**Checklist for schools using external contributors**

External Contributor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*As this is a comprehensive list, there may be questions that are inappropriate to some settings.*

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| 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?  |   |
| Are 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 planned appropriately? |   |
| Have the pupils been prepared appropriately? |   |
| 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 contributor 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 contributor? |   |
| 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 external contributor 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 contributor’s 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/dealers in drug education should be considered very carefully.  Without sensitive handling, they may arouse interest or glamorise drug use or describe experiences that 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.