Visitors & Volunteers in School Policy

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1. Introduction and aims

We believe that volunteers provide a valuable contribution to the school's work, and that they enrich the school through the breadth of their knowledge and experience.

We are committed to using volunteers in a way that supports the school's strategic aims and vision, as well as its development plan.

The aim of Swaffield's volunteer policy is to:

- Encourage the wider community to engage with the school, thereby enhancing the curriculum, raising achievement and promoting community cohesion
- Ensure that volunteers support the school's vision and values, and adhere to our policies
- Provide staff, volunteers and parents with clear expectations and guidelines
- Set a clear, fair process for recruiting and managing volunteers

This policy has been developed in line with the statutory safeguarding guidance Keeping Children Safe in Education (KCSIE) from the Department for Education (DfE).

2. How we use volunteers

At Swaffield volunteers may:

- Hear children read
- Accompany school visits
- Work with individual children
- Work with small groups of children
- Support specific curriculum areas, such as ICT or art

3. How to apply to volunteer

Volunteers can approach the school by:

- emailing the school office at swaffield@swaffield.wandsworth.sch.uk

4. Appointment of volunteers

Volunteers are appointed by the Headteacher or Deputy Headteacher.

All appointments are conditional upon the completion of an enhanced DBS check (if appropriate) and other appropriate safeguarding and recruitment checks, and relevant training.

The headteacher reserves the right to terminate a placement at any time.

Enhanced DBS checks for volunteers working in the school through other organisations will be conducted by the relevant organisation, if needed. The school will ask for written confirmation that enhanced DBS checks have been carried out before a volunteer is allowed to start work at the school.

5. Safeguarding

Safeguarding our pupils is of paramount importance, and our volunteers must share our commitment to child protection.

To ensure we're upholding our responsibility to keep our pupils safe, we will:

- Conduct enhanced DBS checks with a barred list check on volunteers who:
    - Work 1-on-1 with pupils unsupervised
    - Work with groups of pupils unsupervised
    - Supervise or accompany groups of pupils on overnight residential visits
- Consider the results of any DBS checks that return with unspent and spent listed convictions, and assess these on a case-by-case basis, with regard given to the nature of the conviction and the nature of the work the volunteer will be involved in
- Provide safeguarding training to all volunteers **prior** to them beginning work at the school.
- Require volunteers to agree and adhere to our code of conduct (see appendix 2) and to read, and adhere to, the school's policies on:
    - Safeguarding
    - Use of mobile phones

- ICT and internet acceptable use
- Online safety
- Behaviour

- Ensure that volunteers without an enhanced DBS check are always supervised, and are never left alone with pupils
- Conduct a risk assessment to determine whether a volunteer who isn't working in regulated activity needs an enhanced DBS check. The risk assessment will consider:
  - The nature of the work they will be doing
  - What we know about them
- Whether the role is eligible for an enhanced DBS check
- Children under the age of 16 who are volunteering at our school are not required by law to have a DBS check. We will ensure that they are always under an appropriate level of supervision.
- Volunteers with a DBS will have their details added to the single central record (SCR).
- Due diligence should be carried out on all visitors to school who have not come through a

6. Induction and training

Volunteers must complete appropriate training prior to beginning work at the school.

Training requirements will be determined by the headteacher, or the appropriate member of staff.

All volunteers must have safeguarding training. Other training requirements will be based on the nature of the work the volunteer will be doing.

7. Confidentiality

Information about pupils, parents and staff is confidential. Volunteers are not permitted to discuss issues related to pupils, parents or staff with those outside of the organisation.

If volunteers have concerns, they should raise these with the appropriate member of staff. They shouldn't discuss them with pupils or parents.

This doesn't prevent volunteers from adhering to the school's safeguarding policy (with regard to reporting safeguarding concerns or disclosures).

If concerns relate to safeguarding, volunteers must follow the guidance in our Child Protection and Safeguarding Policy, and inform the designated safeguarding lead (DSL).

If concerns are related to whistle-blowing, volunteers must follow the guidance in our whistle-blowing policy.

8. Conduct of volunteers

Volunteers must comply with the staff code of conduct/the code of conduct set out in appendix 2 of this policy.

10. Insurance

The school's insurance policy covers volunteers in the event of an accident or emergency.

If a volunteer is working at the school through another organisation, we will also check that organisation's insurance arrangements.

11. Data protection and record keeping

Our privacy notice for volunteers explains what information we collect about volunteers and why we collect it.

