Volunteer Policy

Southmead Primary School and Pre-School

Approved by:	Full Governing Body	**Date:** 3.10.2023
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Next review due by:	October 2026	

Version 3

Version History

No.	Description of changes made	Date revised
3	Updated following Governor review	3.10.2023
2	Updated procedure to reflect current practice	13.7.2021
1	Current policy adopted at FGB	4.2.2020

Volunteer Policy

1. The aim of this policy is to:

We believe that volunteers provide a valuable contribution to the school's work and that they enrich the school through the breadth of their knowledge and experience.
We are committed to using volunteers in a way that supports the school's strategic aims and vision, as well as its development plan.
The aim of the Southmead Primary School volunteer policy is to:

- Encourage the wider community to engage with the school, thereby enhancing the curriculum, raising achievement and promoting community cohesion,
- Ensure that volunteers support the school's vision and values, and adhere to our policies,
- Provide staff, volunteers and parents with clear expectations and guidelines,
- Set a clear, fair process for recruiting and managing volunteers,
- Ensure the highest standards of safeguarding for our pupils by a shared knowledge of procedures.

This policy has been developed in line with the Department for Education (DfE)'s statutory safeguarding guidance, Keeping Children Safe in Education (KCSIE).

2. Introduction

Volunteers are parents or other adults working alongside the school staff and pupils. Thank you for volunteering to help support our school community.
At Southmead Primary School we welcome those wishing to help in the school and value the contribution they make to school life. We believe that the involvement of parents / carers and volunteers in children's education is vital and we encourage active participation in many ways. Some volunteers come to school to help with a variety of tasks such as ICT, art, cooking, and especially reading. They usually work with individuals or small groups in specific classes. In addition, volunteers often help when the children are taken on educational visits outside school or become involved with the work of our Parent Teacher Association – Southmead Friends Association (SFA).
These guidelines have been written to ensure that for all concerned – volunteers, teachers and pupils - the experience of volunteering at Southmead is positive and rewarding.

3. Aims and Ethos

At Southmead Primary we are all aboard in the journey to provide the best learning experiences for all.
We aim to:

- Provide pupils with inspirational, high quality education where all achieve, in order to prepare them for the global workplace of the 21st century, teaching both tolerance and understanding and promote a community spirit in which all make a contribution.
- Learn about sustainability and provide pupils with the knowledge and skills to help them in their future life.
- Ensure Southmead Primary is a community school where we all work together, enjoy learning and are positive of the contribution we make.

We particularly want to ensure that parents and pupils are fully participative in the process.
This mission statement and vision, agreed by all, is key to the way we work, and we expect all staff, governors and volunteers to be committed to it, in total agreement with it, and to work hard to achieve it.

4. Deployment of Volunteers

Volunteers will be asked to support in classes / areas of the school where there is the most need for support. Parent volunteers should be aware that they will not always be able to work in their child's class as for some children this can be distracting for the child and perhaps can place the class teacher in a difficult situation. If this is the case, we may ask volunteers to help in a different class or area of the school. This is entirely at the Headteacher's discretion.

It is helpful if you can explain to your child that you will be coming into school to help all children and that he / she will not always be able to work with you. We may, from time to time, ask you to support another class during a visit if extra adults are required for a specific activity (e.g. supporting practical science work).

5. Volunteer Roles in School

Many of the activities that we ask volunteers to help with are the sorts of things that parents do with their own children at home. We might ask you to become involved in a variety of activities such as:

- Sharing books (see appendix two),
- Working on the computer,
- Playing games,
- Making things,
- Cooking,
- Gardening,
- Sewing,
- Topic related studies,
- Coming with us on visits (see appendix three),

The teacher will give you:

- Clear guidelines about the activity,
- All the materials you need.

6. How To Apply To Volunteer

Initially, volunteers are required to complete the Volunteer Application Form (see appendix one). A member of the admin. team will then contact you with links to the DBS application system and any necessary training we ask you to complete.

- If your intention is to volunteer for a specific educational visit, once during the academic year, then you will not be asked to complete any more training.
- If your intention is to help out on additional visits / events you need to carry out a DBS check.
- If you are in school for 'regular activity' such as clubs, helping in class etc, you will need to complete a DBS and the full requirement of training and document reading.

If your DBS certificate is not issued prior to the visit, then Mr Plumb will carry out a Risk Assessment (see appendix six).

7. Appointment of volunteers

Volunteers are appointed by Mr Plumb – Headteacher.

