

# Wentworth Primary School

## Volunteer Policy

**Date of Policy:**  
**September 2016**

**Reviewed: October 2019**  
**Date of next review: October 2021**



*Achieving Happily*

## **The school's volunteer policy is part of the school's safeguarding systems.**

### **Introduction**

Volunteers at our school bring with them a range of skills and experience that can enhance the learning opportunities of pupils. The Governing Body and staff, therefore, welcomes and encourage volunteers from the local community.

Our volunteers include:

- Members of the Governing Body/trustees
- Parents of pupils
- Ex-pupils
- Students on work experience
- Ex-members of staff
- Local residents
- Friends of the school

The types of activities that volunteers engage in, on behalf of the school, include:

- Hearing pupils read
- Working with small groups of pupils to assist them in their learning, e.g. creative activities
- Accompanying school visits
- Supporting Forest School

Volunteers will not be asked to carry out a task that should be the responsibility of the Class Teacher.

### **Safeguarding**

The school is committed to safeguarding pupils, young people and vulnerable adults and expects its volunteers to share that commitment.

### **Becoming a Volunteer**

Anyone wishing to become a volunteer, either for a one off event such as a school visit or on a more regular basis, e.g. hearing pupils read, usually approaches the Class Teacher, Headteacher or Senior member of Staff.

Volunteers should complete the *Volunteer Application Form* (Appendix 1) with their contact details, types of activities they would like to help with, and the times they are available to help.

### **Process for recruiting Volunteer who will be working frequently or intensively**

- Identify the need and role
- Enhanced Disclosure Barring Service check (DBS) undertaken
- The volunteer will be made aware of the role and responsibilities they will be undertaking
- Induction – school policies and documentation explained and issued. These to include Health & Safety, Behaviour Management Policies, Code of Conduct and safeguarding process
- Volunteer records to be kept in a central place within the school

Before starting to help in a school, a volunteer should complete the *Volunteer Agreement* (Appendix 2), which sets out the school's expectations of its volunteer and to confirm they have received a copy of this Agreement. The school will seek DBS clearance for a volunteer before they come into school, to make an informed decision when accepting volunteers to work with children.

### **Our School Aims**

All adults / Young People who work in our school, whether a paid member of staff, or a volunteer are expected to work and behave in such a way as to actively promote our school aims, as identified below:

To provide a happy, caring and inclusive environment in which each individual can feel safe, supported and respected.

To plan and deliver a broad stimulating curriculum which acknowledges the different styles in which children learn and helps them fulfil their own academic, physical and social potential.

To give children opportunities to become more motivated, independent learners and prepare them for life in a modern, technological and multi-cultural society.

### **Confidentiality**

Volunteers in school are bound by a code of confidentiality. Any concerns that volunteers have about the pupils they work with/come into contact with should be voiced with the child's class teacher and NOT with the parents of the child.

Volunteers who are concerned about anything in the school, which may affect their work should raise the matter with the Headteacher or appropriate senior member of staff. Any information gained at the school about a child or adult should remain confidential.

### **Supervision**

All volunteers work under the supervision of a teacher or member of staff. Teachers retain ultimate responsibility for pupils at all times, including the pupils' behaviour and the activity they are undertaking.

Volunteers should have clear guidance from the designated supervisor as to how an activity is carried out/what the expected outcome of an activity is. In the event of any query/problem regarding the pupil's understanding of a task, behaviour or their welfare, volunteers must seek further advice/guidance from their designated supervisor.

### **Health & Safety**

The school has a Health & Safety Policy and this is made available to volunteers working in the school. An appropriate member of staff will ensure that volunteers are clear about emergency procedures (e.g. Fire Alarm Evacuation) and about any safety aspects associated with particular tasks (e.g. using DT equipment/accompanying pupils on visits). Volunteers need to exercise due care and attention and report any obvious hazards or concerns to the class teacher. Volunteers are covered by the school's Public Liability Insurance.



## **Child Protection**

The welfare of our pupils is paramount. To ensure the safety of our pupils, we adopt the following procedures:

- All volunteers are given a copy of the Volunteer Policy and asked to sign a *Volunteer Agreement* (Appendix 2)
- All volunteers will be given a copy of the Safeguarding Children & Child Protection leaflet (Appendix 3)
- All of our volunteers must have been cleared by the Disclosure Barring Service. A DBS certificate will be issued to the individual to present to the designated member of staff in school.
- Volunteers should register with the DBS Update Service within two weeks of receiving their certificate. This may avoid the need for further applications and allows the volunteer to continue in the role.
- Any concerns a volunteer has, about child protection issues, should be referred to the designated supervisor or Head Teacher.

