



Staploe Education Trust

# Visiting Speakers Policy

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| Author:      | Trust Director of Safeguarding |
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## **Introduction**

Visiting speakers are an important part of the school offer and enrich student's experience of school.

The Visiting Speaker Policy provides the framework that all Schools within Staploe Education Trust should follow when having an external speaker visiting their school. It is our responsibility as Schools to ensure that all information that pupil's receive is appropriate and respects the diverse views and values of our pupils. Any information delivered to pupils must be aligned to and promote the values of the Trust.

Speakers who visit the School regularly (at least each half-term) need to read and sign this agreement annually (usually the beginning of the academic year), and at the point of any updates. Speakers visiting the school less frequently than this need to sign this agreement every time they speak at the School.

## **Procedure**

### **Before the visit**

The member of staff responsible for booking the speaker must ensure that the Visiting Speaker Agreement form is fully signed, read and dated, before the presentation takes place. A copy of this form must go to the Headteacher.

Staff organising Visiting Speakers should also ask for a copy of the presentation, at least a week before the visit:

- the Agreement form clearly states that the speaker must abide by the school's equality commitments;
- that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths, beliefs or political views;
- there must be no extremist material
- that a presentation will be brought to an early end if the content proves unsuitable
- an understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Headteacher

### **On the day of the visit**

- the visitor should be met at reception, signed in and issued with a visitors badge which they must wear at all times
- a copy of the signed Visiting Speaker Agreement form should be available from the Headteacher's PA (SVC) / School Office (Primary Schools)
- a staff member should remain with the visitor during the time they are in school
- during the presentation, at least one member of staff should be present at all times
- after the presentation, the speaker should be accompanied to reception to sign out
- if at any time the presentation does not meet the requirements of the visiting speaker agreement, school staff have the right and responsibility to stop the presentation
- after the presentation, the member of staff responsible should fill in a Visiting Speaker Evaluation form, a copy of which will need to go the Headteacher's PA (SVC) / School Office (Primary Schools) no more than a week after the presentation. A copy of this evaluation will be offered to the visiting speaker.

## **Appendix A: Mission Statement: Purpose; defines our goals; aims and values**

Our Trust provides a well-rounded education for the children of our community through every phase of their school journey. The Trust consists of four schools, and each has its own identity driven by the core values and vision of the Trust. Together, our four schools provide a high quality pre-school, primary and secondary learning environment for children, with a strong ethos of achievement, rich curriculum experiences and inspiring opportunities. We also provide a highly ethical culture of support and collaboration within, and between, all the schools, and all staff benefit from creative, research-led teaching and professional development. Together with parents and carers, we work to tackle the barriers children face in their learning and development, so that every child will aim high, remain safe and thrive. Based at the heart of our community, we contribute to the creation of excellence in education through partnership.

### **Values**

- Integrity
- Respect
- Unity of purpose
- Resilience
- Collaboration
- Inclusion

## Appendix B: Our Safeguarding Culture

*Safeguarding children is a phrase most people will have heard of but may find it difficult to define. The Working together to Safeguard Children 2018 guidance by HM Government provides an explanation. Safeguarding and promoting the welfare of children is defined as:*

- *protecting children from maltreatment*
- *preventing impairment of children's health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes.*

*“Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play”.*

Our family of schools has a strong and effective safeguarding culture. Safeguarding is particularly effective because everyone is expected to know and understand about safeguarding. Everything we do, and the ways in which we behave, all contribute to a strong culture of safeguarding on our Trust.

We have a shared vision for safeguarding.

Everyone involved with our schools is expected to share a common purpose to protect children and adults from harm, and to create an environment in which individuals thrive. This responsibility sits with our staff, our parents, our governors, our community, even our students. Everyone is expected to be informed about safeguarding. Everyone has a responsibility to be alert and become curious if something doesn't seem quite right.

Everyone is expected to behave in a way which contributes to a safe and happy learning environment. This means that all adults and young people are expected to treat others with respect and not behave in anyway which might cause harm to anyone else. Anyone who needs to raise a concern can feel confident that it will be taken seriously and handled appropriately. Safeguarding is everyone's job.

