**External persons to supplement delivery of the Curriculum Policy**

**De La Salle College Macroom**



The qualified classroom teacher is the best-placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students’ attitudes, values, and behaviour in all aspects of wellbeing education.

Use of programmes and/or external facilitators can play a role in supplementing, complementing and supporting a planned comprehensive approach to wellbeing promotion.

In determining the role of any external visitors, the teacher and school should identify the needs of the students and consider how the support personnel will benefit the individual student and their experience in the class.

External visitors should have;

* current Garda vetting status
* organisational skills to ensure health and safety of students

The class teacher should discuss with the personnel selected the requirements of the class and of individual students within the class where appropriate. The selected personnel can then support the role of the teacher in the implementation of a programme which will benefit the individual student and the class. It is essential that a class teacher be present with the external visitor in the classroom at all times.

Responsibilities of the school before the activity:

* Setting the context
* Ensuring school procedures, practices and policies are communicated and understood fully
* Ensuring that a structure is in place to support and enable the external visitor to carry out the activity with confidence

Responsibility of the class teacher during the activity:

* Monitor the presentation, ensuring that it is appropriate to the age and level.

The external facilitator responsible for the activity should:

* observe normal conditions and good practice

If schools wish to enhance or supplement SPHE/RSE by inviting visitors to the classroom precise criteria must apply. Outside facilitators who contribute to the SPHE/RSE programme can play a valuable role in supplementing, complementing and supporting a planned, comprehensive and established SPHE/RSE programme. Any such visitor or visiting group should adhere to the guidelines of good practice as set out in the SPHE Handbook Section 7 and which are condensed herewith:

• Visitors to the classroom or school, particularly those engaging directly with students, should be aware of relevant school policies including the school’s child protection policy, RSE policy and substance misuse policy. Any such visit must be carefully planned in advance in line with the relevant whole-school SPHE/RSE programme(s) and policies.

• Talks/programmes delivered by outside agencies or speakers must be consistent with and complementary to the school’s ethos and SPHE/RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.

• Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of same.

• It is strongly recommended that parents should be consulted and made aware of any such visiting people or agencies to classrooms/schools.

• The school’s SPHE/RSE coordinator may also help in the process of whole-school planning and coordination to support the effective implementation of SPHE/RSE.

• It is of the utmost importance that classroom teachers remain in the classroom with the students and retain a central role in delivery of the core subject matter of the SPHE/RSE programme. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issue(s) that may arise as a result of the external input(s).

• All programmes and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.

• All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

• All programmes, talks, interventions and events should be in line with the school’s GDPR confidentiality and data protection. External visitors should be made aware of, and agree to comply with, our school's policies regarding confidentiality and the protection of student information. In line with GDPR regulations, it is essential to obtain explicit consent from external visitors before capturing all images or sharing them on our website or other platforms. This ensures respect for their privacy and aligns with legal requirements.

• All programmes, talks, interventions and events’ co-ordinators are thoroughly briefed on the school's emergency procedures. Knowledge of these procedures is vital for maintaining safety and order within the school environment, ensuring that visitors can act appropriately and assist in any emergency situations to keep themselves, our students and faculty safe.

Appraisal of Appropriate Use of Programmes

When appraising the appropriate use of programmes, schools should consider the following best practice criteria:

* The programme or input supports/complements the whole school Wellbeing Promotion Process which includes the social personal and health education, physical education and civic, social and political education curricula.
* Consideration is given to the programme’s sustainability and whether the programme will bring about lasting effects or if its benefits will end on the completion of the programme.
* The programme is appropriate for the educational stage of the students, and includes evidence informed content and methodology with clear educational outcomes.
* The programme content is appropriate for the age, gender and cultural background of students.
* The programme does not focus on a single topic or use shock tactics, and does not directly or indirectly raise an unhealthy awareness of, for example, topics such as suicide, self-harm or eating disorders.
* The programme and its outcomes have been independently evaluated and/or informed by research and evidence.
* The programme does not place an unreasonable onus on students to take an unduly high level of responsibility for the wellbeing of their peers.

Signed: 

Date: 30/04/19