



# Volunteer Policy

## **Adoption Arrangements and Date**

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. either set a full Trust wide policy,
2. or set a 'policy principles' document (a framework within which LGBs develop a full and appropriately customised policy),
3. or delegate to LGBs the power to develop their own policy which the Trust Board will then ratify.

**Review Body: CEO**

**Leadership Grp Responsibility: Human Resources Director**

**Policy Type: Non-Statutory**

**Adopted: September 2017**

**Date of next review: July 2018**

**Review period: 1 year**

**This is a Level 2 Policy against the Trust Governance Plan.**

This procedure was adopted by the CEO, for implementation in Leybourne Ss Peter and Paul Primary on the date above and supersedes any previous policy or policies on the management of Volunteers.

## **1. Introduction**

Tenax Schools Trust recognises that a volunteer's help can make an appropriate and significant contribution to the life of our schools. The Trust values the diversity of the communities in which we operate and aims to have volunteers that reflect this. We therefore should actively encourage volunteers from all sections of the community, as Volunteers have an integral role to play in promoting, and contributing to community cohesion, and we recognise the following benefits to building and maintaining these partnerships.

### **Benefits for the child**

- Parents and carers are recognised as playing an important role in the educational process
- With positive attitudes towards school, there is less likelihood of the child perceiving conflict between home and school if parent and teacher are seen to be working toward the same ends, although at times from different perspectives
- Enrichment of the child's education because of:
  - a) dimensions which may be added by parents or other adults
  - b) the freeing of teachers to concentrate on the central task of education
  - c) opportunities for children to work in smaller groups
  - d) focus on specific skills and knowledge that can enhance the curriculum being taught e.g. science

### **Benefits for the volunteer**

- Recognising that education is part of a lifelong process for themselves
- The recognition of their own contribution to their children's learning
- An understanding of the aims and teaching methods of the school
- An empathy for the aims of the school due to better knowledge and understanding
- The satisfaction of taking an active role in supporting the school, the teaching profession and the education system

### **Benefits for the teacher/school**

- Practical assistance where additional adult supervision is required or desirable.
- Where parents/carers are volunteers, there is better knowledge of the child. Communication between home and school is improved and can be more regular and meaningful
- Better knowledge of parental/community expectations, and greater partnerships with the local community
- Good working relationship between staff and parents/carers
- Acknowledging, and encouragement of education as part of a lifelong process for everyone.

## 2. Scope

2.1 This guidance outlines the Trust's principles, practices and procedures that will be followed in the engagement, management and control of volunteers. It aims to:

- Provide a framework for all headteachers when considering engaging volunteers in school
- Provide a foundation on which engagement of volunteers will be based
- Give a cohesive and consistent approach to ensure that volunteers are fully supported during their volunteering role
- Help ensure fairness and consistency when involving a diverse group of people; being able to refer to a written guidance ensures that decisions are not made on an ad hoc basis.

2.2 There is no legal obligation to provide volunteering opportunities and all are entered into on a purely voluntary basis subject to service considerations.

2.3 When engaging volunteers, headteachers **must** adhere to the following principles:

- volunteers will not be engaged in work which facilitates the loss of an existing employee's post, nor on any tasks or projects which (within the past two years) were done by paid employees whose posts have since been deleted; and
- Volunteers will not be used to provide cover for paid staff (for example, where paid employees are on leave due to sickness, holiday, maternity or industrial action).

## 3. Definition of a volunteer

3.1 Volunteers may be defined as "Any person engaged in an activity which involves spending, unpaid time, doing something which aims to benefit some third party and not a close relative."

3.2 Volunteers who wish to make a contribution to the community can be all ages and come from different backgrounds

3.3 Volunteers are not employees, workers, consultants or contactors and do not have a contract of employment and the same rights as an employee or worker.

Unlike employees, volunteers are not entitled to:

- the National Minimum Wage
- pensions (auto-enrolment requirements under recent pension reforms do not apply to volunteers);
- employment protection during business transfers and takeovers (TUPE)
- protection against unfair dismissal;
- consultation and other provisions in the case of redundancy; or
- Right to equal pay for work of the same value under sex discrimination law and other legislation aimed at preventing discrimination in the workplace.