Our school leaders work hard to make sure that our schools are safe and happy environment in which children and young people can learn and develop. They make sure that all safeguarding policies and procedures are fit for purpose and that they are communicated clearly so that everyone understands what is expected of them. Curriculum and learning are regularly reviewed to keep pace with changing risks and the needs of our pupils. Leaders are not afraid to tackle difficult issues in order to maintain a high quality, safe learning environment.

Together we develop good knowledge of local risks and help our pupils learn how to keep themselves safe.

Safeguarding leaders develop expertise about safeguarding and share their learning across the Trust. Our safeguarding leaders deal with every concern in a professional and proportionate manner. They make sure that their records are well organised and carefully maintained so that important details are not missed. They are tenacious in following up concerns. They work well with external agencies to make sure that partnerships strengthen our safeguarding work.

We work hard to get the right help available to our children and young people as early as possible. We try hard to identify any cause for concern and to put help in place before it gets worse.

Governors are trained and informed about safeguarding. They use their knowledge to make sure that our safeguarding procedures are compliant. They check that our systems of external, self and peer review are working well, so that we can be checked and challenged to reach the highest possible standards of care.

Governors make sure that we are open and held to account for the quality of safeguarding.

## Appendix C: Visiting Speaker Agreement Form

We are grateful to have a wide range of speakers come into the School to share their thoughts, ideas and experiences with our pupils.

As part of our safeguarding procedures, we ask all visitors to complete, sign and return the form below prior to any presentation being delivered in the school.

Please complete in BLOCK CAPITALS

Name of Visiting Speaker: \_\_\_\_\_

Name of member of staff organising the visit: \_\_\_\_\_

Date of visit: \_\_\_\_\_

As a visitor to the School I agree to ensure the following:

1. The presentation will be age appropriate
2. Appropriate language and behaviour will be used at all times
3. The presentation will not incite hatred violence or call for the breaking of the law
4. I will not encourage or promote racist, homophobic, transphobic, sexist, ageist or extremist views
5. I will seek to avoid insulting other faith or groups
6. I will adhere to the school's equal opportunities and safeguarding policies
7. I will send a copy of the presentation/notes to the appropriate member of staff at least one week before the presentation takes place
8. I have read and understood the Visiting Speakers Policy.
9. I have read and understood the Trust's Mission Statement and Our Safeguarding Culture documents enclosed.

If you would like a copy of our evaluation form following your visit please tick here

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D: School Organiser Evaluation Form

*The completed form should be returned to the Headteacher's PA (SVC) / School Office (Primary Schools) by the School Organiser. A copy of this form will be kept for the school's records and a copy will be offered to the Visiting Speaker or their company.*

Name of Visiting Speaker: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date when the speaker was on site the School \_\_\_\_\_

Were there any contentious subject areas or comments to be noted from either the recruitment process or the speaker's delivery?

Should this speaker be used again in the future by the School?      Y / N

Name \_\_\_\_\_  
(School Organiser)

Signature \_\_\_\_\_  
(School Organiser)



# Appendix E: [Name of School] Risk Assessment

|                              |              |                     |
|------------------------------|--------------|---------------------|
| <b>Risk Assessments for:</b> |              |                     |
| <b>Assessed by:</b>          | <b>Date:</b> | <b>Review Date:</b> |

**Impact**

1=extremely low 2=low 3=serious 4=severe 5=extremely severe  
 (If, no measures were put in place)

**Likelihood**

1=very rare 2=rare 3=likely 4=very likely 5=extremely likely  
 (When, measures are put in place)

|         |               |
|---------|---------------|
| 1 - 3   | Low risk      |
| 4 - 6   | Moderate risk |
| 7 - 12  | High risk     |
| 13 - 25 | Extreme risk  |

| Types of Hazard(s) identified<br>(assuming no controls) | Who might be harmed? | Impact | Likelihood | Risk Rating | What are you already doing? | Responsible Person(s) |
|---------------------------------------------------------|----------------------|--------|------------|-------------|-----------------------------|-----------------------|
|                                                         |                      |        |            |             |                             |                       |
|                                                         |                      |        |            |             |                             |                       |
|                                                         |                      |        |            |             |                             |                       |
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|                                                         |                      |        |            |             |                             |                       |

|                        |  |                            |  |              |  |
|------------------------|--|----------------------------|--|--------------|--|
| <b>Assessors Name:</b> |  | <b>Assessors Signature</b> |  | <b>Date:</b> |  |
|------------------------|--|----------------------------|--|--------------|--|