Appointment and induction of new volunteers can take up to 4 weeks and is dependent on the DBS system, the candidate completing the necessary process and available spaces within the school.

All appointments are conditional upon the completion of an enhanced DBS check (if appropriate) (or Risk Assessment as in point 6.) and other appropriate safeguarding and recruitment checks, and relevant training.
The Headteacher reserves the right to terminate a placement at any time.
Enhanced DBS checks for volunteers working in the school through other organisations will be conducted by the relevant organisation, if needed. The school will ask for written confirmation that enhanced DBS checks have been carried out before a volunteer is allowed to start work at the school.
Add any other information about how your school appoints volunteers. For instance, if your school uses an interview process to screen applicants, you should explain that process.

8. Safeguarding

As part of our commitment to safeguarding, volunteers who are not already known to the school (e.g. who are not parents / carers or already involved in the school in another capacity) may be asked to attend an informal interview with the Headteacher, to ensure that the aims and intentions of the school and the volunteer are compatible. The Headteacher has the authority not to accept the help of any volunteer if he believes that it is not in the best interest of the children.

We carry out a Disclosure and Barring Service (DBS) check (or a Risk Assessment – see point 6) for all volunteers. All schools need to hold a register of the checks undertaken. In order for you to work in school as a volunteer, you will need to complete a DBS online check. We will help you get the process started. Please be assured that all information will be treated in the strictest confidence and that these checks are done only in the best interests and safety of the children. You will receive a DBS email once you have completed your Volunteer Form (see Appendix One).
(Those who help out at specific events e.g. school fair, relatives in school days etc who do not have unsupervised access to children do not need a DBS but must not have unsupervised access to children and should only help out as a one off.)

Regular volunteers will also be asked to complete two online training courses as follows:

1. The Level Two Safeguarding Training: Volunteers will have a link sent them.
2. The Prevent training: https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html?subtitles=1

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. We ask all staff and volunteers complete this on-line training.
This online general awareness training module on Channel is suitable for school staff and other front-line workers. It provides an introduction to Prevent including how to identify factors that can make people vulnerable to radicalisation and case studies illustrating the types of intervention that may be appropriate, in addition to Channel. The training will take 25 minutes to complete and there is a certificate to print off.

9. Becoming a Volunteer in School

All volunteers will be asked to attend a short induction, before volunteering which will cover the following topics:

- Confidentiality
- Safeguarding and Child Protection including the Prevent Duty
- Health & Safety including what to do in the event of a fire

10. Procedures and Protocols

Health and Safety / Safeguarding

When a volunteer arrives in the school they must sign in at the school office. Volunteers must also sign out. Signing in and out is important in the event of an emergency so that staff and emergency services know who needs to be accounted for.
A volunteer badge must be worn **at all times** in school. Volunteers with a DBS clearance and who have completed the online training, will have been identified to staff members.
The Headteacher has the authority to withdraw the help of volunteers if he believes that it is not in the best interest of the children.

Confidentiality

It is very important that all staff, volunteers and other adults working in the school work to a policy of confidentiality. While in school you are likely to become aware of issues relating to individual children. You may see children struggling with work, be upset or misbehaving or hear / see other information concerning a child while you are with us in school. It is vital that you do not share anything about specific children with friends or family or a child's parent if you know them. The teachers have the responsibility of informing parents of anything to do with a child, positive or negative.
Volunteers working in classrooms do so on the understanding that they support the teaching staff and will not pass opinion on such matters as discipline or teaching styles outside the school.
If you ever have any concerns about a child, please speak to the class teacher as soon as possible, or in the case of a disclosure a member of the Safeguarding Team. This should be done in an appropriate setting so that others cannot overhear.
Volunteers are asked to sign a 'Volunteer in School Protocol' (see appendix four), a copy of which will be kept in school.
Safeguarding concerns including those regarding the Prevent Duty (see appendix five) about a child must be shared immediately with one of the Safeguarding Team members as soon as possible after the disclosure.
The Safeguarding Team are: Mr Plumb, Mrs Peake, Mrs Matthews, Mrs Worsfold, Mrs Drescher and Mrs Major.

Guidelines for Supporting Children in School

- It is vital to encourage the children to talk about what they are doing in order to support them in using the correct vocabulary.
- There is no rush. We give the children plenty of time to complete a task and they will often need to return to it over several occasions.
- Always encourage the children to do things for themselves. It is important that they are independent and although some children may need help and supervision, the end result should always be their own work. Please don't be tempted to do the work for them. The learning that goes on while the children are doing an activity is often much more important than the end product.
- When playing games with the children, try and encourage the idea of taking turns, sharing and being a good loser.
- It is important that all children in school are given equal time and attention.
- Please do not lift, carry or move a child in any way.