- 3.4 Volunteers are to be distinguished from students and work placements, where the primary aim for students is to obtain certain work experience or carry out work or research in certain areas.

#### **4. Age Limits**

- 4.1 There is no lower or upper age limit on volunteering and the school's insurance policies should cover volunteers from all ages and for a range of roles and activities that falls within normal school business. However, please contact the Human Resources Director in the first instance, where a potential volunteer is below the age of 16 as a work-experience placement may be a more appropriate arrangement.

#### **5. DBS and Safeguarding**

- 5.1 DBS checks should only be carried out on volunteers who, in the course of their placement, will be engaged in a Regulated Activity, having unsupervised access to children and young people under the age of 16 and vulnerable adults, and for those who may have access to sensitive personal data relating to children or vulnerable adults.
- 5.2 In determining whether volunteers should be checked against the DBS, Headteachers should consider:
- The duration, frequency and nature of contact with children and Vulnerable Adults; and then
  - What the organisation knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
  - Whether the volunteer is well known to others in the organisation who are likely to be aware of behaviour that could give cause for concern;
  - Whether the volunteer has other employment, or undertakes voluntary activities where referees would advise on suitability;
  - Any other relevant information about the volunteer or the work they are likely to do.
- 5.3 A volunteer in a school will not be in regulated activity if they are supervised to the statutory level but they will still be able to receive an enhanced check (without barred list check). If they are unsupervised they will be in regulated activity and therefore be able to receive an enhanced check with barred list check. Volunteers helping with single events, and infrequent visitors to schools who do not have unsupervised access to children, are not eligible for disclosures. Many other volunteers fall between these two extremes, and headteachers, in consultation with Human Resources, should apply professional judgement in deciding whether disclosures are needed, balancing any risk to children against their knowledge of individual volunteers.
- 5.4 Headteachers must ensure that volunteers are aware of, and have access to the Trust's Safeguarding Policy, and have been provided with a copy of Part One of Keeping Children Safe in Education.

The Safeguarding Vulnerable Groups Act (SGVA) 2006 places a duty on employers, to refer individuals working with Children and vulnerable adults to the DBS in certain circumstances.

When an employer has dismissed someone, or where they have been removed from working or volunteering with children and or vulnerable adults, or where the individuals have resigned, retired or otherwise removed from working with children or vulnerable adults because for one of the following reasons the employer has a statutory duty to refer the individual case to the DBS for consideration of barring that person from working with these vulnerable groups.

- 5.5 Where there is no financial benefit to the volunteer (except for travel and other approved out-of-pocket expenses), “Any person engaged in an activity which involves spending, unpaid, doing something which aims to benefit some third party and not a close relative.” is eligible for a free of charge DBS check. To qualify the applicant must not:
- benefit directly from the position for which the DBS application is being submitted
  - receive any payment (except for travel and other approved out-of-pocket expenses)
  - be on a work placement
  - be on a course that requires them to do this job role
  - be in a trainee position that will lead to a full time role/qualification

## **6. Supervision without a current DBS Certificate**

- 6.1 As a general rule, applicants should not volunteer in a School in a post requiring a disclosure until all pre-employment checks have been received. For short volunteer placements, the timescales may not allow time for DBS checks to be undertaken. In these cases, appropriate supervision arrangements need to be put in place.
- 6.2 In exceptional circumstances, ensuring that all risks have been assessed and reasonable steps have been taken to protect the safety of the students/pupils in the School, the Headteacher may decide, that an applicant can start volunteering before the DBS clearance has been received. In this situation a barred list check should be undertaken as a minimum. Records of the risk assessment must be kept with the volunteer’s file.
- 6.3 In any event, every possible step must be taken to protect the students/pupils in our schools. This will include not allowing the applicant to work in regulated activity to children or vulnerable adults, allowing the applicant to start work in an alternative or office based post, or shadowing an existing and experienced employee.

