



Using outside visitors in PSHE Education lessons.



Best Practice Guidance



INTRODUCTION

Visitors in schools have a valuable part to play and can contribute to many parts of the whole curriculum. They can give pupils access to outside experience and expertise, and can provide a link with the wider community. They can also give pupils the opportunity to see the range of professionals they may meet outside the school.

Schools often welcome this support from a number of outside agencies including the local council, religious communities, health support agencies, the police, volunteers and voluntary organisations.

The involvement of visitors is most beneficial where:

- **the visitors complement, rather than replace, the work of the teacher.**
- **The visitor adds a value to the session that the teacher could not provide.**
- the school and the visitors are clear about their roles, school policies and the broader programme of which they are a part.
- the teacher is clear about which PSHE Education learning outcomes are being met through the involvement of the visitors in the school.

This guidance has been written to encourage the effective involvement of visitors in any part of school life with particular reference to PSHE lessons.

PREPARATION BY THE TEACHER

To help ensure that the involvement of the visitor in the pupils PSHE lesson complements the work of the teacher and is effective and worthwhile for the pupils, it is important to meet or have a discussion with the visitor before the session takes place. The following guidelines aim to help teachers prepare in advance for visitors' involvement in school. A teacher may also have additional information that they would want to discuss with the visitor, depending on the topic.

1. Identify which PSHE learning outcomes are to be met or reinforced by the involvement of the visitor.
2. Ask about the experience and skills of the visitor, their experience of working with pupils, any professional code of conduct that they may work within, any relevant training they have had, or any organisations to which their agency is affiliated, and their reason for supporting the teaching of this age group.

3. Become familiar with the philosophy and aims of the visitor's organisation.
4. Seek approval from the Head teacher or appropriate senior manager before arranging with the visitor to come on the school site.
5. Agree with the visitor your roles and responsibilities during the session. Think about how working with the visitor might contribute to your own professional development.
6. Agree with the visitor the following, as appropriate:
 - (i) the number of sessions;
 - (ii) the aims, objectives, learning outcomes and plan of the session;
 - (iii) the style of working with the pupils;
 - (iv) any preliminary work that you will carry out with the pupils beforehand to prepare for the visitor session(s). Ensure that the visitor receives any feedback from this work that may be useful in helping them to plan their session(s). Questions for the visitor, prepared beforehand and agreed by the pupils, can be particularly useful;
 - (v) the intended teaching materials to be used, and have sight of these;
 - (vi) how you will follow up the session(s);
 - (vii) any resources needed by the visitor, such as a white board projector, flipchart paper or felt pens, etc;
 - (viii) how the session(s) will be evaluated by the pupils, visitor, teacher/school.
7. Provide the visitor with the following information:
 - the number, ages, gender, ethnicity and special needs of the pupils and any other information about the pupils that is relevant and appropriate to the visitor;
 - the size and layout of the room(s) available;
 - the timing of the session(s) including any break-times;
 - where the visitor's session(s) fits into the broader programme of work on which the pupils will be working, including the learning outcomes;
 - the arrangements for the visitor to sign in and out at a reception point, collection of visitor pass and accompanying to a class as appropriate.
8. In line with the school safeguarding policy, a teacher must remain present during the whole time the visitor is involved with the pupils. The teacher must maintain responsibility for the behaviour of the class throughout the session. Any exceptions to this should be agreed with the Head teacher beforehand, as it is they who have the ultimate responsibility for the welfare of the pupils and for ensuring that police checks are carried out as appropriate and for responding to parental concerns.
9. Discuss with the visitor the implications of relevant documents such as the school's mission statement and aims, school policies on teaching and learning, Drugs

Education, confidentiality, child protection, behaviour and bullying as appropriate. Any Relationship and Sex Education is required to be in line with the school RSE policy.

10. Adequate supervision needs to be maintained while the visitor is on site. Any problems encountered by visitors, pupils or teacher with regard to visitors' input should be reported to the Head teacher so that the appropriate action can be taken.
11. Keep a record of visitors for administrative purposes. This is often maintained at the school reception. A typical record may include the following:
 - name of the visitor, name and address of their employer / organisation and contact point in case of emergency;
 - details of visitor's vehicle parked on site;
 - date and time of arrival, anticipated length of visit and date and time of departure;
 - person or area to be visited, class(es) to be visited and identity of person responsible for the visitor;
 - confirmation that relevant emergency procedures have been explained;
 - details of visitor's additional needs, eg children or visitors with disabilities/animals

Prior to a visit, it is recommended as good practice to provide the visitor with a guidance sheet or leaflet.