## **Complaints Procedure**

Any complaints made about a volunteer will be referred to the Headteacher or appropriate senior member of staff, for investigation. Any complaints made by a volunteer will be dealt with in the same way.

The Headteacher or designated member of staff reserves the right to take the following action:

To speak with a volunteer about a breach of the Volunteer Agreement and seek reassurance that this will not happen again.

Offer an alternative placement for a volunteer, e.g. helping with another activity or in another class.

Based upon the facts identified in the investigation it may be necessary for the School to inform the volunteer that the school no longer wishes to use them.

## **Monitoring and Review**

This policy has been approved by the Governing Body and will be regularly reviewed and updated.

## APPENDIX 1

### VOLUNTEER APPLICATION FORM – FOR NEW VOLUNTEER

Name of Volunteer

First Name .....

Surname .....

Address .....

.....

Phone Home ..... Mobile .....

What activities/areas of the school's work would you like to help with?

Are there any particular age groups/classes you would like to work with?

Do you have any disabilities/other needs we need to take into account or adjustments we need to make to allow you to work as a Volunteer in School?

Thank you for taking time to complete this Volunteer Application Form.

Please hand it to the School Office, marked for the attention of the Headteacher. Your offer of help is greatly appreciated and we will be in touch as soon as possible.



## APPENDIX 2

### VOLUNTEER AGREEMENT

Thank you for offering your services as a volunteer at school.

Your offer of help is greatly appreciated and we hope that you will gain much from you experience.

Please read and sign this Volunteer Agreement Sheet and hand it in at school.

You will receive a copy of it for you records.

- I have received a copy of the School's Volunteer Policy
- I agreed to support the School's Aims
- I agree to treat information obtained from being a Volunteer in School as Strictly Confidential
- I understand that an enhanced DBS check will be undertaken

Signed .....

Name .....



## APPENDIX 3

August 2019

### Safeguarding Children and Child Protection

#### Induction Leaflet Guidelines for School Staff

This leaflet contains important and sensitive information for adults. **Please keep it in a safe place.**

#### Introduction

**These guidelines for staff in schools have been produced by KCC's Education Safeguarding Team to provide information about child protection and the procedures that must be observed. All staff should also read, understand and have a copy of Part 1 of Keeping Children Safe in Education 2016. Contact details for further information are included overleaf.**

The protection of children in Kent is overseen by the Kent Safeguarding Children Board. All school staff should be aware of and have reference to the Kent and Medway Safeguarding Children Procedures. This guidance is consistent with the DfE guidance "Working Together to Safeguard Children" (2015). The online procedures manual which contains additional material can be found on the KSCB website ([www.kscb.org.uk](http://www.kscb.org.uk)).

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a known adult who has built up a trusting relationship with the child, a professional or another child.

Everybody who works with children, especially those who have regular daily contact, has a duty to help protect children from abuse. They must know how to recognise possible abuse both within their own organisation and externally. They should be familiar with the processes of recording information in school and referral to Early Help, Specialist Children's Services and the Police.

Staff working with children need to enable them to learn how to keep themselves safe, and ask for help when they need to.

#### Types of Abuse

##### Physical abuse

This can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive and some may be clearly premeditated with an intent to cause harm.

##### Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and

educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family.

Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

### **Sexual Abuse**

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse affects may endure into adulthood.

### **Emotional Abuse**

This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has a measurable impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of the child's emotional development. Bullying – serious bullying causing a child to feel frightened or in danger can be regarded as emotional abuse.

### **Other Safeguarding Risks**

Staff need to be aware of a range of other safeguarding concerns including Child Sexual Exploitation, Bullying, Radicalisation and Extremism (The Prevent Agenda) and Honour Based Violence (HBV) including Female Genital Mutilation (FGM). More information can be found on [www.kelsi.org.uk](http://www.kelsi.org.uk)

### **New technology:**

The internet and related technologies has created opportunities for creativity, learning and communication. However with this have come increased risks for adults and children including about sexual grooming, abuse and exploitation, cyberbullying, Sexting and access to inappropriate material. Online Safety (e-Safety) is viewed as part of the schools safeguarding role and responsibility. Staff should be aware of the schools Online Safety Policy and procedures and be aware of the schools safer practice advice and acceptable use of technology expectations. Schools can access support and training through the Education Safeguarding Adviser (Online Protection) and the e-Safety Development Officer. Links and resources regarding online safety can be found at [www.e-safety.org.uk](http://www.e-safety.org.uk)

### **Indicators of abuse**

Child Abuse can present in many different ways. In simple terms there may be physical evidence such as marks or bruises, or in their presentation or appearance such as weight loss. There may be behavioural evidence such as reluctance to change for P.E, becoming aggressive or withdrawn, falling out with friends.

