

Annex A: Suggested Booking Form

This form is provided as a template to stimulate discussions between external visitors and educational settings. Educational settings may wish to amend and adapt according to their needs and should not replace a formal contract.

PART ONE	To be completed by the Educational Setting
Name of educational setting	
Main contact and role	
Date of session	
Start time	
Duration	
Audience	
Age / Year / Key stage (if appropriate)	
Aims of the session	<ul style="list-style-type: none"> • • •
Specific topics to be covered	
Other relevant information (Including prior knowledge/training, known safeguarding concerns, safeguarding arrangements, member of staff who will be present etc.)	
PART TWO	To be completed by External Visitor
Name of external visitor	
Contact information	
DBS check or equivalent (if required)	
Title of session	
Type of session (Assembly, workshop etc.)	
Learning outcomes	<ul style="list-style-type: none"> • • •
Brief overview of the content	
Resources used	
Equipment/Resources needed	
Handouts/resources provided	
Other relevant information or queries	

Annex B: Considerations for External Visitors

External visitors to educational setting will need to discuss the aims, objectives and purpose of their visit and be clear about what is expected before delivering content. This annex is provided to enable external visitors to explore these issues but may also be helpful for educational settings to share with potential visitors.

Key points to consider may include:

- 1. What does the educational setting hope that learners or others will get from your visit?**
 - What are the desired learning objectives (the specific intentions of the session) and outcomes (what will learners know, understand or be able to demonstrate following this session)?
 - Are their hopes and expectations realistic or do you need to renegotiate?
- 2. Who will you be working with?**
 - What is the group size?
 - How old are the learners?
 - Are there any specific issues or concerns (such as special educational needs and disabilities, learners with English as an additional language or safeguarding issues) that you would need to be aware of before the session?
 - Are you comfortable with these requests or do you need to renegotiate?
- 3. What are your requirements for the session e.g. specific room layout (appropriate for the audience), IT equipment (projectors, sound), photocopying/distribution of resources, refreshments etc.?**
 - Is the educational setting able to provide this?
- 4. What do the learners or community already know about online safety?**
 - Will they have a chance to give you any questions or interests in advance of the session?
- 5. Does the educational setting need anything from you before the visit?**
 - Do you have information about yourself that you can share with the educational setting in advance?
 - This could include qualifications and security checks, example questions or case studies, or contacts with other educational settings you've worked with.
- 6. What information do you need before the visit?**
 - Is there any specific local information such as key contacts, policies and procedures etc.?
 - Do you need to survey your audience before the session to help inform your content?

7. What is the educational settings policy if a learner or member of the community tells you something that makes you concerned for their or others safety?

- What is the educational settings policy on child protection and confidentiality?
- Will the educational setting ensure that a member of staff is present during the session to safeguard both you as the visitor and the learners, or to answer any specific questions?

8. What will the educational setting do after your visit?

- Are you willing or able to leave any material or information behind for the educational setting to extend the impact/learning?
- Do you have any suggestions or ideas for them to consider after the session?
- How will/could the setting work with you to evaluate the impact of the visit?

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