



## Volunteers in Schools Policy

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<b>Author Initials</b>	TH
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*(This policy supersedes all previous Volunteers in Schools policies)*

## NON CONTRACTUAL POLICY

### Amendments

Policy Date	New Version Number	Summary of change	Comments
4.3.21	V1.2	Added Volunteer Application Form Clarified need for senior leader to identify proposed volunteer's motivation for volunteering Clarified volunteers driving	

### Union Consultation

Date	Action (meeting, email etc)	Comments	Attendance

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## NON CONTRACTUAL POLICY

### 1.0 Introduction

1.1 Volunteers are private individuals who undertake 'regulated activity' (as defined in Keeping Children Safe in Education) in the school. Broadly, 'Regulated Activity' is defined as having contact once a week or more often, or on four or more days in a 30 day period or overnight, including relevant personal care, health care and advice or guidance relating to childrens' physical, emotional or educational well-being.

1.2 The value of well-deployed volunteers in school is widely recognised within Education South West. Volunteers are a welcome resource for helping to raise achievement, complementing the work of teachers and support staff. There is no doubt that an individual school will benefit greatly from developing well-planned, active parental and community links through participation by adults in the activities of the school on a voluntary basis.

Volunteers can be a welcome resource for helping to raise children's achievement and enrich pupils' learning experience, complementing the work of teachers and support staff. Schools can benefit greatly from developing well-planned, active parental and community links through participation by adults in the activities of the school on a voluntary basis.

1.3 The deployment of any volunteer, whether for one day or for a number of sessions over a longer period, must be managed with care; in particular taking account of the needs of the students and the staff to whom they are assigned.

### 2.0 Deployment of Volunteers

#### 2.1 Volunteers should not be asked to carry out duties which:

- fall normally within a teacher's responsibility to take on some of the functions and responsibilities of a parent under *locoparentis*;
- fall normally within the job description of a teacher or member of support staff, i.e. they must not be asked to cover the absence of staff from school;
- would normally be performed by a contractor engaged by the Trust; it should be noted that the teacher remains responsible for the organisation of the class and methods of work.

#### 2.2 Supervision of Volunteers

During a visit to the School each volunteer should be designated to a specific member of staff to whom he or she will be directly responsible. Whilst there should be no significant addition to the workload of the staff member taking responsibility for the volunteer, it would be expected that time is taken to ensure the volunteer is adequately inducted into the role and that there is mutual agreement and understanding. It is however essential that the volunteer is clear which member of staff has this responsibility.

### 3.0 Recruiting Volunteers

3.1 Recruiting and vetting potential volunteers will mirror that used for paid employees.

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- 3.2** Volunteers should complete the standard Trust application form for the recruitment of volunteers - 'Volunteer Application Form'. The form should be used as a framework for structuring the discussion with the individual about the school's needs, their needs and potential contribution and expectations of the volunteering arrangement. For safeguarding purposes, senior leader discussions with the volunteer should aim to clarify the reason the volunteer wishes to undertake such work.
- 3.3** It is important that two satisfactory references and a clear enhanced Disclosure and Barring Service disclosure are obtained before volunteers begin to carry out activities in the school.
- 3.4** All volunteers should be issued with an induction pack.

### **4.0 Child Protection and Safeguarding**

- 4.1** Child protection and safeguarding procedures should be undertaken with volunteers in the same way as with employees.
- 4.2** The DBS Disclosure Policy should be followed to ensure that appropriate checks are undertaken:

*Many parents and other volunteers help regularly in the classroom and some will require a DBS disclosure. This should be determined by the frequency and nature of contact with children i.e. if being left unsupervised with children and/or if having regular contact. In addition to an Enhanced DBS disclosure, the Trust will also carry out a Barred List Check on any volunteers that will be unsupervised.*

*Volunteers who only accompany staff and children on one off outings or trips or who help at one off specific events such as sports days, school fetes etc. may not need to be DBS checked. If, however an overnight stay is involved then an enhanced DBS disclosure must be obtained.*

### **5.0 School Protocols**

- 5.1** In fairness to all concerned, volunteers must be made aware of the rules governing behaviour at the school; the key 'dos' and 'don'ts' for children and adults. This should include procedures designed to avoid hazards or risks associated with the tasks that they are being asked to carry out and, importantly, details of first aid and emergency arrangements such as procedures to follow in case of fire.
- 5.2** As part of their induction to life at the school, volunteers should also be provided with basic information such as a plan of the campus and details of those facilities available to them e.g. staff room, toilets etc.