## **7. References**

- 7.1 Headteachers should obtain two references before they engage a volunteer for the following reason:
- As part of standard vetting checks to ensure adults in schools are suitable to work with and around children and young people
  - To assess the individual’s suitability for the role to be carried out
  - To verify the individual’s identity

During the application process the volunteer should provide the names and contact details of two referees. Volunteer references are usually accepted from:

- employers or former employers, as well as colleagues and ex-colleagues
- other professionals - this can include social workers, day centre staff, probation officers, solicitors, tutors, religious leaders, or anyone else who knows you in a professional capacity

7.2 Where a volunteer applicant has worked or volunteered in a school or childcare environment before, the school should seek to obtain a reference from one of those settings.

## **8. Health and Safety**

8.1 The school has a legal duty to manage the occupational health, safety and wellbeing of its staff and associated responsibilities in respect of customers, contractors and members of the public affected by its undertakings. Volunteers come under the arrangement of the school's Health & Safety Policies. Headteachers are reminded of the need to manage the risks and ensure that the control measures are in place and communicated to those affected by it, including volunteers.

8.2 Headteachers, or their designate, will need to ensure that Health and Safety issues are covered at Induction and throughout the volunteer's involvement i.e. fire safety procedures and Accident / Incident Reporting Procedures and ensure a general risk assessment for all volunteers is carried out and recorded. Equipment where necessary/appropriate should be provided, ensuring that the workplace is safe and healthy for all people, including volunteers.

## **9. Confidentiality and Data Protection**

9.1 Volunteers during their engagement may have access to confidential information in verbal, written or electronic form and must disclose any such Information unless the school gives its full written approval prior to such disclosure. The school will expect the volunteer to maintain strict confidentiality at all times, as detailed in the Volunteer Agreement.

9.2 The school will need to keep certain personal information about volunteers, as well as employees. All such personal information is subject to the provisions of the Data Protection Act which requires it to be secure, fairly and lawfully held, accurate and up to date, held for limited purposes, and not kept for longer than necessary. All volunteers have the right to find out what information the school and/or managers hold about them.

## **10. Supervision and support**

10.1 Headteachers should clearly explain the standards of conduct and behaviour expected from volunteers before commencement of the placement.

- 10.2 It is important that volunteers are properly supported and supervised in their work; ensuring that the level of supervision given matches the nature of the job and the experience of the volunteer. All volunteers should have a nominated mentor, someone they can have regular access to if problems arise or when help and support is needed. Appropriate mentors may include a class teacher, or member of the leadership team. Although support and help from other school volunteers may be helpful, schools should not rely on other volunteers as formal mentors.
- 10.2 In-house training should be provided as necessary to volunteers to enable them to carry out their volunteer role, including regular safeguarding training/briefings.
- 10.3 Volunteers should not be obliged to undertake particular training: the volunteer should be aware that at all times it is up to them if they attend the training.
- 10.4 A volunteering role should not be conditional on undertaking training, nor should the provision of training be made an inducement to take up a volunteering role. Volunteers should not be offered any training that isn't necessary to carry out the volunteering activity as this could imply a contractual arrangement as a worker or an employee.

## **11. Equal Opportunities**

- 11.1 In accordance with the Trust's Equality Policy, volunteer placements will be open to individuals irrespective of race, nationality, gender, disability, sexuality, age, religion/belief or culture.
- 11.2 Where, during the initial meeting a prospective volunteer demonstrates hostility to, or a clear lack of support for equal opportunity policy, she/he will be deemed automatically unsuitable for a volunteer position at the school.
- 11.3 Volunteers are to be treated with the same respect as employees and be protected from discrimination and unfair treatment.

## **12. Termination of Placements**

- 12.1 In the event of any concerns, volunteers will not be subject to the school's disciplinary procedures. Correspondingly, volunteers will not have access to the Trust's formal grievance procedures. However, volunteers will be entitled to use the school's Complaints Procedure.

As a matter of good practice, it is appropriate to give volunteers an informal route through which to raise concerns – for example, 'any concerns should be raised with the headteacher or a named person'.

- 12.2 If the conduct of a volunteer is inappropriate, or they are behaving disruptively, the manager should discuss this with the volunteer making clear the shortcomings and the expectations of the School. The headteacher may decide to withdraw the offer of placement for the volunteer. In all cases the volunteer will be entitled to an explanation of the decision and action taken.

