

Waterthorpe Nursery Infant School



Voluntary Helpers in School Policy

October 2017

Approved by:

Steering Committee

Date:

12/10/17

Next Review Date:

October 2020

POLICY FOR VOLUNTARY HELPERS IN SCHOOL

The school will regularly use voluntary helpers to enhance the curriculum, to provide support for staff in a range of activities and to support out of school activities. Voluntary helpers may include parents, governors, work experience/training students from schools, colleges or universities, and other members of the local community.

It is incumbent on the headteacher and school staff to ensure that voluntary helpers are under the direct or indirect supervision of a member of staff at all times and are clear as to what is expected of them. They will be given an induction, which will make clear the purpose and process of the activity they are working on and provide any training necessary.

Where a voluntary helper may be adjudged to have “a substantial level of access to children which may also be unsupervised and will be regular or sustained” they will be required to undergo a ‘Disclosure and Barring Service’ check (DBS). (See Appendix 1)

Voluntary helpers will be required to work within the school’s Health and Safety policy and Local Authority (LA) guidelines. We will actively encourage a broad range of volunteers, including those who are disabled. Where special arrangements for different groups are requested, these will be passed to the headteacher for consideration.

All voluntary helpers will undergo a safeguarding induction. Any allegations made against voluntary helpers would be fully investigated following advice from the Safeguarding section of LA and close liaison with any other education institution that the helper may be attending in order to receive a voluntary placement at Waterthorpe.

It is recognised that voluntary helpers require additional training and support. Staff and volunteers will be allowed sufficient opportunities to ensure this is adequate. Waterthorpe Nursery Infant School have a work experience/student co-ordinator who will introduce the students to the school, supply them with necessary information booklets and policies and will be available as a mentor throughout their time in school. (See Work Experience policy). The recruitment and use of voluntary helpers will be carried out with attention to the school’s Equal Opportunities policy.

The governing body will be responsible for ensuring that adequate insurance arrangements are in place to cover possible liabilities arising from the involvement of voluntary helpers in school activities. Governors will ensure that where activities require additional insurance from the local authorities that this is arranged.

Voluntary helpers will not be used to carry out tasks which are the professional responsibility of school staff and for which conditions of service have been determined with professional organisations.

A copy of the school policy on voluntary helpers will be available to parents/carers.

Review: Autumn 2020

Appendix 1:

BRIEFING NOTE – DISCLOSURE AND BARRING CHANGES FROM 10 SEPTEMBER: CHILDREN

New Definition of Regulated Activity - Children

1. Unsupervised activities – teaching, training, instructing, caring for, supervising children, providing advice/guidance on well-being, driving a vehicle only for children
2. Work limited range of establishments – specified places – with opportunity for contact e.g. **schools**, children’s homes, child care premises

To be a Regulated Activity, 1 and 2 must be carried out by the **same person regularly** – that is once a week or more or at least 4 times in a 30 day period.

3. Relevant personal care e.g. washing, dressing or healthcare

No longer in regulated activities

- Volunteers supervised at a reasonable level

Volunteers

If a volunteer is supervised, they do not require a DBS check.

If a volunteer is unsupervised but does not undertake the work regularly (i.e. once per week or more or on 4 days in a 30 day period) they **do not** require a DBS check.

If a volunteer is **unsupervised** and undertaking activities that involve:-

- Teaching, training, instructing, caring for or supervising children, providing advice/guidance on well-being or driving a vehicle only for children, or
 - Working in a specified place (e.g. a school) with opportunity for contact with children
- they are eligible for enhanced DBS checks, including the barred list.

Single Central Record

Regular volunteers working in school will be recorded on the Single Central Record.

Checks on under 16's

DBS checks should not be requested for young people under the age of 16. It is not the expectation that people under 16 will be left in an unsupervised capacity with school pupils therefore DBS checks are not required.

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Voluntary helpers in school Policy	3/10/17

Priority Level	
High	
Medium	
Low	x

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes
Others involved in the assessment (peer review/external challenge): Steering Committee

<u>What are the aims of the policy or project?</u> To give guidance for the inclusion of voluntary helpers in school
Who is the intended customer/service user of this project or policy? Voluntary helpers and school staff who are mentoring or working with them
<u>What are the desired outcomes from this project or policy?</u> To have clear procedures in place for having voluntary helpers in school
List any other key policies, procedures, projects or strategies that this policy/project has implications on: Child protection, Health and safety, equal opportunities

What are the racial, disability and gender equality implications of the policy or project? Where equality of opportunity needs to be considered for the inclusion of any voluntary helpers e.g. disabled persons	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	YES ~ positive action statement

<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>No</p>
<p>Do you have any evidence?</p>	<p>Disabled volunteers have been working in school</p>
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	

<p>Action to take : Positive action statement to be included</p>			
<p>If you have indicated there is a negative impact, can it be justified?</p>	<p>YES</p>	<p>NO</p>	
<p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p>	<p>YES</p>	<p>NO</p>	
<p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p>			
<p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</p>			

<p>Signed (Person completing the form):</p> <p style="text-align: center;"></p>	<p>Date: 3/10/17</p>
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