



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

EXTERNAL CONTRIBUTORS AND SPEAKERS POLICY

October 2025

This policy is to be approved by the Students and Curriculum Governors Committee

This policy should be updated every two years – review date September 2027

This is a non-statutory policy

1. Why do we need an External Contributors/speakers policy?

At The Ecclesbourne School we recognise using external agencies can enrich and support the school curriculum. Children and young people often find visitors an informative and interesting element of their learning. However, we wish to ensure that delivery by external contributors/speakers is consistent with the school's principles and ethos. It is important that these opportunities are positive ones and are productive for the students, staff and the outside agency/visitor and that safeguarding is also taken into account. We will therefore follow the national guidance on external speakers into school.

All staff considering using external contributors/speakers are required to complete the attached forms and submit them to the appropriate Head of School prior to the visit. They will then be discussed and approved by the relevant Head of School before the visit can commence.

2. Links to other policies and statutory guidance;

- Keeping Children Safe in Education
- Child Protection and Safeguarding Policy
- Tackling Extremism & Radicalisation Policy
- Prevent Strategy
- Prevent Risk assessment
- Derbyshire Local Authority 'Supporting Schools to deliver the PPSHE Programme'.

3. Attached forms

- Checklist for schools using outside agencies.
- Checklist for agencies visiting schools

4. External Contributors and Speakers - Safeguarding Checks

External contributors/speakers are visitors as defined by the latest Keeping Children Safe in Education Statutory Guidance.

Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks and other checks as defined by our Child Protection Policy.

External contributors/speakers should **not** be left in sole charge of students or take groups of 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 must be present in the classroom or agreed venue for the whole of the event to support the delivery of the session and to deal with any issues should they arise. This is so that;

- safeguarding processes are met
- classroom behaviour is always exemplary
- students who may need additional support are offered the support to allow them to access the session
- content of the event is in line with The Ecclesbourne School expectations
- follow-up work to reinforce pupils' learning can take place.

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 then please refer this to the Designated Safeguarding Lead immediately.

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 any preparatory/follow-up work is completed;
- 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/speakers are aware of appropriate school policies and are directed as to where to find them
- 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 the schools' Personal Development and Citizenship Programme
- All external contributors/speakers are aware of their roles, responsibilities and boundaries, i.e. that they must not be left alone with pupils or ask for any personal details
- 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.

5. Requirements for External Contributors/Speakers

The guidance should be made known to all staff, volunteers and governors. It should be used in all cases. Once the guidance has been read then the attached forms need to be completed and passed onto the relevant school offices. The relevant school office should keep copies of the activity, the checklists and records used and store these securely.

Checklist for schools using external contributors/speakers

External Contributors Event;

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, Tackling Radicalisation and Extremism etc and have they been sent copies of them.	
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?	
Have the pupils been appropriately prepared?	
Is follow up work planned and does the learning need to be extended into a further lesson?	
Are PLT 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 deradicalised individuals should be considered very carefully. Without sensitive handling they may arouse interest or describe experiences which young people may find 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.

Service Level Agreement

Name of School;	Name of external visitor and organisation;	Date;
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Number of sessions planned: (please include date/s and duration of session/s) The aims and objectives of the session	
The session is for: (Students/parents or carers)	
Has the visitor been made aware of any additional requirements or personal individual issues? (e.g. visual impairment, additional needs, suffering a recent loss). Yes No	
The role of the school: Preparatory (including discussing behaviour and expectations of students).	
Follow up sessions/sign posting to relevant support. (Please detail what has been done)	
Have PLT, school nurses etc. been informed of the visit and the content of the input? Yes No	
Technical equipment and room requirements: (Size of room, layout, external USB sticks are accessible on school systems)	
Language and terminology used is appropriate to the age/developmental stage of the students.	
It is none victim-blaming and considers equality and diversity. Yes No	
Breakdown of costs: (travel expenses, resources etc.)	
Have you shared relevant school policies with the external visitor? Yes No	
Any other details:	
Completed for SCHOOL:	
Role:	Contact details:
Date:	
Completed by VISITOR:	
Role:	Contact details:
Date:	