised education or training providers. The purpose of 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 may be invited to take part in CPL opportunities available to the wider school team. Each placement will have a named school contact and, where appropriate, a mentor to support professional development during the placement.

Students will not be left unsupervised with pupils and will not undertake sole or indirect supervision. Students may support pupil activities only under the direction and oversight of an identified member of school staff. Student placements will not provide intimate or medical care unless the individual is separately employed, trained, authorised and checked for that role under the relevant school procedures.

All student placements must be arranged through a recognised education or training provider. A placement agreement or service-level agreement will be completed as appropriate, and the school will obtain written confirmation that required safeguarding, identity, suitability and DBS checks have been completed before the placement begins. The school will not accept informal or self-arranged volunteering placements.

ONLINE SAFETY AND AI RISKS

In line with KCSIE 2026, students, visitors and external contributors will be briefed on online safety risks, including misinformation, disinformation, conspiracy theories and inappropriate use of artificial intelligence. Students, visitors and external contributors must not enter pupil, family, staff or school-sensitive information into public or unauthorised generative AI systems. They must not photograph, record, upload or process pupils, pupil work or confidential school information using AI tools or digital platforms unless expressly authorised and compliant with the school's data protection, online safety and acceptable-use arrangements. Concerns must be reported immediately to the DSL.

SAFEGUARDING RESPONSIBILITIES FOR ALTERNATIVE PROVISION

Where pupils are placed in alternative provision, the school retains full safeguarding responsibility. Staff involved in supporting these placements must follow safeguarding protocols and maintain communication with the DSL so that pupil welfare is monitored and protected.

INCLUSIVE TERMINOLOGY FOR SEND

This policy reflects inclusive terminology in accordance with KCSIE 2026. Language referring to special educational needs and disabilities (SEND) avoids outdated terms such as 'disorder' and instead uses respectful and person-centred language. Students, visitors and external contributors are expected to use respectful, person-centred and inclusive language when interacting with pupils and families.

ATTENDANCE AND SAFEGUARDING

In accordance with the statutory guidance 'Working Together to Improve School Attendance', frequent visitors and students must be aware of the safeguarding implications of pupil absence. Any concern regarding attendance patterns must be reported to the DSL. Visitors and students must not undertake attendance work unless this forms part of an authorised professional role and is directed by an appropriate member of school staff.

USE OF EXTERNAL CONTRIBUTORS AND SPEAKERS: CURRENT SCHOOL ARRANGEMENTS

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
Review date	~~Document not reviewed by LA, although not changed and to be read alongside KCSIE.~~ Historical source only. The school will check current Derbyshire and national guidance at each annual review and will not rely on this 2020 document as the current legal position.

~~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 operational checklists below have been retained where useful, but the school's arrangements are now governed by current KCSIE 2026, the Prevent Duty guidance, sections 406 and 407 of the Education Act 1996, the Equality Act 2010, current Derby and Derbyshire safeguarding procedures and the school's own safeguarding, RSHE, online safety and data protection policies.

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);
- RSHE 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.

EXAMPLE 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.

EXAMPLE 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.	

EXAMPLE OF 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 _____

CURRENT STATUTORY AND LOCAL REFERENCE POINTS

Keeping Children Safe in Education 2026 (Department for Education).

Derbyshire County Council KCSIE 2026 Implementation Guidance and safeguarding/DBS guidance for schools.

Derby and Derbyshire Safeguarding Children Partnership procedures.

Prevent Duty guidance; Education Act 1996, sections 406 and 407; Equality Act 2010.

Working Together to Safeguard Children 2023, as updated.