PLEASE NOTE:

Schools, on occasions, may have unrealistic expectations of outside speakers or visitors. It is important to understand they are rarely qualified teachers and may have limited experience of teaching.

It may be more beneficial to use their expertise to complement a lesson that is being delivered by a teacher in the school, either in a planning capacity or by team teaching.

As a teacher you have the skills of facilitating learning and these skills will be crucial to a successful lesson.

To help both schools and visitors, we have prepared a **planning sheet below** for you to use in your initial discussions which highlights all the main areas that need to be talked over and agreed before a teaching session takes place. We would strongly recommend this is used with any outside visitor input in the school.

GUIDANCE FOR VISITORS TO THE SCHOOL

It is important for the smooth running of a session that some preparation is carried out before the visit. The following statements are intended to help you, as a visitor, to prepare in advance for your time in the school. Remember that you may want to find out additional

information.

Initial Preparation

1. Find out which teacher will be with you during the sessions. In line with the school safeguarding policy, the teacher must present with you at all times and that any exceptions to this should be agreed with the Head teacher in advance. The Head teacher has legal responsibility for the welfare of the pupils for ensuring that the police checks are carried out as appropriate and for following up parental concerns.
2. Find out how you can access documents, including the school's mission statement and aims, relevant school policies, for example Relationship and Sex Education, Drugs Education, behaviour and bullying. Your input will need to be in line with the school's most recent written policy which has been agreed by the Governing Body.
3. Familiarise yourself with the school's policy on confidentiality and classroom disclosures. Share with the school your own agency's procedures on child protection and code of conduct. Consider how these will influence your approach to sensitive issues which will ensure the protection of vulnerable individuals. When your visit entails teaching or working with a class your practice needs to be in line with the school's policy, including the school Safeguarding policy.

Preparation for Working with Teacher(s) and Pupil(s)

4. Be clear about who your session(s) will be for. Find out any information appropriate to your session(s) such as the numbers of pupils, the ages, special needs, gender balance, literacy levels and pupils for whom English is an additional language.
5. Agree with the teacher:
 - the aims;
 - objectives;
 - learning outcomes;
 - teaching materials;
 - plan of your session(s);
 - style of working with pupils.
6. Agree what the roles and responsibilities will be of you and the teacher during the session(s).
7. Ask how pupils will be prepared for your session(s) and how will your session(s) be followed up in future lessons once your contribution has finished. Ask how session(s) will be evaluated, for example:
 - questionnaire;
 - verbal feedback;
 - de-brief after the session with the teacher;

- and by whom (pupils, teacher and/or visitor);
8. Decide what resources and equipment you will need and what will be available to you at the school.
 9. Agree with the teacher how the pupils will address you during the session(s).
 10. Ask about the practical arrangements such as the car parking availability, where you will be met in the school, whether you need a map of the school site, timing and length of the session(s), the venue, times of breaks and size and layout of the room.

PLEASE NOTE.

Schools on occasions may have unrealistic expectations of outside speakers or visitors.

If, for any reason, you are concerned about the input you are being asked to deliver in a school, it is important you discuss these concerns with the school before the session. If you still remain concerned then decline the invitation and contact the Bristol Healthy Schools team: healthy.schools@bristol.gov.uk.

To help both schools and visitors, we have prepared a **planning sheet below** for you to use in your initial discussions which highlights all the main areas that need to be talked over and agreed before a teaching session takes place. We would strongly recommend this is used with any outside visitor input in the school.

Planning Sheet for a Teaching Session Delivered by an Outside Agency / Other Professional / Visitor

This sheet should be completed and agreed during the planning session and

copies made for all those involved

Prior learning that relates to this session (please use schemes of work / mid-term plans to illustrate where this session fits, in overall planning)	
Learning objectives of the session	

School name	
Name of contact teacher for the visit	
Day and date of session	
Year group, age and number of pupils	
Time and length of session	
Room session will be held in	
Name(s) of visitor(s) Facilitation the session	
What time can visitor arrive to set up?	
Where can visitor park?	
Does the visitor need any help in carrying equipment / materials for the session?	
Name of teacher(s) who will be present during session, who will be responsible for pupil behaviour NB a teacher must be present during this session	
Names of any other adults who will be present during the session and their role	

Brief plan of the session	
Resources that will be used	
IT requirements	
Information about and particular pupil needs relevant to this session.	<i>To respect confidentiality please do not record pupil names on this sheet</i>
Are there any school policies / practices relevant to the session that need to be shared with the visitor?	
In the event of any CP concerns, the teacher responsible for CP/safeguarding in school is....	
Any other relevant information	

Signed on behalf of school	
Role	
Signed on behalf of visitor	
Agency	
Date	