We will:

- Retain records relating to volunteers in line with our records retention schedule
- Remove details of volunteers from the single central record (SCR) once they no longer work at our school

13. Links to other policies

This volunteering policy is linked to our:

- Safeguarding policy and procedures
- Staff conduct policy

Visitors and Volunteers Policy – last reviewed March 2024

Appendix 1: volunteer application form

VOLUNTEER APPLICATION FORM	
Name:	Address: Telephone Number: Email address:
Emergency Contact – A name and telephone number for contact in case of an emergency	
Role requested? Why have you requested a volunteer role at Swaffield?	
Please give details of dates and times of day when you are available or will be volunteering.	
Do you have any disabilities/needs we need to take into account in order to allow you to work as a volunteer? (Please give details).	
Have you ever applied for a DBS check? (If yes please provide copies of the outcome)	Yes / No

Appendix 2: Code of conduct for Visitors and Volunteers

By signing this form, volunteers agree to the following:

1. School rules and policies

Volunteers will follow all school rules and policies, including those on:

- Safeguarding and Child Protection
- Online safety and acceptable use
- Mobile phones
- GDPR
- Health and safety
- Equality and Diversity
- Whistle-blowing
- Behaviour

Copies of the school policies are available on the school's website or from the school office

2. Professional conduct

Volunteers must accept and follow instructions provided by supervisors, and ask for guidance or clarification if required. Questions can be directed to the supervising member of staff, or a member of senior management team.

Behaviour management is the responsibility of school staff. If volunteers witness behaviour that is in breach of the school's behaviour policy, or are struggling to manage the behaviour of pupils with whom they're working, they should alert the class teacher immediately. Volunteers should not attempt to reprimand pupils or issue sanctions.

Volunteers must conduct themselves in a professional manner at all times. This includes:

- Dressing in a way that is professional and appropriate to the work they are doing
- Refraining from using inappropriate language
- Setting an example for pupils by acting in a way that reflects the school's ethos and values
- Behaving in a way that is appropriate for the role they are undertaking
- Ensuring that comments, including those made on social media, do not bring the school into disrepute

Volunteers must not accept gifts from, or give gifts to, pupils. The exception is small tokens, such as those exchanged at the end of term or as a way of saying "thank you".

Parent volunteers with children at the school must not act in a way that favours their own child, and should not approach their child unnecessarily during the school day (for instance, during break times). They may not use their time as a volunteer to discuss their child's education with school staff.

If a volunteer is unable to come to school when they are expected/scheduled to be in, they must contact their supervisor or the school office as soon as possible. Inconsistent attendance may result in the placement being reviewed or terminated.

3. Safeguarding

Volunteers must be familiar with, and adhere to, the school's safeguarding and child protection policy. Safeguarding training will be provided to all volunteers before they begin their placement.

If volunteers have concerns about the welfare of a child, or if a child makes a disclosure, they should speak directly to the designated safeguarding lead (DSL) or deputy DSLs. The DSL is Julia Hamilton and the deputies are Anna Pierssene, Alpa Thakore and Jo Sines.

Volunteers should refrain from physical contact with pupils, and should use their judgement to determine when physical contact is appropriate. If physical contact with pupils is required, volunteers should ask for a pupil's consent before touching them.

Volunteers must not form personal relationships with pupils, either inside or outside of school, with whom they do not already have a personal relationship. This includes:

- Exchanging contact information
- Making contact with pupils outside of school, including on social media
- Arranging to meet pupils outside of school

Volunteers should not take or share photos of pupils unless instructed to do so by their supervisor.

Mobile phones should not be used in school during the school day

4. Health and safety

Volunteers must abide by the school's health and safety and first aid policies. Volunteers are not to administer first aid, except in an emergency where none of the designated first aiders are available.

Volunteers must be familiar with the school's fire safety and emergency evacuation procedures.

Volunteers must sign in and sign out at the beginning and end of every visit, and must wear a visitor badge at all times.

5. Confidentiality

Information about pupils, parents and staff at the school is confidential, and should not be shared with anyone else. Volunteers shouldn't discuss pupils with parents or other children. If parents approach volunteers for information, they should be directed to speak to a class teacher or the headteacher.

Failure to adhere to this code of conduct may result in the termination of the placement. In more serious cases, misconduct will be treated in line with the school's staff disciplinary procedures.

Please sign and date below:

Name:……

Signature: ……..

Date: ……

Annex A: Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is everyone's responsibility.

   Everyone who comes into contact with children has an important role to play.

2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

What school and college staff need to know

3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

All staff should:

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction;
- Receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e- bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively;
- Know the identity of the designated safeguarding lead (and any deputies) and how to contact them;
- Know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child; and
- Should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a

problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report;

- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

What school and college staff should look out for

Abuse and neglect

4. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
5. If staff are unsure, they should always speak to the designated safeguarding lead (or a deputy).

Forms of abuse and neglect

6. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.
7. Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
8. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
9. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

10. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
11. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

12. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos [145] (also known as youth produced sexual imagery) put children in danger.

[145] Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Child-on-child abuse

13. All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports
14. All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.

What school and college staff should do if they have concerns about a child

15. Staff working with children should maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

16. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

17. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the designated safeguarding lead (or a deputy) staff should speak to a member of the school or college's senior leadership team.

18. The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children's social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or a deputy) will support them.

Why is all of this important?

19. It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member who may pose a risk of harm to children

20. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to the chair of governors, chair of the management committee, or the proprietor of an independent school).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

21. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

22. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school's or college's senior leadership team.

23. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800028 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.