**5.3** It is essential that volunteers are made aware of the following procedures:-

- expectations with regard to confidentiality
- access to information related to students and/or staff
- expected level of behaviour
- our commitment to equality focusing on issues relating to discrimination and the use of appropriate language
- the complaints procedure
- the conduct procedure

Appendix 1 of this policy provides information on expected standards of behaviour and conduct that is expected of all employees & volunteers.

## **6.0 Insurance**

**6.1** Whilst volunteering for the school volunteers are covered by the Trust for third party liability only ' the limitations of this insurance should be explained carefully to volunteers. They may wish to make their own arrangements for insuring against theft, personal injury or damage to their own property.

**6.2** Volunteers using their own car to transport children other than their own children to school events, (sport, music etc.) must provide documentary evidence that their car insurance covers this. The date of expiry will be recorded on the Single Central Register. Evidence will not be retained in line with the Trust's Records Retention policy.

**6.3** Volunteers (and employees) driving a school minibus will be covered under the individual school's insurance arrangements. Anyone wishing to drive 'a' Trust vehicle with a passenger seating capacity of up to 16 seats on Trust business or for Trust academy schools must first obtain a Certificate of Competence to drive such a vehicle, through Devon County Council's nominated training provider. The candidate must also have the D1 category on their driving licence. If drivers do not have the D1 category, they can only drive vehicles up to 3,500kg MAM with up to 8 passenger seats. They must also obtain the Certificate of Competence to drive this vehicle. The date of completion of the course will be stored on the school's database. These conditions apply whether the driver is an employee or a volunteer and whether they are driving a school owned minibus or a minibus that has been hired through a third party.

**6.4** The Headteacher must ensure that the appropriate insurance is in place before deploying volunteers to drive a school minibus. All parties must be made fully aware of the regulations and drivers should be offered appropriate training and instruction before taking children on journeys in vehicles owned by the Trust.

## **7.0 Out of Pocket Expenses**

**7.1** Out-of-pocket expenses, authorised by the relevant budget holder in advance, may be reimbursed. There should be no expectation that volunteers should incur out-of-pocket expenses.

Volunteers are not employees. In order to make sure volunteers don't fall under the legal or tax definition of an employee, schools should ensure the following:

- only reimburse expenses after a receipt has been submitted
- do not pay unaccountable round sums to cover expenses
- do not pay regular allowances, no matter how small

**7.2** State benefits claimed by volunteers can be affected by voluntary work and volunteers should seek advice from their relevant benefit agency in they have queries in this regard

**8.0 Review of Policy**

**8.1** This policy is reviewed annually and amended every three years or upon change of relevant legislation. We will monitor the application and outcomes of this policy to ensure it is working effectively.

# Volunteer Application Form



Please note - This is not an application for employment

1. PERSONAL DETAILS	
First name/s:	Last name:
Address:	Contact telephone number:
	Daytime:
	Evening:
	Mobile:
Postcode:	Email address:
1. YOUR ROLE AS A VOLUNTEER	
<p>Please use this space to talk about how you would like to help at the school (eg. hearing children read) and your motivation for wishing to do so. What might you like to achieve for yourself personally through volunteering? For example learning new skills or developing and improving existing skills you may have.</p>	
<p>Please use this space to talk about any volunteering you have done before and any relevant skills you have.</p>	
3. AVAILABILITY	
Please provide details below of your availability	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Other: please specify	

#### 4. CHECKS FOR THE SAFEGUARDING OF CHILDREN

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. As part of our commitment, we need to ensure that all potential employees satisfy our employment checks. Please note that where appropriate, potential volunteers will be required to undertake further checks, including references, and will be required to provide a Disclosure from the DBS.

**Rehabilitation of Offenders Act:** This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared. Please use the space below to give details of any convictions, cautions and bind-overs, including those regarded as 'spent'. **If there are none please write 'none':**

#### 5. SUPPORT FOR VOLUNTEERS

We welcome volunteer applications with all ranges of abilities for the skills they bring. We aim to create a positive environment that enables all volunteers to realise their full potential. So that we can consider any appropriate adjustments in the school and better support you in your role, please give details below of any disabilities, health or other relevant issues.

