



Policy Directive, Procedures and Guidelines

EXTERNAL PROVIDERS, BUSINESSES AND PSHCE SUPPORT AGENCIES WORKING WITH EDUCATIONAL ESTABLISHMENTS

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Summary of Changes¹ from Previous Versions

Version no/Date	Change	Comment	Section/ Page
V3.0 2021.11.08	Updated policy following routine review.	• Fuller separation into: Part 1 External Providers and Part 2 Support Agencies	Throughout
		• Checklists also apply to centrally arranged activities	S.1.3
		• Extra guidance on Commission staff supervision	S.1.3
		• Updated links to policies, documents	S.1.4
		External Providers:	
		• Expanded 'External Provider' definition	S2.1
		• Additional wording about ensuring activity would not marginalise groups, radicalise learners, etc.	S.3.1
		• Amended guidance regarding display/ distribution of promotional material	S.3.1
		• Expanded checklist for Providers attending school during curriculum time, incl link to new guidance on vetting and safeguarding training.	S.3.3
		• New section (incl checklist) for Providers running activities outside of curriculum-time	S.3.4
		• Relocation (from Support Agency part) about partners in school for confidential sessions with learners. Added guidance about vetting, sign-in, etc.	S.3.5
		• New section on sporting activities, including advice regarding Guernsey Sports Commission	S.3.6
		Support Agencies (SAs)	
		• Education's PSHCE Advisor to review SA lesson plans ahead of delivery	S.4.2
		• Agencies able to be removed from central list	S.4.1 & 5.2
		• Agencies to notify of material changes (in offer, staff etc.). Education may seek periodic update	5.1
		• SA staff to have Level 2 ISCP training	5.3.1
		• Revised section on DBS checks/vetting	5.3.2
		• Organisations working with children should have a child protection policy; in-school concerns to be raised in line with school procedure.	5.3.3
		• School to provide SAs with information on relevant: policies/procedures and learner needs	6.1
		• SHARE may be unsupervised in some sessions	6.2
		• SAs to feature on SCR where appropriate	6.3
		• Regular SA attendance expected at training sessions	6.4
Appendices – generally updated	Apps 1-3		

¹ Material changes only. Minor changes (such as to punctuation, grammar, etc.) will not be listed

1.0 Introduction

1.1 Policy Statement

The Education Office recognises the benefits to learning and learner well-being that can be gained from schools working with external parties that have particular expertise and enthusiasm to support learners. This policy sets out how educational establishments are required to work with community partners who support, or wish to support, the learning of children and young people as either:

- An External Provider, or
- An approved Support Agency, authorised to work in schools to support delivery of the Personal, Social, Health, Citizenship and Education (PSHCE) curriculum

It also provides advice regarding interaction with commercial providers/businesses.

The main body of this document (from Section 2.0) is split into two parts:

- [Part 1: External Providers](#), including definition. (This part includes the above-noted information on interaction with commercial providers/businesses)
- [Part 2: Approved PSHCE Support Agencies](#), including definition

1.2 Policy Objectives

- To ensure the safeguarding of learners
- To provide opportunities for learners to acquire specialist knowledge, skills and understanding
- To afford learners opportunities for additional curriculum and extra-curricular experiences
- To ensure that additional provision is appropriate, monitored and of a high quality
- To ensure there is no duplication of provision that may jeopardise services under the Committee *for* Education, Sport & Culture (or other States of Guernsey Committees)
- To set out points relevant to dealings with commercial providers/businesses

1.3 Policy Application

This policy applies across all phases at all States of Guernsey education establishments. The principles and checklists also apply if central Education staff are arranging/commissioning external parties to provide support in/for schools.

This policy does not apply to the work of those directly employed to deliver services under the Committee *for* Education, Sport & Culture in a role that involves working with children, such as the Inclusion and Support Services, Guernsey Music Service, Educational Psychology Service, Careers Guernsey, SHARE, etc., unless they too are using the services of External Providers (when it would be applicable).

Those providing a service commissioned by the Committee *for* Education, Sport & Culture (see Appendix 1) have been approved to deliver sessions in schools. An assessment should be made by the Headteacher on whether the commissioned service member of staff should be accompanied in the session by a teacher. This should be based on the context of the provision, the learning environment and on the competence (including qualification, training, experience and capability) of the member of staff delivering the activity – see further information about supervision under sections 3.3 – 3.6 and 6.2. [Note: Youth Commission staff delivering part of the PSHCE curriculum (acting as a Support Agency) should always be accompanied in those sessions.]

Where External Providers are used for off-site activities, the [Off-Site Visits Policy and Procedures](#) must be followed.

Throughout this policy directive, ‘Headteacher’ refers to Heads of Service and Principals, and ‘school’ refers to any education establishment.