### **13. Expenses**

13. Volunteers should only be reimbursed for their out-of-pocket expenses incurred in the course of their work for the school. The reimbursement should be payment for actual out of pocket expenses and will be limited to any equipment they may need to buy. Expenses will not cover the costs of childcare of caring for a dependant.

Payment of any other kind may imply an employment relationship or confer other rights to the volunteer and must be avoided.

### **14. Volunteer Agreement**

- 14.1 The relationships with the volunteer should be formalised in the Volunteer Agreement. It is important to use appropriate language in the agreement and should refer to 'hopes' and 'expectations' rather than 'requirements', 'obligations' or 'commitments' to make it clear that there is no intention to create a legally binding relationship. *Please see appendix 1 – Volunteer Agreement template*
- 14.2 The volunteer agreement is an advisory document, and does not form a contract between the volunteer and the school.
- 14.3 A headteacher may feel that they require a minimum period of volunteering commitment to justify training a volunteer. It is preferable for this to be expressed in terms of the 'hopes' of the organisation, rather than as an absolute obligation. A commitment to providing a certain number of hours of work before leaving an organisation should be avoided. Similarly, while it may be useful from an operational perspective for volunteers to volunteer at particular times and on particular days, this should also be expressed in terms of the organisation's hopes – a volunteer should not be put under a definite obligation to attend on particular days.
- 14.5 Headteacher can legitimately ask that a volunteer gives as much notice as possible of sickness, holiday or intention to leave so that sufficient cover can be arranged.

### **15. Volunteering and Statutory Benefits**

- 15.1 An individual can volunteer and claim statutory benefits only if the money they get from volunteering is to cover expenses, like travel costs and that they continue to meet the conditions of their benefit. If a volunteer receives Jobseeker's Allowance, they can volunteer full time as long as they are still actively seeking employment, can attend job interviews at 48 hours' notice and can take up paid work at one week's notice. Individuals should speak to their local Job Centre if they are unsure if they can volunteer.

## 16. Other Considerations

- 16.1 **Deployment** – having a relative or carer in the class can be disruptive to a pupil’s learning and schools should give very careful consideration to the appropriateness of deploying a parent, carer or other relative into their own child’s class.
- 16.2 **Dress Code** - Volunteers' dress code will be at their headteacher’s discretion and should be appropriate to their role and setting.
- 16.3 **Private Use of School Equipment** - All volunteers will be expected to adhere to the school's policies on the private use of school equipment, including use of the internet, email, telephones and post, and the corresponding requirement that personal equipment should not be used for school purposes
- 16.4 **Absence / illness** - If they are unable to attend, or expect to be late, it is important that volunteers inform the School as soon as possible and certainly within one hour of their expected time of arrival.
- 16.5 **Inductions** - It is the responsibility of headteachers/managers to run local inductions and ensure that volunteers are briefed on Health and Safety procedures and Safeguarding procedures.
- 16.6 **Immigration Status And Volunteering** - Volunteers may be immigrants. If they are Tier 2 migrants (employer sponsored migrants) they are allowed to undertake voluntary work in addition to their sponsored employment, provided that they are only receiving payment of expenses. If they are Tier 4 migrants (students) they are restricted in their ability to undertake voluntary work, depending on the nature of their studies. If they are a student with no work restrictions, there is usually no restrictions applied to volunteering, however if they have prohibitions to work it will also apply to volunteering. Further information on Tier 4 migrants and volunteering is available on the website of the Council for International Student Affairs or [www.direct.gov.uk](http://www.direct.gov.uk).
- 16.9 **Rest breaks**- The working time Regulations 1998 do not apply to volunteers, only to workers and employees under a contract. To safeguard health and safety it would be good practice to allow Volunteers regular rest breaks in line with the working time regulations.
- 18 years and over - entitled to 20 minute uninterreputed rest break during the working day, if they work more than 6 hours
  - 16 – 18 years – entitled to a 30 minute rest break during the working day, if they work more than 4.5 hours



## Volunteer Agreement

This agreement is made between \_\_\_\_\_ and Leybourne Ss Peter and Paul Church of England Primary School.

Volunteers play a crucial role in the life of our School, enriching the provision that we offer to our pupils. This Volunteer Agreement describes the arrangement between Leybourne Ss Peter and Paul Church of England Primary School and you. This agreement tells you what you can expect from us, and what we hope for from you.