A child may disclose abuse, they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.

In school you may particularly notice changes in presentation, behaviour, friendships, application to study etc. Staff may also notice concerns and behaviour changes with adults within the setting, including staff and parents/carers. We ask that you be curious and report anything which may worry you to your Designated Safeguarding Lead (DSL)



## Disclosure

### What to do if a child starts to disclose abuse

- Reassure the child that s/he is right to tell and is not to blame
- **DONOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this
- **DONOT** question the child; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.
- When the child is finished, make sure s/he feels secure; explain what you are going to do next.
- Write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words.

### What to do if you are concerned

#### Immediately inform the Designated Safeguarding Lead in the school

Every school is required by the DfE Guidance 'Keeping Children Safe in Education' to designate a member of staff for safeguarding (DSL). **It is essential that all staff know who this is** and who to inform if they are not available.

The DSL will decide whether the child should be referred to Early Help or Specialist Children's Services. To help him/her decide this, (s)he may consult with the KCC Education Safeguarding Team or the Central Duty Team of SCS.

Although we would encourage you to use the School's Child Protection process, in certain cases it may be appropriate for any person who is concerned about a child to contact the Education Safeguarding Team or Children's Social Services directly. This is important if for example the concern relates to the DSL or Headteacher

#### Referring to Early Help and Specialist Children's Services

If the child is to be referred to Early Help or Children's Social Services, the DSL will ensure that an inter-agency referral form or early help notification form is completed appropriately. This can be downloaded from the Child Protection and Safeguarding web page on Kent Education Learning and Skills Information website [www.kelsi.org.uk](http://www.kelsi.org.uk) or [www.kscb.org.uk](http://www.kscb.org.uk)

#### Allegations of abuse made against a member of staff

When an allegation is made against a member of staff, the designated person must consult with a LADO Officer who will help to determine how the matter is to be investigated. Each Local Authority must now have Designated Officer (LADO) responsible for ensuring that allegations are managed in a proper way. The LADO can be contacted on 03000 410888.

#### Unconfirmed worries about child abuse

Staff often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Many cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the teacher's information were placed alongside that of other school colleagues it all added up to a serious cause for concern.

It is vital, therefore, that even vague "worries" are passed on at the earliest stage to the DSL, who is in a position to involve other agencies, collate information and make decisions about further referral.

Again, staff should record incidents or suspicions, dating and signing the record that should be kept in a secure part of the school with other confidential material. A copy of the Kent schools recording

guidelines is available on Kelsi.

### **Preventative work in the classroom**

Pupils need to learn how to keep themselves safe and how to report concerns in school. There are many training and resource packs available to help teachers design a curriculum which empowers children who may be being abused. Various elements can be incorporated into everyday teaching, including issues around safe use of the internet, touch, secrets, positive and healthy relationships, British Values, self-esteem, assertiveness and feelings and emotions.

Every School should have details of child protection and other policies easily available for staff – possibly in the staff room. Make sure you know where to find them!

### **Useful names and contacts**

#### **Your School's Designated Safeguarding Lead (s):**

**Mrs K Randall – DSL**

**Dep DSL's – Mr P Langridge, Mrs P Hill and Mr L Pollock**

#### **Central Duty Team (CDT):**

**Tel no: 03000 411111**

**Fax no: 03000 412345**

**Early Help Triage: 03000 419222**

#### **Area Safeguarding Adviser (Education)**

**Lorrisa Webber**

**Tel No: 03000 412445**

#### **Safeguarding in Education HQ – 03000 415792**

**West Kent Area Safeguarding Advisers (Education) – 03000 412284**

**North Kent Area Safeguarding Advisers (Education) – 03000 412445**

**East Kent Area Safeguarding Advisers (Education) - 03000 418503**

**South Kent Area Safeguarding Advisers (Education) - 03000 415648**

**Education Safeguarding Adviser (Online Protection) – 03000 415797**