1.4 Linked and Associated Documents

- [Model](#) and individual school Safeguarding and Child Protection policies
- [Guidance from the ‘Islands Safeguarding Children Partnership’](#)
- States of Guernsey and Education [Vetting Requirements](#)
- [Use of Digital Images of Children and Young People](#)
- [Guidance: Support Agencies – Safeguarding \(Vetting and Training\)](#)
- [Guidance: External Providers – Safeguarding \(Vetting and Training\)](#)
- [Safeguarding Information and Declaration Form - External Organisation](#)
- [Food in Guernsey Schools Policy](#)
- [Activity in Guernsey Schools Policy](#)
- [Dogs as Therapy in Schools](#)
- [Off-Site Visits Policy and Procedures](#)
- [Code of Practice for Physical Education and Sport](#)
- [Community and External Agency User Agreement \(ICT\)](#)

2.0 Part One: External Providers

2.1 Definition

External Providers include:

- Community partners who visit schools to enhance the curriculum, but do not qualify for approved PSHCE Support Agency status
- Community partners who provide extra-curricular opportunities for the school's learners, arranged or facilitated by the school
- Community partners who attend school to hold confidential sessions with learners without a teacher present
- Community partners who provide sponsorship, in any form - monetary or otherwise - to support the delivery of the curriculum (including sponsorship of specific events).

Community partners might include other Committees of the States of Guernsey, commercial providers or community and voluntary organisations. For the avoidance of doubt, this also includes the school's PTA.

(This part also provides advice on interacting with providers who may want to, for example, promote activities or hire facilities.)

2.2 Accountabilities

Headteachers are accountable for:

- Ensuring arrangements are in place to comply with this policy in their school as far as reasonably practicable
- Using the checklists to successfully manage enquiries/support from External Providers
- Determining which External Providers visit their school, always making their assessment against the core criterion of the educational value to the learner
- Ensuring that schools do not become vehicles to promote private business nor endorse any commercial or potential gain for the External Provider either directly or indirectly
- Ensuring any activity in school provided by an organisation is undertaken with clearly agreed safeguarding and child protection procedures established
- Publishing in the School Prospectus its policy on unsupervised one-to-one confidential student support meetings with appropriate external staff

2.3 Responsibilities

Headteachers are responsible for:

- Assigning to a teacher overall responsibility for learning objectives and safety for an activity provided by an organisation
- Taking all reasonable steps to ensure equity in educational opportunity for learners

- Ensuring that Providers are subject to hire of facilities charges/agreement in line with Education Resources and Estates Management's standard school lets procedures when offering extra-curricular activities using school premises outside the school's core day.

The School's Child Protection Officer (SCPO) is responsible for:

- Ensuring any External Provider activity in school is undertaken with clearly agreed safeguarding and child protection procedures

3.0 Checklists

3.1 Display or Distribution of Promotional Material/Information

When considering a request to display or distribute promotional material, Headteachers should first check that:

- The content has a justifiable educational/community interest element
- The information does not conflict with the aims, objectives, values or ethos of the school/Office of the Committee for Education, Sport & Culture. This includes ensuring that messages would not: marginalise any communities, groups or individuals; seek to glorify criminal activity or violent extremism, or seek to radicalise learners through extreme or narrow views of faith, culture or other ideologies
- The activity/event involved does not come under the normal delivery of Education, Sport & Culture (ESC) services or other States providers. (If it does, contact the relevant States service to discuss)

Headteachers need to make a judgement about the possible benefits and risks to young people. If they are reasonably confident about the nature of the activity/event, display/distribution (in line with the next paragraph) is at their discretion unless otherwise prohibited by this policy.

Headteachers need to make it clear to parents/carers that the activity isn't endorsed by the school or the Office of the Committee for Education, Sport & Culture. Information may be displayed on a separate **community noticeboard** (see section 3.1.1) or distributed with the **disclaimer** (see section 3.1.2). [Note: Schools should not distribute material that promotes individual businesses/profit-making organisations; such literature may be displayed on the school's community noticeboard. More general public interest material – for example websites or calendars that contain ideas for a range of children's activities taking place during a holiday period, some of which may be run by commercial organisations – may be distributed with the disclaimer.]

3.1.1 Community Notice Board (Display)

The community notice board must be clearly separated from the school notice board and prominently publish the following disclaimer:

This Community Notice Board is provided for the display of notices of community interest, unconnected with the school. The display of such notices must not be taken as a recommendation or endorsement by the school or the Office of the Committee for Education, Sport & Culture and you should carry out your own enquiries to ensure that you are satisfied with the quality, suitability and safety of the product or service advertised and the identity and character of those providing it.

This disclaimer should be signed and dated by the Headteacher.

3.1.2 Education Disclaimer (Distribution)

Information to be distributed following consideration as set out in 3.1 above, should be distributed with the following disclaimer:

This information is provided for the interest of members of the community. The circulation of the information should not be taken as a recommendation or endorsement by the school or Office of the Committee for Education, Sport & Culture and you should carry out your own enquiries to ensure that you are satisfied with the quality, suitability and safety of the product or service advertised and the identity and character of those providing it.

3.2 Sponsorship (Monetary or Otherwise)

The **principal** objective of different forms of promotion/promotional material, such as branded products or equipment for use in schools, or a particular event which is sponsored by a third party, must be to support the delivery of the curriculum in schools and enhance the education of learners.

It is prohibited for any External Provider who works with schools to exploit the opportunity to advertise or to provide goods or services to schools where there is either a clear or potential opportunity for commercial gain.

Decisions about whether to support the proposal should be made against an assessment of the enhanced educational value to learners and in line with this and other policies.

Examples

Scenario. A local business offers to sponsor a new football kit and wishes to have their logo on the shirts.

Response. If the principal objective of the company is to support learners in their sport rather than to advertise their products and the activity supports the curriculum, a discrete logo is acceptable as the benefit to learners outweighs the likelihood of commercial gain.

Scenario. Company X wishes to run an athletics event for learners and include the company name in the title of the event.

Response. If, in your judgement, the focus is on the benefit for learners and enhancement of the curriculum, the activity isn't currently provided by Education, Sport & Culture and the event wouldn't otherwise be able to take place, it is acceptable.

3.3 Attending School to Support the Curriculum During School Time (e.g. Speaker in Assembly, Providing Workshops, Specialist Instruction², etc.)

The invitation is at the Headteacher's discretion. Headteachers should ensure that:

- The content has a justifiable educational/community interest element
- The activity does not conflict with the aims, objectives, values or ethos of the school/Office of the Committee for Education, Sport & Culture. This includes ensuring that messages would not: marginalise any communities, groups or individuals; seek to glorify criminal activity or violent extremism, or seek to radicalise learners through extreme or narrow views of faith, culture or other ideologies
- The appropriate Head of Service is contacted if the activity is already provided by an ESC service or another States of Guernsey Committee
- The visitor is not promoting a business or using the activity for commercial gain
- In line with the Education Law, no fees are charged to learners or their parents/carers for educational activities that take place as part of the school's curriculum hours and learner's curriculum offer
- The proposed activities are appropriate for the age and capabilities of the learners participating
- The person delivering the activity is appropriately qualified
- The person delivering the activity has vetting clearance and safeguarding training/knowledge appropriate to the activity/frequency/supervision – [see guidance](#). Where some level of DBS and/or training is indicated, the Provider organisation must confirm compliance in writing – see the [Vetting](#) policy for more detail on vetting, and [template declaration form](#)
- The Provider is aware of the identity of the School Child Protection Officer and there is written commitment for the provider's personnel to work within agreed child protection policy and procedures and any other relevant Health and Safety procedures.

² Not undertaken by an approved PSHCE Support Agency

- Insurance implications are considered.³ The general starting position is that if a third party is to supply services then a check should be made of whether they carry their own **Public Liability** cover for the activity.
 - For activities where there is risk that people could be injured or damage caused to States property, the Provider should demonstrate that they hold adequate Public Liability cover (copy of the current certificate kept). (The States of Guernsey's current minimum requirement is for £5 million Public Liability).
 - In the case of an activity:
 - Assessed as low risk, or
 - Provided on a voluntary basis (Provider volunteering their own time and resources)consideration may be given to varying/waiving the Public Liability insurance requirement if the Provider does not have it in place - this should be agreed by the Headteacher/appropriate senior member of school staff and the rationale recorded)

External organisations that employ more than five members of staff should also hold **Employer Liability** insurance (States of Guernsey requirement is £10 million).

- An ICT User Agreement is in place for any use of school ICT equipment/systems. (Non-States employees to complete an [Acceptable Use Agreement for Community and External Agency Users](#). States employees to adhere to the [States Acceptable Use Directive](#) that they would have signed as part of their employment with the States)
- A designated teacher from the school has overall responsibility for the activity:
 - Completes a risk assessment where appropriate
 - Ensures the Provider complies with the school's normal site security procedures
 - Ensures the Provider is aware of learner needs relevant for the quality or safety of provision (for example, medical, educational, behavioural)
 - Is present* when the activity is delivered, being responsible for learning outcomes, behaviour management, safety, etc.

(*For providers supporting the curriculum in school time, direct 'in the room' supervision by e.g. the relevant class teacher will be the appropriate approach for the vast majority of cases. However, the Headteacher has discretion to consider more remote supervision arrangements where appropriate, based on the context of the provision, the learning environment, vetting and

³ For insurance requirements for visits by therapy dogs, see policy 'Dogs as Therapy in Schools'

competence (including qualification, training, experience and capability) of the person delivering the activity. For example, in cases of a provider who has an established and ongoing relationship with the school and has consistently demonstrated well-managed, high quality sessions to the satisfaction of the teacher and Headteacher. In such cases, subject to suitable vetting and risk assessment, it may be appropriate for a known school staff member who has suitable training and experience in behaviour management, first aid, etc. to periodically check-in on the session but otherwise be readily available, rather than continually with the provider. If supervision is not direct, the school should further:

- Ensure there is clarity over behaviour management expectations/policy
- Be confident school premises and equipment will be suitably cared for

Such more remote supervision arrangements may also be appropriate for some supporting curricular activities such as those undertaken by personnel from the various organisations taking part in the annual 'Safety Calling' event, when it is not always possible for a teacher to be with each group at all times.

- Where appropriate (in line with [current SCR guidance](#)), Provider details are added to the school Single Central Register (SCR)

Other school staff may be involved in checking these points – for example the School Child Protection Officer (SCPO) may lead on safeguarding elements - but the Headteacher should be satisfied the checklist has been completed.

For sporting and music activities, see further guidance at 3.6.1/2.

For off-site visit experiences, the Off-Site Visits Policy and Procedure must be followed.

Examples

Scenario. Company X wants to talk to learners and advertise their business activity and then distribute leaflets.

Response. This would promote a business for commercial gain and is not acceptable. If the activity enhances learning, a poster may be displayed on the separate community noticeboard (see section 3.1.1) if the activity isn't currently provided by a service falling under the Committee *for* Education, Sport & Culture.

Scenario. Charity X wants to talk to learners and distribute leaflets.

Response. Headteachers need to make a judgement about the possible benefits and risks to young people and whether the information is appropriate for the age and capabilities of the learners. If reasonably confident, information may be distributed with the disclaimer (see section 3.1.2).

3.4 External Providers Running Activities Outside of Curriculum Time

3.4.1 School-arranged/endorsed extra-curricular activities

Schools may wish to arrange or facilitate extra-curricular activities for the learners at the school, for example taking place before/after school or during lunch, which learners can choose to 'opt-in' to. This may include activities run by community or voluntary organisations, or commercial providers.

i) Charging

- If charges are made for activities outside curriculum hours, Headteachers should be mindful of the need to take all reasonable steps to ensure equity of educational opportunity for learners.
- If a commercial provider/business is offering extra-curricular activities which involve charging learners but is using school premises, the Headteacher must ensure the provider is subject to hire of facilities charges/agreement in line with the standard school lets procedures.

ii) Checklist

For school-arranged/facilitated extra-curricular activities led by External Providers, the Headteacher needs to:

- Be satisfied with the elements identified in the checklist at 3.3 above, subject to relevant variations. (Extra-curricular activities may involve charge/commercial gain. It is also more likely that supervision will be remote, but the Headteacher must be satisfied that this is safe and appropriate, with the Provider thoroughly briefed on appropriate policies and procedures).
- Ensure parents/carers are aware of the basis on which the activity is being run, including supervision arrangements, so that they can make an informed decision about their child's participation.
- Where the activity involves commercial charges:
 - Ensure a hire agreement is in place for any session using school premises
 - Ensure equity of educational opportunity for learners
- Ensure attendance registers are maintained

For sporting and music activities, see further guidance at 3.6.1/3.6.2.

For off-site visit experiences, the Off-Site Visits Policy and Procedure must be followed.

3.4.2 Use of School Premises for Activities Not Arranged/Facilitated by School

Schools should refer enquiries about use of school premises for an activity/event to the Administration Team within Education Resources & Estates Management, unless they have their own Premises Manager. (The premises hire agreement includes safeguarding and insurance elements.)

Any such activities that take place at the school but are not connected to it are not endorsed by the school. Any parents/carers considering their child attending such activities should carry out their own enquiries to ensure that they are satisfied with the quality, suitability and safety of the product or service advertised and the identity and character of those providing it.

3.5 Attending School for Individual Support / Confidential Sessions with Learners

The School Nurses hold a confidential drop-in clinic in schools and will see learners on their own without a teacher present. Schools must notify parents/carers, through their School Prospectus, that such a facility exists. This also applies to Social Workers, therapeutic workers, the Youth Commission, and Youth Justice.

(States of Guernsey staff employed in a professional role working with children will have been appropriately vetted for their role at the time of employment and do not need to be supervised. In line with the agreement in place between Education and the Youth Commission, the same is true of Youth Commission staff working 1:1 with learners. All visitors must, however, observe normal sign-in etc. procedures with the school office and any safeguarding concerns encountered while on site should be raised with the school SCPO team.)

3.6 Miscellaneous

3.6.1 Sports Activities

As indicated at 1.3, Guernsey Sports Commission (GSC) staff are authorised to deliver sessions in school. However, for clarity, they:

- Should be accompanied by a suitable member of school staff in curriculum sessions. Specific interventions or extra-curricular clubs may be delivered without the direct supervision of a member of staff
- Should receive induction on (and updates to) relevant school policies and procedures
- Should be made aware of relevant learner needs.

The [Physical Activity Directive](#) seeks to embed physical activity throughout the school day, and to support opportunities for physical activity in journeys to and from school and in extracurricular activities. There are a range of external providers who may be able to offer relevant services to school. Such people may include specialist coaches or 'Development Officers' in traditional school sports, or commercial or voluntary providers of other sporting or physical recreation activities, etc.

In considering requests or actively engaging providers for sporting activities, schools must ensure attention to learner safety. (All sporting activities must be in line with expectations set out in [Education's Code of Practice for Physical Education and Sport](#) and the latest

version of the Association for Physical Education Guidance 'Safe Practice: in Physical Education, School Sport & Physical Activity'.) Headteachers are advised to contact the GSC, which:

- Holds a central registry of coaches holding minimum industry appropriate qualifications to work in schools, and also covers DBS, first aid and safeguarding training. (This list is available to Headteachers and is subject to regular update as coaches are added, change, etc. It should be noted that there may be other parties that meet expected standards who have not yet sought to be included. The list is also limited to the sports represented by the GSC's membership, however the GSC would advise on other sports/physical activities on an individual case by case basis. If a provider is not on the list, always seek advice from the GSC.)
- Provides an ID badge to all those on the register, which they are asked to carry at all times when in schools
- Coordinates visits by sport specific Development Officers into years 5 and 6 in line with the curriculum
- Externally validates the delivery of the coaches in schools
- Intervenes, if required, should any performance or health and safety issues arise

3.6.2 Additional Information about Music Activities

For music activities, Headteachers should contact the Head of the Music Service, to ensure that activities are coordinated. The Music Service can also advise on, for example, expected qualifications and procedural and legal requirements that need to be satisfied before engaging a performance or activity.

3.6.3 No Recommendation of Individuals/Companies/Products

States Committees or agents of those Committees must not recommend any particular individual/company or endorse their product/s. Advice can, however, be provided to third parties (such as parent/carers) about where further information is available on potential providers/suppliers.

3.5.4 School Uniform

A common feature of a number of school open evenings has been the opportunity for local providers of school uniforms to display their product. It is necessary that equality of commercial access to these events is provided for a range of suppliers in order to ensure that by implication the products of a particular company are not seen as endorsed by a school.

3.5.5 School Photographs

The Education Office does not recommend specific photographers. Headteachers can arrange for school photographs but are advised to confirm copyright issues or restrictions in advance to ensure they can be used in school publicity material. Parents/carers should be advised in advance of the date and purpose – further information is available in policy [Use](#)

[of Digital Images of Children and Young People](#). (That policy also addresses Press photographer visits.)

3.5.6 Charity Events

Schools may be asked to support events which are seeking to raise funds for a specific charitable purpose. This is at the discretion of the Headteacher and the same requirement to ensure that educational benefit is an outcome applies. Headteachers must ensure that no children are disadvantaged or excluded because they cannot afford to participate.

Charity events taking place outside the school day should include the disclaimer (see section 3.1) and an appropriate explanation to parents.

4.0 Part Two: Approved PSHCE Support Agencies

4.1 Definition

Support Agencies for PSHCE are approved by the Education Office as agencies that work alongside teachers in schools/the College of Further Education on a regular basis to support the delivery of the PSHCE curriculum and are responsible to the PSHCE Advisor.

4.2 Accountabilities

Headteachers are accountable for:

- Ensuring arrangements are in place to comply with this policy within their school as far as reasonably practicable
- Ensuring that no Support Agency staff are deployed in their school before the authorisation process has been successfully completed and the Agency is published on the approved list
- Ensuring that safeguarding policies are fully implemented

PSHCE Advisor, Education Inclusion Services is accountable for:

- Checking, prior to the delivery of sessions, that the Support Agency has lesson plans in place which clearly detail the learning intentions, content and the activities to be undertaken by the learners and that all resources are age and stage appropriate.

The Head of Inclusion and Services for Children & Schools is accountable for:

- Reviewing applications to operate in schools
- Authorising an agency to operate in schools and for determining and clearly articulating any requirements in the approval letter
- Removing an agency from the approved PSHCE Support Agency list
- Updating the authorised PSHCE Support Agency list within this policy.

4.3 Responsibilities

Headteachers are responsible for:

- Ensuring learning outcomes are achieved (feedback from supervising teachers and the school's PSHCE Coordinator, as appropriate)
- Raising any concerns about the quality of teaching and learning or safety with the PSHCE Advisor (joint responsibility with the PSHCE Coordinator).

Each Support Agency is responsible for its continued compliance with the requirements and notifying the PSHCE Advisor of changes to its original application (personnel etc.). Agencies who ordinarily bring in DBS checked staff must inform the school's PSHCE Coordinator when they are bringing in staff or volunteers who are not DBS checked.

The PSHCE Advisor, Education Inclusion Services is responsible for:

- Ensuring Agencies' continued compliance with the requirements and notifying the Head of Inclusion and Services for Children & Schools of changes to status.

The PSHCE Coordinator in school is responsible for:

- Operational delivery of this policy in school
- Raising any concerns about the quality of teaching and learning or safety with the PSHCE Advisor in the first instance (joint responsibility with the Headteacher).

5.0 Approved PSHCE Support Agency Status

5.1 Achieving Approved Support Agency Status

All Support Agencies working in schools must be authorised by the Education Office. Agencies with approved status are listed in Appendix 2.

Agencies wishing to work with schools should write to the Head of Inclusion and Services for Children & Schools. This letter should contain the following information:

- The aims and objectives of the Agency
- How the Agency feels it can support the curriculum
- The relevant qualifications and experience of staff within the Support Agency
- An indication of the learning outcomes that will arise from the input into schools
- To which year groups lessons will be offered
- Which named personnel will be undertaking the support role in schools, including whether they are paid employees of the Agency, or unpaid volunteers

If authorised in principle and then having complied with any specific requirements as notified in writing (safeguarding, insurance, etc.), the Head of Inclusion and Services will arrange for the Agency to be added to the list within this policy.

Once on the list, approved Support Agencies should notify the Education Office of any material changes (in the support offer, or in the staff to visit schools, etc.). The Education Office may also seek periodic updates to ensure information remains current.

5.2 Losing Approved Support Agency Status

The Head of Inclusion and Services for Children & Schools may remove a Support Agency from the approved list:

- For any reason where there is justifiable cause
- If the Agency is not active within schools for three years

Removal will be notified to the Agency and Appendix 2 should be updated and this policy recirculated. Agencies that have been removed are able to apply to be readmitted.

5.3 Safeguarding Requirements for an Approved PSHCE Support Agency

Specific requirements (as mentioned above) will include, but are not limited to, the following:

5.3.1 Safeguarding Training

Under the Islands' Safeguarding Children Partnership (ISCP) [training strategy](#) all adults working/ volunteering in statutory/third sector services who have contact with children or young people (including the grant-aided colleges), must undertake appropriate safeguarding and child protection training, and repeat it at set intervals. The Education Office's view is that Level 2 training is appropriate for staff that Agencies are putting forward to assist in delivering PSHCE lessons in schools. Under current ISCP guidance, training should be repeated every three years. Agencies should confirm in writing that training has been completed.

5.3.2 Disclosure and Barring Service Checks

DBS check requirements are influenced by various factors, including the nature of the activity, how often it is undertaken, whether the worker is voluntary or paid, and supervision. [Vetting](#) policy and the detailed [guidance here](#) will guide the decision on what is required in any individual case.

[Note: Some Support Agencies (for example, the Police) may be subject to different sector-specific vetting, rather than DBS checks.]

Where DBS vetting is required, the Agency must ensure that its staff are appropriately vetted and declare this in writing – [template declaration form here](#). If a DBS check has presented with disclosures, it must be considered against the Education Office's criteria to determine whether it is acceptable – refer to the [Vetting](#) policy.

If the Agency worker is self-employed, they may seek vetting through the Hub (at Sir Charles Frossard House) and the DBS certificate must be presented to Education to make the suitability decision.

Agencies who ordinarily bring in DBS checked staff must inform the school's PSHCE Coordinator when they are bringing in staff or volunteers who are not DBS checked.

5.3.3 Safeguarding and Child Protection Policy

The ISCP expects that organisations ordinarily working with children and young people should have a child protection policy.

When in school, Agencies must raise any safeguarding concerns in line with school procedure.

6.0 Working with a Support Agency

Appendix 3 sets out a good practice checklist for inviting Support Agencies into school.

Appendix 4 sets out a checklist from the perspective of the Support Agency.

6.1 Information from School

Support Agency workers should receive appropriate information about relevant school policies and procedures (safeguarding, behaviour, health and safety, etc.) They should also be provided with appropriate information about learner needs relevant for the quality or safety of the session(s).

6.2 Teacher Supervision

A designated teacher from the school should be with learner groups at all times and actively support the visitor. The teacher is responsible for learner behaviour, discipline and child protection. A visitor must not be left in charge of a group of learners or remain unaccompanied with an individual learner. An exception to this is SHARE educators who may be unsupervised in some sessions if the circumstances warrant it.

6.3 Security

When a member of a Support Agency visits a school, they must report to the school office and sign in as a visitor and should always inform the school office (sign out) when they are leaving the premises.

Where appropriate (in line with [current SCR guidance](#)), details of Support Agency workers should feature on the school single central register.

6.4 Training

Support Agencies will be invited to appropriate in-service training and networking meetings provided by the Education Office, the PSHCE Advisor and Public Health. Regular attendance is expected.

6.5 Quality Assurance

After a visit it is good practice for a school to evaluate the session (Appendix 5), involving learners where applicable, and provide feedback (to the Agency representative, colleagues and Headteacher). This helps to enable quality assurance and inform future planning.

The PSHCE Advisor will monitor each new PSHCE Support Agency in its first full academic year and other Agencies will be observed annually unless they deliver infrequently in which case their observations will be proportionate to the frequency of their activity in schools. Feedback on observations will be provided along with any areas for development (see Appendix 6).

Where a Headteacher and PSHCE coordinator have concerns about the quality of teaching and learning of an approved Support Agency they must in the first instance discuss the issues with the PSHCE Advisor. Courses of action open to the Headteacher thereafter would be to either address the concerns with the manager of the Support Agency with the professional support of the PSHCE Advisor, or to escalate more fundamental concerns to the Head of Inclusion and Services for Children & Schools to determine their continued accredited status.

Appendix 1: Services and Commissions Provided or Supported by the Committee for Education, Sport & Culture

Services provided by the Committee *for* Education, Sport & Culture

Careers Guernsey

Communication and Autism Service

Culture and Heritage Services

Educational Psychology Service

Guernsey Music Service

Hearing & Visual Impairment Services

School Attendance Service

SHARE (Sexual Health and Relationship Education)

Sport and Recreation Services (includes Beau Sejour, Swim School, Fitness Classes)

Services commissioned by the Committee *for* Education, Sport & Culture*

Arts Commission

Sports Commission

Youth Commission

Health Improvement Commission

Schools' Library Service

Dyslexia Day Centre

[*Those providing a service commissioned by the Committee *for* Education, Sport & Culture have been approved to deliver sessions in schools. An assessment should be made by the Headteacher on whether the commissioned service member of staff should be accompanied in the session by a teacher.

- See sections 3.3 - 3.6 for further information about supervision in the context of 'External Provider'-type activity.
- Commissioned staff acting in the capacity of a Support Agency delivering part of the PSHCE curriculum (e.g. Youth Commission delivering CSE, domestic abuse, LGBT+ lessons) should be accompanied in those sessions.]

Appendix 2: List of Approved PSHCE Support Agencies

- Action for Children (Alcohol and Drugs Education)
- Ambulance and Rescue Service
- Barclays - LifeSkills; People skills, works skills and money skills
- Cardiac Action Group (Cardio-pulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) training)
- Committee for the Environment & Infrastructure (Bikeability)
- Concept Group (Pensions and Planning for Retirement)
- Dementia Friendly Guernsey
- Guernsey Border Agency
- Guernsey Fire & Rescue Service
- Guernsey Mind
- Guernsey Police - Neighbourhood Policing Team
- Guernsey Waste (Waste Prevention and Recycling Officer)
- Health Information Guernsey (Disability Awareness/Support for Young Carers)
- Health Promotion Unit
- Health & Social Care (Child & Family Community Services)
- Lloyds Community Team – Equality and Diversity
- National Society for the Prevention of Cruelty to Children (NSPCC/ChildLine)
- National Westminster Bank - Moneysense programme
- Office of the Data Protection Authority (ODPA)
- Probation Service
- Red Cross (Humanitarian Education)
- Restorative Justice
- Safe and Secure Online (Online Safety Education)
- SHARE (Sexual Health and Relationship Education) [SHARE is an education service falling under ESC. As they deliver part of the PSHCE curriculum they are included on this list for completeness]
- St. John Ambulance Training Services (First Aid)
- Unleashing Potential
- Youth Commission (CSE, domestic abuse, LGBT+)

Agencies wishing to become approved partners should contact the Head of Inclusion and Services for Children & Schools

Appendix 3: Good Practice for Schools that Invite Support Agencies into the classroom

Before the visit

- Review your Scheme of Work and identify the opportunities for Support Agencies to enhance your teaching
- Talk to the Support Agency to confirm that they can offer input which complements your learning intentions
- Check that your proposed visitor is inscribed on the approved list to work in schools
- Identify an appropriate time for the visit/series of visits then book the Agency
- Tell the visitor the nature/gender/size of the group/s, the teaching area available and the length of the lesson
- Tell the visitor about any special circumstances/special educational needs or disabilities relating to this class or an individual learner
- Agree teaching and learning activities
- Identify any resources/equipment needed by the visitor
- Prepare the class for the visit by explaining the purpose for involving the visitor, encourage learners to identify questions they might wish to ask and inform them about any planned follow up activities
- Ensure that the visitor knows the procedure for parking and signing in at the school
- Ensure that the visitor knows (and will follow) relevant school policies, for example safeguarding and child protection, behaviour, health and safety
- Ensure that details are included on the school single central register, as relevant