Housekeeping

Mobile phones

We would be most grateful if you could keep your mobile phone switched off whilst helping in school, and do not use your phone at all whilst with children. Any member of staff will ask you to put your phone away if they see you using it whilst volunteering.

Acceptable Use

	Staff & other adults

	Communication Technologies	owed	ertain times	ected staff	Not allowed
	Mobile phones may be brought to school	√			
	Use of mobile phones in lessons				√
	Use of mobile phones in social time	√			
	Taking photos on mobile phones / cameras	√**			
	Use of other mobile devices e.g. tablets, gaming devices	√			
	Use of personal email addresses in school, or on school network	√			
	Use of school email for personal emails				√
	Use of messaging apps				√
	Use of social media				√
	Use of blogs	√			

** Photographs may be taken on school cameras and mobile phones but NOT on personal cameras or mobile phones.

Photocopier

The photocopier is located in the school staff room. You may be asked to use this machine to support the class teacher in preparing resources. Please ask in the school office if you are unsure of how to use it.

First Aid

Please do not administer First Aid to children whilst you are volunteering in school. A number of staff hold certificates for Paediatric first aid and First aid at work. Please talk to the class teacher or teacher on playground duty if you are approached by a child with an ailment or injury.

Fire alarm

If the fire alarm sounds, please make your way safely to the nearest exit, guiding the child(ren) you are working with if away from the main class area (e.g. listening to readers in the middle areas).

Attendance
If you find that you are not going to be able to come into school on a particular day as planned, it is really helpful to know in advance, even if that's only a phone message on the morning in question.

References
Occasionally, volunteers ask the school to provide a written reference when they are seeking employment. We stipulate a minimum qualifying period of three months attendance of regular volunteering (e.g. once a week) before we feel able to provide a work-based reference. We believe that this is fair to both prospective employers and candidates.

Thank you once again for offering to volunteer at Southmead.

Due for review every three years

Appendix One

Parent Volunteer

We are so pleased you have expressed an interest in helping in our school. We would love to know more about you and why you would like to volunteer. Please give as much information as possible in the section below. We will need to complete a DBS check which can be done online – we will send a link to the email address you give below.

Your name: _____ Date: _____

Email address: _____

Telephone number*:_____ (* to be used regarding Volunteering)

Child's name: _____ Class: _____

Relationship to child: _____

Please tell us why you would like to help at Southmead, you could also include your work history, experiences, hobbies and interests:

REFERENCES

We will take references if you have not volunteered in school previously. Please give details of two referees, ideally one of whom must be your current or most recent employer. If you are in, or have just completed full-time education, one referee should be from your school, college or university. References must cover a **minimum of three years** of employment. If there has been a gap in employment or where you do not have three years of employment then a personal reference covering this period from someone who can comment on your ability to volunteer in school is acceptable.

Name:	Name:
Address:	Address:

Tel no:	Tel no:
Email:	Email:
Occupation/Relationship:	Occupation/Relationship:
How long have they known you?	How long have they known you?

FOR COMPLETION BY SCHOOL STAFF

Document	Date sent	Date rec'd signed copy / confirmed read via email
Application form received and checked with NP / class teacher		
DBS check (and Risk Assessment if appropriate) Link ID Certificate		
Request references (if not volunteered in school previously)		
Training links: Online Safeguarding training (cert. to be emailed back) Online PREVENT training) (cert. to be emailed back)		
Email KCSiE Part One Email Volunteer Policy and receive back signed agreement Policy Agreement Received		
First Day quick reference guide leaflet	Admin	

Induction (on first day) Health & Safety basic (fire evac, accident reporting, first aid)	Admin	
Safeguarding Induction (during first week) Confirm understanding of Safeguarding Pack and discuss any queries Basic Safeguarding training including procedures (must include CSE)	S/G Team (or admin)	

Appendix Two

What does 'sharing books with children' mean?