#### 6. REFERENCES

Please give details of two referees, one of whom should be your most recent employer (if applicable). If you are in, or have just completed full-time education, one referee should be from your school, college or university. Referees must not be related to you, or writing solely in the capacity of a friend, and must be able to comment on your skills and abilities in relation to being a volunteer.

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?

**I declare that the information given in this application is, to the best of my knowledge, complete and accurate and that it may be used for purposes registered by the Trust under the Data Protection Act\*.**

**Signed:**

**Date:**

## **Appendix 1**

### **Examples of Acceptable Behaviour**

People behave acceptably when they:

- Afford dignity, trust and respect for everyone and themselves
- Have awareness of the effects of their behaviour on others and only make reasonable and manageable demands
- Communicate honestly and openly, clearly stating what they need and expect of others
- Provide and are receptive to honest feedback based on evidence; and challenge discriminatory language and behaviour in an appropriate way

### **Examples of Unacceptable Behaviour:**

- Using aggressive language, threatening, ridiculing, ignoring people or repeatedly shouting
- Telephoning people at home unnecessarily (for example, demanding work when the person is absent due to sickness or ill health)
- Focusing only on weaknesses
- Bringing up details of someone's private life inappropriately
- Leaving impossibly long lists of tasks and making unreasonable demands
- Criticising people or maliciously gossiping about them in their absence
- Ridiculing or demeaning someone – picking on them or setting them up to fail
- Comments or jokes, about distinctive peoples and nationalities
- Making comments about aspects of physical appearance or using forms of address that are demeaning
- Threatening or implying, without reason, that, as a colleague, you will cause the person to lose his/her job or fail to get a promotion or suffer some other form of career difficulty or financial disadvantage
- Coercing someone to join the harassment/bullying of another person
- Excluding or marginalising someone or refusing to engage with them appropriately

This list is not exhaustive. It is simply a guide to help individuals consider their own and others behaviour and gain understanding of what behaviours are unacceptable in the workplace.

### **Standards Expected of Employees / Volunteers**

The standards expected of all employees / volunteers include but are not limited to:

- maintaining standards of behaviour in keeping with the interests and standing of the academy. This includes behaviour outside of working hours and in any form that is visible to the public, including social networking or any other electronic medium

- devoting full attention while at work to the duties of their position and in-doing so acting with responsibility, good judgement and in good faith carrying out any reasonable instructions given by those with authority to do so
- not divulging to any unauthorised person or making personal use of confidential information connected with the academy, either intentionally or through negligent behaviour
- observing the rules, regulations and instructions adopted by the academy
- following appropriate safeguarding procedures
- participating fully in any investigation into alleged incidents and/or allegations including attending meetings as directed
- using electronic communications appropriately
- ensuring that information brought to light as a result of any investigation is treated with discretion
- carrying out their role consistently with any standards set by their appropriate professional body
- taking steps to address any unacceptable behaviour
- treating colleagues and third parties with dignity and respect

In addition to the above, the expectations of those employed in management roles are to:

- ensure the standards expected from all employees/volunteers are role-modelled, monitored and managed effectively
- effectively manage all applicable statutory and non-statutory obligations
- appropriately manage all alleged incidents and/or allegations

***This list is not exhaustive.***

## Appendix 2

### Relationships with pupils outside of work declaration

It is recognised that there may be circumstances whereby 'volunteers' are known to pupils outside of work. Examples include membership of sports clubs, family connections, or private tutoring.

Volunteers' must declare any relationship outside of the academy that they may have with pupils.

Volunteers Name	Pupil Name	Relationship

I can confirm that I am fully aware of the code of conduct relating to contact out of work with pupils. I have read and fully understood this policy and confirm that my conduct will be in in line with this policy.

If I am tutoring a pupil outside of the academy, I am aware that the following must be adhered to: -

- I do not, at any point, teach the child in question as part of my daily timetable - this is a stipulation of such tutoring
- I emphasize to parents that this is done completely independently of the academy
- No monies come through the academy at any point, informally (e.g. via the child) or formally
- No private tutoring is to take place on academy premises

I confirm that if these circumstances change at any time I will complete a new form to ensure the academy is aware of any relationships.

Signed .....

Date .....