### PART 1: THE ORGANISATION

Your role as a volunteer is starts on [date]. This volunteering role is designed to [*support the teacher and teaching assistants in provision in class or afterschool clubs/to act as a member of the PTFA/to support school events/(other, please describe)*].

You can expect Leybourne Ss Peter and Paul Church of England Primary School to provide the following:

#### 1. Induction and training

- To provide a thorough induction on the work of the school, its staff, your volunteering role and the induction and/or training you need to meet the responsibilities of this role.

#### 2. Safeguarding

- To provide, as part of your induction, and subsequently as required, training and information on your obligations towards safeguarding and promoting the wellbeing of the pupils in our school.

#### 3. Supervision, support and flexibility

- To explain the standards we expect of staff and volunteers at our school and to encourage and support you to achieve and maintain them;
- To provide a named person who will meet with you regularly to discuss your volunteering and any successes and problems;
- To do our best to help you develop your volunteering role with us.
- To try to resolve fairly any problems, complaints and difficulties you may have while you volunteer with us; to apply our complaints procedure if there is any problem.
- To provide a mentor as your main point of contact so that you can tell us if you are happy with how your tasks are organised and get feedback from us.

Your mentor is: \_\_\_\_\_

#### **4. Health and safety**

- To provide adequate training and feedback in support of our health and safety policy.
- To provide a safe workplace

#### **5. Insurance**

- To provide adequate insurance cover for volunteers whilst carrying out their volunteering roles which have been approved and authorised by us

#### **6. Equal opportunities**

- To maintain an inclusive environment where volunteers are welcomed from the diverse community in which we operate.
- To ensure that all volunteers are dealt with in accordance with our equal opportunities policy.
- To ensure that, where required, reasonable adjustments are made to facilitate volunteers who identify as having a disability under the terms of the Equality Act 2010

#### **7. Confidentiality**

- To ensure that any personal information that is collected or recording during a volunteer's time with the School is collected, retained and stored securely and confidentially.

### **PART 2: THE VOLUNTEER**

We expect volunteers:

- To help Leybourne Ss Peter and Paul Church of England Primary School to fulfil its objectives
- To perform your volunteering role to the best of your ability;
- To follow the organisation's procedures and standards, including health and safety and equal opportunities, in relation to its staff, volunteers and clients;
- To meet the time commitments and standards which have been mutually agreed to and to give reasonable notice so other arrangements can be made when this is not possible;
- To provide referees as agreed who may be contacted, and to agree to a Disclosure and Barring Service check being carried out where necessary.
- To share our commitment to safeguarding and promoting the welfare of all the children in our school community.

### **PART 3: CONFIDENTIALITY**

During the course of any time volunteering with Leybourne Ss Peter and Paul Church of England Primary School volunteers may have access to confidential information in verbal, written or electronic form. In cases of doubt, all Information relating to the School's business, whether or not marked as "Confidential" shall be treated as confidential.

**All volunteers are expected to agree to**

1. Not disclose any confidential information unless the School gives its full written approval prior to such disclosure.
2. Keep all materials containing information in a safe and secure place.
3. For the duration of, and following volunteering with the School, hold the Information given in the strictest confidence and continue to do so.
4. Return to the School all documented or electronically stored Information and any copies of extracts thereof, when this volunteering arrangement comes to an end.
5. Not use personal electronic devices to record or store confidential information, in line with the School’s e-safety procedures. This includes the taking and storage of any images or pupils, whether they are moving or still.
6. The terms of this Confidentiality Agreement shall not apply to;
  - 6.1 Information that is already in the public domain;
  - 6.2 Information that is publicised or becomes part of the public domain otherwise than as a result of a breach of this Clause by myself;
  - 6.3 Information that I can demonstrate was in my possession at the time of the disclosure and was not acquired directly or indirectly from the School on a confidential basis;
  - 6.4 Information that becomes available on a non-confidential basis from a source other than the School, and which source, to the best of the volunteer’s knowledge, did not acquire the Information on a confidential basis or by unlawful or unethical means; or Information that a volunteer is required to disclose by any Government Law, Rule or Regulation or by any applicable judgement, order or decree or any Court or Government body or agency, but I agree to give to the School all reasonable notice of such disclosure pursuant to the foregoing exception.