A few quick pointers to help you when you are asked to read or share a book with a child:

- The teacher will indicate whether you should read to the child or the child should read to you. If this is not clear, ask.
- If the child appears ‘stuck’, tell them gently to use their phonics and ‘sound it out’ or encourage a sensible guess based on what has already been read or look at the illustrations for clues, and if all else fails, tell them the word. Quite often a lack of confidence will inhibit them from making an attempt and this is what we all try to build up when we hear children read - the idea that taking a risk, even if wrong, will teach us something. It is OK to make mistakes.
- Encourage the child to predict what might happen next and discuss how they feel about the story and characters.
- Make the experience an enjoyable one, sharing your love of books with the child. This is a moment of quality time for you both.
- Please do not move the child onto another colour from the reading scheme. If a child has done particularly well in their reading, please be sure to share this with the class teacher. Equally, please let the teacher know if any problems.

Appendix Three

Guidance for Volunteers for Educational Visits

These guidance notes have been written in conjunction with the school's policy of off-site visits. If you have any questions about a school trip, please see the class teacher or visit leader. We do appreciate your help on school trips – it would be difficult to organise visits outside school without parent volunteers.

- Parents may not always have their own child in their group.
- The teacher or visit leader will give parent helpers a list of children for whom they are responsible.
- All children are told that they must stay with their group and the group adult at all times.
- If the trip involves a coach journey, please help the children in your group put on their seatbelts. Children are not allowed to eat or drink on the coaches. The class teacher or visit leader has sick bags, if needed.
- The class teacher or visit leader is responsible for ALL first aid and medication.
- The class teacher or visit leader sets and leads the rules, routines and expectations for the day.
- Please help the teacher or visit leader by ensuring your group follows all instructions e.g. when to eat and drink.
- If there is a medical or other emergency, let the class teacher or visit leader know immediately. The class teacher or visit leader is responsible for contacting the school and associated parents in emergency situations.
- If you need to leave your group for any reason, please inform another responsible adult.
- Parent volunteers are asked to keep the same degree of confidentiality on visits as in school. If you have any queries or problems concerning the trip, please direct these in the first instance to the class teacher or visit leader, or if you would rather, the Headteacher on return from the trip.

Appendix Four

VOLUNTEER IN SCHOOL PROTOCOL

Please read and sign the document below to confirm your agreement with the following school expectations as a volunteer:

As a school we agree to:

- Explain your tasks / jobs carefully so that you are clear about what we would like you to do with the children
- Share the school behaviour and ethos policy with you to help you understand how we manage behaviour
- Ensure that the children you work with behave and work well
- Treat you with the highest respect and care
- Share relevant information about the children you are working with
- Let you know in advance the overall plan for the day and let you know if this changes
- Treat anything you tell us with confidentiality

We agree not to ask you to:

- Deal with difficult or challenging behaviour
- Carry out a task that you feel unprepared to complete

Signed:…… (Headteacher) Date: ……

Volunteer Helper: …… (Printed Name)

As a volunteer helper I agree to:

- Use the school behaviour and ethos policy and inform the teacher if I see any inappropriate behaviour
- Inform the teacher if I observe anything that concerns me in school
- Treat any information with total confidentiality
- Inform the school if I am unable to come into school for any reason by 8.30am in the morning
- Respect and listen to the guidance of the teacher at all times
- Complete the appropriate DBS safeguarding checks
- Disclose any criminal allegations to the Headteacher prior to starting as a volunteer helper

I agree not to:

- Look at or compare children's work, records or staff records
- Share any information about a child or member of staff with anyone outside the school staff team

Signed:…….. Date: ……..

Appendix Five

SAFEUARDING INCLUDING THE PREVENT DUTY

Everyone has a duty to keep children safe. Children may disclose information or worries at any point during the school day. It is not unusual for children to disclose information to people they feel less affiliated to and anything could trigger this.

If a child says something that concerns you:

- DON'T make promises of secrecy
- DON'T ask questions of the child
- DON'T appear shocked or terrified but instead remain calm and reassuring
- DON'T delay in reporting the disclosure
- DO listen closely and carefully to everything the child says
- DO report it to one of the school's Safeguarding Team immediately
- DO complete a record of concern form as soon as possible noting the date, time and as close to the exact wording as you can of the child's disclosure.

The records of concern form will be shown to you on your induction.

The Prevent Duty

Schools also have a duty to provide a form of safeguarding to recognise children at risk of, or who may be vulnerable to, potential radicalisation. We need to remain mindful of this risk to children and be aware of signs that could warrant early intervention.

This should be reported in the same manner as any other Safeguarding concern.

