



Hilderthorpe

PRIMARY SCHOOL

Aiming High ~ Reaching Higher

Volunteering in School Policy

Policy Reviewed: June 2024

Approved by Governors: July 2024

Policy Review Date: June 2026

Volunteers in School

We believe this policy should be a working document that is fit for purpose, represents Hilderthorpe Schools ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- Equality Act 2010
- Education Act 2011
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The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Framework for School Inspection (Ofsted)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Parent View Toolkit for Schools (Ofsted)
- Review of the Best Practice in Parental Engagement: Practitioners Summary (DfE)
- School Inspection Handbook (Ofsted)
- Schools and Parents (Ofsted)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

We encourage the involvement of parents and other members of the community to act as volunteer helpers and help to enhance the experiences of the children within this school. We recognise that when parents are involved, children do better in their education.

We work positively to promote an ethos of partnership within the school. Such involvement by parents and other members of our community will benefit the whole school community as it will enrich the curriculum.

We understand that all volunteers provide their time and commitment free of charge and we cannot expect them to commit to a regular working pattern or to a regular number of hours per week. Volunteers must understand that there is no commitment by the school to pay them for their services but will reimburse any volunteer for actual expenses incurred to be determined in a volunteer agreement.

We believe the role of the volunteer helper is one of support to the class teacher. At all times the class teacher is responsible for pupil discipline and behaviour within their class. Pupils must show the same respect and politeness to all volunteer helpers and other school visitors as they would do all school personnel.

We expect all volunteer helpers to adhere to strict standards of confidentiality and to sign a confidentiality agreement before they work in this school. All volunteers are instructed to report any safeguarding concern they may immediately to either the Headteacher, Designated Safeguarding Lead or to their mentor.

Before commencing work in this school, all volunteer helpers will have a Disclosure and Barring Service check.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To enrich the learning environment and give more opportunities for pupils to engage with adults.
- To promote an ethos of partnership within the school.
- To ensure compliance with all relevant legislation connected to this policy.

- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

The Governing Body has:

- appointed a member of staff to coordinate Links with the Community;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Role of the Headteacher and Senior Management Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure Enhanced CRB checks are undertaken;
- ensure that all volunteers are aware of the volunteer agreement which clearly states that their time and commitment are free of charge to the school, that the school will reimburse them any actual expenses incurred and that this agreement is not a contract of employment;
- work closely with the coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

The Role of the Coordinator

The coordinator will provide the following guidance to adult volunteers prior to them working in school:

- To work under the direction of the class teacher.
- To provide support to the class teacher.
- To report to the school office on arrival and sign in.
- To sign out on leaving.
- To always wear a visitor's badge.
- To be clear of the role.
- To discuss the activities to be carried out with the teacher.
- To always work at the children's level both in conversation and in physical size.
- To discuss the task in hand and keep the children focused.
- To encourage children to work quietly.
- To converse with the children using a quiet and clear voice.
- To encourage children to adhere to the class rules.
- To understand that the teacher remains responsible for all the pupils.
- To understand that the ultimate responsibility for discipline lies with the teacher at all times.
- To use appropriate language.
- To develop children's enquiry skills by asking questions about the task and encourage them to ask questions and offer explanations.
- To be discreet at all times.
- To inform the teacher, after working with children in the school, of any concerns you may have.

The coordinator will also:

- lead the development of this policy throughout the school;
- organise the deployment of adult volunteers throughout the school;
- work closely with the Headteacher and governors;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- report to the Governing Body on the success and development of this policy.

Role of Adult Volunteers

Purpose

- All adults entering the school grounds do so as invited guests of the staff and directors. This code is designed to give clear guidance on the standards of behaviour all adults are expected to observe. It will be part of the school's induction programme for new parents, staff, directors and volunteers.

Setting an example

- All adults who enter the school premises set examples of behaviour and conduct which can influence children. All adults must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same. Their behaviour must never fall below the standard we expect of our pupils.

Expected behaviour

- Adults should respect all parents and carers, all children and staff and be polite to pupils and other adults. They should consider how what they have to say will be received and speak in a courteous and non-confrontational manner.
- There should be no rude or aggressive behaviour, bad language, racism or sexism directed towards parents, carers, pupils, members of staff or other adults.
- Every effort should be made to avoid interrupting individuals or school activities.
- The tone and volume used by adults must be appropriate and adults are expected to use good judgement about where and when they voice their opinions. Some conversations are best held in private.
- Complaints/concerns should go through the correct channels. Any issues relating to school or another child should be brought to the attention of a member of the Senior Leadership Team or the relevant member of staff at an appropriate time and place and in a non-threatening manner.
- If a parent has an issue with a pupil other than their own child, it must not be raised directly with that pupil but through a member of staff. Personal issues not involving school must be dealt with away from the school site and anything else must be addressed via the staff or Headteacher.
- No adult should ever enter the school site under the influence of alcohol or drugs.
- No animals should be brought on to the site without the permission of the Headteacher.
- If an adult continues to behave in an unacceptable way, they will be asked to leave the school premises.

Role of the Pupils

Pupils will:

- be aware of and comply with this policy;
- be polite and well behaved at all times;
- listen carefully to all instructions given by the teacher / volunteer helpers;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

The Role of Parents and Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school;
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part in periodic surveys conducted by the school;
 - support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school volunteer helpers:

- receive training on induction which specifically covers:
 - All aspects of this policy
 - Confidentiality
 - Disclosure and Barring Service Checks
 - Fire Safety
 - Health and Safety

- Risk Management and Risk Assessment
- Safeguarding and Child Protection
- Equal opportunities
- Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

References

[Data Protection Act 2018](#)

[Data Protection Act 1998](#)

<https://ico.org.uk/>

[General Data Protection Regulation -](#)

<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AL%3A2016%3A119%3ATOC>

[Crime Directive -](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/644827/LED_Document.pdf

<https://www.privacyshield.gov/welcome>

[Human Rights Act 1998](#)

[Freedom of Information Act 2000](#)