This agreement is binding in honour only, is not intended to be a legally binding contract between us and may be cancelled at any time by either party. Neither of us intend any employment relationship to be created either now or at any time in the future.

We hope that you enjoy volunteering with us and feel a full part of our team. If you have any questions or concerns at any time please discuss those with your mentor or the headteacher.

**Thank you for your time and commitment to our school.**

Signed (Volunteer): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Headteacher): \_\_\_\_\_ Date: \_\_\_\_\_



### Volunteer Induction Checklist

Name:  
Class / Department

Start Date

Safeguarding	Notes	Date completed
Keeping Children Safe in Education - Part One		
Safeguarding briefing		
Whistleblowing policy/procedure		
Designated Safeguarding Leads		
E-safety and social media		
Behaviour and handling children		
<b>Health and Safety</b>		
Fire evacuation procedures		
Accident / Incident reporting procedures		
Who can provide First Aid		
What can be expected of you regarding safety		
Visual Display User procedures e.g. for using computers or laptops		
H&S Risk Assessment		
No smoking/vaping Policy		

Please sign and date as the checklist is completed.

Volunteer: \_\_\_\_\_

Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_



## Volunteer Application Form

Title (Mr/Mrs/Miss/Ms)	
Name	
DOB	
Address	
Contact Number	
Email	

**Please detail the nature of the volunteer opportunities for which you would like to be considered:**

I would like to volunteer on a regular/ad-hoc basis. (Delete as applicable)

If volunteering on a regular basis, approximately how much time would you like to give each week?

Please indicate particular days or times.

If volunteering on an ad-hoc basis, please indicate the activities you are willing to be involved with (circle all that apply):

School Trips / School Fairs or other events / PTFA / Other (give details)

Having a relative/carer in the classroom can be disruptive for some children, so it is our policy to, wherever possible, place volunteers with in a different area to their own children, or those to whom they are closely related. Please give details of such relationships below:

Child Name	Class	Relationship to you

So that we can best use your skills and abilities, please complete the below.

School Experience/ Experience as a Volunteer:	
Work Experience	
Courses or Training: (if relevant – e.g. First Aid, Childcare/TA qualifications, Sports Coaching etc)	
Specialist skills or interests (e.g. languages spoken, art, music, theatre etc)	

<p>Why would you like to be a volunteer with Leybourne Ss Peter and Paul Church of England Primary School?</p> <p>(Please continue on separate sheet if required)</p>	
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**Tenax Schools Trust and Leybourne Ss Peter and Paul Church of England Primary School are committed to safeguarding and promoting the wellbeing of all the children and young people in our care. The following questions are asked to ensure that we are appointing volunteers who are suitable to work with, and around, children.**

Do you have any health problems that would affect your fitness to work with children?

Yes / No

If you have answered yes, we may need to discuss your needs further, in confidence.

**Posts which are exempt from the Rehabilitation of Offenders Act 1974**

**Recruitment of Ex-Offenders**

Many of Leybourne Ss Peter and Paul Church of England Primary School's volunteering opportunities will involve direct contact with children. As such, applications to volunteer in these roles are exempt from the Rehabilitation of Offenders Act 1974.

This means that potential volunteers are required to declare their entire criminal record, including cautions, reprimands, final warnings and criminal convictions categorised as 'spent' under the above legislation.

The information provided will be kept securely and is confidential.

**Have you ever been convicted at a Court or Cautioned by the Police for any offence (other than minor driving offences)?**

Yes/No (Delete as appropriate).

If Yes, please give details, including date(s) and nature of offence(s).

Please give two **independent** referees who would be willing to supply a reference for you (these must not be family members).

NB. If you have previously worked or volunteered in a childcare or school setting, one of these referees should be from that setting.

Name	Name
Address	Address
Tel. no.	Tel. no.
Email:	Email:

Thank you for your interest. Please note that we do normally need two satisfactory references before you can start as a volunteer and we cannot always guarantee a suitable role. Some volunteering roles will also be subject to a satisfactory DBS check.

I declare the details I have provided in this form are complete and accurate.

Full Name: .....

Signature .....

Date: .....