Signs could include:

- Expressing extreme views regarding people of other ethnicities, cultures or faiths.
- Unusual or unsafe online activity.
- Disclosures regarding family members views or behaviours towards other ethnic groups.
- Signs of isolation, fear or rejection of peer groups
- Recent political or religious conversion
- Conflict with family over political or religious views

APPENDIX SIX

Southmead Primary School **'Without DBS' Risk Assessment**	
Risk Assessment form for volunteer awaiting DBS disclosure or overseas check. This form is to be completed to make an assessment about a candidates' suitability to commence employment prior to receipt of a DBS Disclosure or Overseas police check. The risk assessment should be carried out and signed by the Headteacher before the individual commences employment.	**Date:** **Assessor:**

Candidate's Name: **Provisional start date:** **Post Applied For:** **Date Disclosure check requested:**	

Control Measures in Place	**Yes**	**No**
1. Did the applicant submit a fully completed application form, including all previous employment and gaps in employment?	**Yes**	**No**

2. Did the applicant fully complete and sign the application form?	**Yes**	**No**
3. Did the applicant declare any criminal convictions, bindovers, cautions, reprimands or police investigations which might lead to a conviction, orders binding them over or cautions in the UK or any other country?	**Yes**	**No**
If yes, please state details:		
4. Did the applicant declare that they had been subject to any disciplinary investigation or action, including suspension?	**Yes**	**No**
If yes, please state details:		
5. Have you obtained references?	**Yes**	**No**
6. Do the individual's references give any cause for concern?	**Yes**	**No**
If yes, please state details:		

7. At interview, did the individual say or do anything which gave cause for concern, in relation to allowing them to commence work before a Disclosure is received?	**Yes**	**No**
If yes, please state details:		
8. Has the individual lived or worked abroad for more than six months? (if no, go to Q9)	**Yes**	**No**
If yes, please state when and how long this was for, in what capacity and if an overseas police check is required:		
9. Has there been a gap in employment? If not, please ask for their latest DBS cert. if they have one. (DCC do not accept DBS portability, however this check can support the risk assessment to commence prior to a DCC check being received.)	**Yes**	**No**
10. Has the individual ever had a DBS/CRB/police check previously?	**Yes**	**No**
If yes, when was this, with whom, and was this 'Enhanced' level?		
11. Does the job involve regularly caring for, training, supervising of being in sole charge of children?	**Yes**	**No**
12. Will the individual be required to work alone during their induction period?	**Yes**	**No**

13. Will the individual have access to, or opportunity to, commit an offence against a pupil?	**Yes**	**No**
If yes, what precautions or measures will you put in place to prevent this from happening?		
14. Has a DBS disclosure been received?	**Yes**	**No**
15. Given the above, are you satisfied that the risk of possible offending can be minimised by ensuring that satisfactory supervisory measures can be implemented?	**Yes**	**No**

Level of Risk:
Please complete the level of risk posed by allowing the individual to start before DBS/police check received. Give reasons.

Low Risk	
Medium Risk	
High Risk	

Can protective measures be put in place to render the risk low?	**Yes**	**No**

If you require any further information or guidance to any of the above, please contact in the first instance:
Safer Recruitment Services: 01392 383266
Email: disclose@devon.gov.uk

DECLARATION BY HEADTEACHER

Please tick one of the following statements: ✓

	I have considered the questions outlined above, and **I am not satisfied** that it is safe to allow the above named individual to commence to work before the Disclosure clearance or police check is received.

OR

	I have considered the questions outlined above and confirm that **I am satisfied** that it is safe to allow the above named individual to commence work before the Disclosure clearance or police check is received, subject to the safety measures detailed above being in place

I confirm that I have notified relevant and appropriate school staff that the individual is still subject to clearance and of the need to ensure the above measures are implemented.

I confirm that I have explained to the individual concerned the implications of commencing work prior to clearance being received and the possibility that disciplinary action including summary dismissal may result if it is subsequently discovered that the individual did not disclose any material facts relating to their employment.

Signed

Print Name Mr N Plumb

Date

This form should be retained on the candidate's personal file.

Equality Impact and Needs Assessment Form

A) Description

1.	Who does the policy relate to? What is their involvement with the policy?
	The policy relates to all volunteers. The policy provides parents, staff and volunteers with clear expectations, induction and guidelines for volunteering in school.
2.	Are there any concerns at this stage which indicate the possibility of inequalities / negative impacts? For example: complaints, comments, research, outcomes of a scrutiny review. Please describe:
	None. The policy is relevant and refers to all Volunteers.

3. Is the policy consistent with the School's equality policies? If yes, the EIA is complete.

Yes.