**Guidance for an External Contributor Policy**

*This is a model policy for Primary or Secondary schools. It needs to be adapted to fit your school. Any parts of the policy that are not appropriate to your school need to be deleted or changed to fit your situation.*

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

This 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 members will complete (adapting where necessary) the attached forms and submit them to the appropriate member of the Senior Leadership Team prior to the visit.

These two sets of forms ensure the following principles are adhered to:

**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 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 and relevant school policies and teachers have provided them with these policies beforehand.
* The school is fully aware of the external agency’s aims and objectives for delivering to the school.
* They are aware of good practice of national and local approaches and support to Personal, Social, Health and Economic 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 the school who has unsupervised access to children or who works in the school on a regular basis will be subject to 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*.

                                                                   DfES Drugs Guidance 2004

**Attached forms**

1. Checklist for schools using external contributors/outside agencies.
2. Checklist for external contributors/outside 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.

**Policy Development**

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and other appropriate members of the community.

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 ……………yearly basis.

Review date…………………………………………………………….

Signed……………………………………………………Chair of Governors

**Date…………………………….**

**Policy Links**

Confidentiality

Safeguarding

Drug Education

Smoke-free Policy

Relationships and Sex Education

PSHE

*Another*