

USE OF VISITORS AND OUTSIDE AGENCIES IN SCHOOL

Visitors should not be left alone to work with pupils. The teacher needs to be part of the experience so s/he can provide appropriate follow up work.

Education is a shared responsibility: what is learned at school can and should be supported by experiences at home and in the community. It is therefore sometimes appropriate to involve visitors from outside agencies - not to *undertake* the above but to *support* it.

Before involving visitors in any aspect of the curriculum, schools should ask the following questions:

1. Does the visitor share the school's values and approach to health education? Will the contribution be consistent with the school's own theory and practice and will the information be impartial?
2. Why is an outside agency's input being sought and is that particular visitor the most appropriate source of that input?
3. Is the contribution from the visitor an integrated element of the curriculum, with appropriate planning, preparatory and follow up work?
4. Has time been set aside to negotiate the following:
 - lesson outcomes
 - lesson content
 - place of lesson in scheme of work
 - teaching methods to be used
 - the roles and responsibilities of visitor/s, teacher/s and pupils
 - evaluation – how the work of the visitor contributes to the outcomes identified in the scheme of work
 - resource requirements
 - name of contact member of staff
 - timing and other practicalities e.g. numbers, ages, location
5. Does the visitor understand the emotional and intellectual levels of the children or young people involved and can s/he communicate at the appropriate level?
6. Is the school aware of the legal implications of having and using visitors in school, in respect of child protection and the Children Act 1989.
7. Has the visitor been vetted by the local authority?

Before agreeing to take part, a visitor should enquire:

- what are the aims of the session?
- why do you want this agency's involvement?
- what have the pupils already experienced?
- how does this input fit in with the scheme of work?
- what will the pupils experience in the future?
- how will the session be followed up?
- about the group to be taught - numbers, ages, time, premises, resources

If schools want to enter into a contract with External Agencies, a Joint Agreement for External Agencies in Schools and an Information and Planning Form has been prepared by the Bedfordshire Healthy Schools Scheme - (see following pages). These forms can also be downloaded from the Healthy Schools website: www.healthy-schools.co.uk.

JOINT AGREEMENT FOR EXTERNAL AGENCIES IN SCHOOLS

From the External Agency your school will receive:

- A professional service from fully trained staff
- Relevant, up-to-date knowledge in the appropriate specialist subject area, that will enhance key areas of the curriculum
- Details of the aims, objectives and content of the session(s) to be delivered
- Pre and post session work, where appropriate
- Details of room and resources requirements
- Guidance on expected input from teachers in the session(s) re: level of participation, discipline, management of the group etc.
- Evaluation and feedback on the session(s)

In return your school must ensure that:

- The External Agency receives this **completed signed** agreement form and information sheet, **no less than 6 weeks** before the planned session(s)
- Any required preparation work is sent to the agency **no less than 2 weeks** before the planned session(s)
- The contribution from the External Agency is an **integrated element of the curriculum**
- Adequate time is planned for the School's Co-ordinator and the member of the External Agency to prepare for session(s) and share brief feed back at the end of the session(s)
- There will be **at least** one, experienced teacher **who knows the pupils**, present with each class
- The member(s) of staff present will participate in the session(s) as required
- All pupils are wearing their standard school uniform (unless alternative arrangements have been previously agreed)
- Any necessary groupings have been organised prior to the session(s)
- Sessions are planned to take place prior to May half-term, in order that all follow-up work can be completed effectively before the end of the school year

This agreement is between

External Agency:.....

and

School:.....

Signed:.....**School Co-ordinator**

Signed:.....**External Agency Contact ***

Date:.....

* External Agency to sign on receipt of this completed form and return to the school as confirmation of the booking. At this point, the External Agency will also send all relevant paperwork.



This agreement is supported by the Bedfordshire Healthy Schools Scheme



INFORMATION AND PLANNING FORM for SCHOOLS to complete for EXTERNAL AGENCIES

The school **must** ensure that all information boxes are completed before sending the form to the External Agency, **no less than 6 weeks before** the planned sessions.

SCHOOL CONTACT DETAILS School: School contact: Telephone: Address:	AGENCY CONTACT DETAILS Agency: Agency contact: Telephone: Address:
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SESSION(S) INFORMATION	
Date(s):	
Start time of day:	Finish time of day:
No. of sessions:	
Length of each session:	
Year Group:	
Group size (ideally max 30):	

Meeting arrangements on arrival:

Aims/objectives of session(s):

Intended learning outcomes of session(s):

Brief outline of related areas of work covered to date:

Brief outline of planned follow-up work:

Any relevant special educational needs eg: ADHD (please attach any additional information if necessary):

Parents have been/will be informed of the External Agency's planned input? Yes No

Please remember that the contact from the External Agency may not be familiar with your school. Please ensure that they are shown where they will be working, shown where facilities are (e.g. toilets) and provided with appropriate refreshments. Thank you.

**CONFIRMATION OF INFORMATION AND PLANNING FORM
for EXTERNAL AGENCIES to complete and send to SCHOOLS**

External Agencies to complete information boxes and return to schools
no less than 2 weeks before the planned sessions.

Any additional requirements on arrival:

Details of any resources required:

Amendments/additions to aims/objectives of session(s):

Amendments/additions to intended learning outcomes of session(s):

Further recommendations for follow-up work:

Any further queries re: special educational needs of young people: