

Westcountry Schools Trust (WeST)

Visiting Speaker Policy

Mission Statement

Westcountry Schools Trust (WeST) holds a deep-seated belief in education and lifelong learning. Effective collaboration, mutual support and professional challenge will underpin our quest to ensure that all of the students and adults we serve are given every opportunity to fulfil their potential and succeed in life.

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| Person(s) responsible for updating the policy: | Richard Woodland, Director of Inclusion |
| Date Approved: | December 2022 |
| Date of next review: | December 2025 |
| Status: | Guidance |

WeST Core Values

WeST holds four core values which underpin the engagement, motivation and retention of employees, no matter what their role in the organisation.

- **Collaboration**
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others. Building and securing value from relationships, developing self and others to achieve positive outcomes.
- **Aspiration**
Having high expectations, modelling the delivery of high-quality outcomes. Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence.
- **Integrity**
Acting always with the interests of children and young people at our heart, and with a consistent and uncompromising adherence to strong moral and ethical principles. Communicating with transparency and respect, creating a working environment based on trust and honesty.
- **Compassion**
Recognising need in others and acting with positive intention to promote well-being and improve outcomes.

Providing Accessible Formats

If you are unable to use this document and require it in a different format, please contact the Director of Inclusion.

Purpose

Our school encourages pupils to understand different cultures, faiths, world views and ideologies, appropriate to their age, understanding and abilities. We support our pupils to critically reflect upon different views and actively engage with them in informed, age-appropriate debate. We may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, including PSHE and supported by external sources where appropriate, we strive to ensure our pupils:

- recognise risk
- build resilience to manage any such risk themselves as appropriate to their age and ability
- develop the critical thinking skills needed to engage in informed debate

Checks on Visiting Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will take reasonable steps to vet the external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This will include 'Googling' an agency or speaker to check that they are not promoting extremist views online.

Before approaching an external agency or individual will assess their suitability and effectiveness to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities can be properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities can be matched to the needs of pupils

Before an external agency or individual delivers content to pupils the member of staff responsible for the event must ensure that they discuss the school's responsibility for safeguarding, including our duty under Prevent to protect pupils from extremism. The member of staff must be assured that the visitor(s) understand this before any content is delivered.

Record Keeping

All external agencies and visitors should complete the proforma (see appendix) before any content is delivered to pupils. Records should be kept securely, for example as part of the school's safeguarding file, in line with data protection principles. These records should be made available on request to demonstrate that the school is fulfilling its duty under Prevent. For example, to members of the WeST school improvement team, LA safeguarding/Prevent officers or Ofsted.

Safeguarding during the activity

All external, visiting speaker will be subject to the DBS checking and safeguarding procedures as set out in the relevant WeST policies. This will include the usual signing-in and supervision procedures for school visitors.

Appendix – Checks on Visiting Speakers

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| Name(s) of visitors | | | |
| Organisation: | | | |
| Date(s) of visit | | | |
| Description of planned activity | | | |
| Description of online checks completed: | | | |
| Checks completed by: | | Date: | |
| Note anything to discuss ahead of visit: | | | |
| Prevent Duty Declaration: | <p>I agree that the school has discussed with me the content I plan to deliver and that:</p> <ul style="list-style-type: none"> • I will not incite hatred, violence or call for the breaking of the law. • I will not encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts. • I will not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony. • I will avoid insulting other faiths or groups, within a framework of positive debate and challenge. • I will adhere to the relevant school’s policies, e.g. safeguarding and equality • I will not raise or gather funds for any external organisation or cause without the express and written permission of the Headteacher | | |
| Signed: | | Date: | |
| Counter-signed: | | Date: | |
| Staff Member: | | | |
| Role: | | | |