On the day of the visit

- A teacher must be present at all times throughout the lesson in order to follow-up on any issues raised by the agency or learners
- The teacher must take responsibility for the discipline of the class
- Learners should be encouraged to host the visit and look after the visitor wherever possible (although this should be supervised by the teacher or another adult that works at the school)
- Check resources/equipment are available and working
- Arrange for the visitor to be met on arrival and escorted to the venue (this should be done by an adult, not a learner)
- Introduce the visitor to the group
- Participate in the lesson / act as facilitator where appropriate
- Complete any evaluation forms, involving learners where applicable

After the visit

- Feedback to the visitor where applicable, and feedback to colleagues and the Headteacher
- Raise any concerns about the Support Agency's visit with the PSHCE Advisor

Appendix 4: Good Practice for Support Agencies Delivering Sessions in Schools

Before the visit

- Identify where your session fits in with the school's curriculum (contact PSHCE Advisor for help if necessary)
- Plan your lesson with clear learning intentions and outcomes (contact the PSHCE Advisor for help if necessary)
- Ensure your lesson is 'active' and allows the learners opportunities for independent learning
- Choose appropriate and imaginative resources and ICT to support learning e.g. case studies, scenarios, visual images, video clips etc.
- Use teaching materials that are free from commercial bias
- Ensure that the information to be provided:
 - Is realistic, relevant, reinforces positive social norms and promotes harm reduction
 - Avoids shock, fear, guilt and does not inspire risky behaviours
- Contact the PSHCE Co-ordinators in schools to make bookings and confirm these the week before your visit
- Contact the school/PSHCE Co-ordinator before your visit to request equipment / resources / particular room set up etc.
- Ensure all Child Protection requirements have been complied with by volunteers/staff of your Agency working at the educational establishment
- Ensure you are aware of relevant school policies and procedures (for example safeguarding, behaviour, health and safety, etc.)

On the day of the visit

- Arrive at the school promptly with sufficient time to set up your session
- Sign in and collect a visitor's badge
- Introduce yourself to the class and explain the learning intentions for the session
- Discuss and agree ground rules, as appropriate
- Encourage learners to reflect on their learning at the end of the session
- Ask for written or oral feedback from the teacher and learners, as appropriate (see Appendix 5)

After the visit

- Regularly review and revise your sessions according to best practice, updates, initiatives and feedback
- Raise any concerns about sessions in schools with the PSHCE Advisor

Appendix 5: PSHCE Support Agency Lesson Feedback Forms (Teacher and Learner)

Please be honest - this information will be used to inform future planning

Name of presenter:	School:	Date:
Support agency:	Year Group:	Time/duration:
	Teacher:	
Comments		
What was good about the lesson?		
Please comment on the pace of the lesson		
Please comment on the pitch of the lesson/inclusion		
How could the session be improved/developed?		
How do you intend to follow-up on this session? *		
Please comment on the value of an outside agency delivering this session		

*Please let me know if you need any further help or information.

How did you rate the session overall? (please circle one)

1	2	3	4	5
Excellent	Very good	Good	Fair	Poor

Any other comments?

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Support Agency Learner Feedback Form

Support Agency:

School:

Year Group:

Date:

Lesson title:

1. The lesson was (please tick one box)

Excellent 	Good 	Ok 	Boring 
---------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

2. Did you learn anything new? (please circle one)

A lot

A bit

Nothing

3. What was the best part of the lesson?

4. What was the worst part of the lesson / how could the lesson be improved?

Support Agency Learner Feedback Form

Support Agency:

School:

Year Group:

Date:

Lesson title:

1. The lesson was (please tick one box)

Excellent 	Good 	Ok 	Boring 
-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

2. Did you learn anything new? (please circle one)

A lot

A bit

Nothing

3. What was the best part of the lesson?

4. What was the worst part of the lesson/how could the lesson be improved?

Appendix 6: PSHCE Support Agency Lesson Observation Form

Agency		School		Year Grp / No of learners	
Additional Adults			Date / Time		
Planning Features			Comments		
Lesson plan has a clear structure and sufficient detail					
Introductory Features			Comments		
Distinct start to the lesson, engaging learners' attention successfully					
Learning intentions/objectives/outcomes made clear to the learners					
Ground rules/safeguarding issues addressed (if appropriate)					
Knowledge check / baseline assessment/recap of previous lesson					
Main Activities			Comments		
Subject matter relevant and engaging					
A range of interactive teaching methods/activities used					
Good pace/effective use of time					
High level of learner participation					

Generic Features	Comments
Secure subject knowledge demonstrated	
Use of positive praise/learners' views respected	
Evidence of effective behaviour/classroom management	
Positive social norms reinforced (if appropriate)	
Appropriate use of resources	
Plenary Features	Comments
Reflection on learning/recap at end of lesson	
Clear signposting information provided	

Additional notes:

One practical idea to try out could be...

Signed:
PSHCE Advisor

Date:

Support Agency's Comments (optional):

Signed:

Date: