



Volunteer Policy

February 2024

Article 23 – If I have a disability, I have the right to special care and education



Article 28 – I have the right to an education



Article 29 – I have the right to an education which develops my personality, respect for others' rights and the environment



Key Contact Personnel in School

**Nominated Member of Leadership Staff Responsible for the policy:
Nicola Devereux**

Designated Safeguarding Lead: Sarah Costain

Date written: January 2018

Date agreed and ratified by Governing Body: N/A

Date reviewed: January 2020

Date reviewed: February 2024

Date of next review: February 2026

**This policy will be reviewed following any concerns and/or updates to
national and local guidance or procedures**

INTRODUCTION:

At Five Acre Wood School we recognise that there are situations in which volunteers can make an appropriate and significant contribution to the work and services of the School. This policy defines the term and sets out the principles, practices and procedures which will be followed in the appointment, management and supervision of volunteers. The contribution of volunteers to the work of the School is especially valued and respected. At Five Acre Wood School we believe that by providing opportunities for volunteers to work alongside pupils with special educational needs, the volunteer will gain a range of skills and work experience. They will develop confidence and motivation to try different things and benefit the community they serve. This policy sets out how Five Acre Wood School intends to support its volunteers.

Our volunteers include;

- Members of the Governing Body
- Parents, carers and guardians
- University, College and sixth form pupils
- Students of work experience
- Former pupils of FAW
- Members of the local community

At Five Acre Wood we aim to;

- provide a range of activities which support, reinforce and enrich the learning and development of the children
- be open, welcoming and encouraging to parents and other adults who can help us in providing the best for our children.
- • to respect everyone equally, supporting diversity and individualism

We all agree that volunteers in school can make a great difference to children's work. It also gives parents a chance to be involved in the life of the school. The following points should be followed so that all volunteers are aware of their role and the school can make maximum benefit of their help for the pupils. However, we must be mindful at all times about the well-being and safety of the pupils in the school.

The responsibility for the health and welfare of the children remains with the class teacher at all times.

ALL voluntary helpers* must undergo a check in order to ensure that the children are protected.

DISCLOSURE AND BARRING SERVICE (DBS):

There are strict national requirements about DBS checks on all adults who work or volunteer in schools. Volunteers who help in school regularly are required to complete a DBS form, but not those who help on a one-off occasion. **This should be** completed and returned along with the necessary original Identity documents to facilitate a DBS (Disclosure and Barring Service) check and for two references to be sought. Only when two satisfactory references and a clear e DBS has been received by the school, will the placement be agreed. Once agreed the applicant will be placed in a class which has no family connection. The process has to be completed and cleared before the volunteer starts, so adequate time must be allowed for this. The school maintains a log of those adults who have been DBS-checked.

The Principal has the authority not to accept the help of a volunteer if she believes it will not be in the best interests of a child or children.

DEPLOYMENT OF VOLUNTEERS:

Volunteers will be asked to support in classes where their help will be of most value. Some volunteers do apply for a specific role in school such as assisting with hydrotherapy.

SIGNING IN:

When volunteers arrive in the school they must sign in and take a visitor's badge, which they wear at all times. The signing in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving and return their badge before they leave.

EXPECTATIONS OF VOLUNTEERS:

Volunteers are expected to follow all school policies and procedures, which will be made available to them. Particular regard must be paid to the school's Health and Safety, Behaviour and Child Protection policies. Issues regarding confidentiality will also be discussed. Volunteers are asked to wear appropriate, smart but casual dress in line with the school's dress code and work under the supervision and direction of staff.

INSURANCE:

Anyone who comes onto the premises is covered by 'Public Liability' for accidents.

MONITORING:

The day-to-day monitoring of this policy is the responsibility of the Principal, with immediate oversight by the teacher in charge of the lesson/activity.

*** The only exceptions to this will be those who visit the school for a short period only and who will be supervised by a member of staff AT ALL TIMES. Please consult the Principal before making such arrangements.**

GUIDANCE TO TEACHERS

Make sure that you take time to explain the learning objectives and outcomes so that volunteers feel confident about what they are doing.

Check with volunteers that they are confident and happy to do what you are asking them to do. Some parents prefer to help with practical tasks while others do not. Take time to find out what they are happy doing, it makes the working relationship much more productive and means that they will keep coming back!

If you have a concern about a volunteer, in the first instance a quiet word may resolve the issue – usually it is just a case of not knowing. For more serious issues teachers should inform the Principal.

THE ROLE OF THE PUPIL NURSE/ WORK EXPERIENCE PUPIL IN THE CLASSROOM:

Both work experience pupils and nursing pupils are to be **actively involved** in all aspects of the curriculum and can be planned into lesson plans. Pupils should not be asked to stand in for staff if you have a staff shortage; so for example if they have already negotiated to spend some time with the therapists or nurse they should be allowed to carry this out.

They are assigned to work in one class for the period of time they are in school, but it may be possible to arrange for them to spend *some* time in another class. As class teachers please negotiate this amongst yourselves, paying due consideration to the fact that every effort is made to ensure throughout the year that all classes get a more or less equal share of pupils – both school/college work experience pupils and nursing pupils. It may also be possible for them to spend time with the school nurse and therapists – please facilitate these opportunities.

All pupils on placements are entitled to a 1 hour lunch break; they are welcome to use the staff room for breaks.

Nursing pupils may have access to documents such as IEP's and EHCPs but you need to reinforce the issues of confidentiality.

School/college work experience pupils are not allowed to become involved in any type of personal care activity; they can if they wish help with some straightforward feeding which only requires basic support (but this needs to be at your discretion.)

Nursing pupils usually would have had manual handling training and disclosures so can assist in personal care and basic feeding – if they are happy to do so. This is their choice. (This is made clear to them at initial discussion) However, they are not to be left unsupervised.

All pupils are informed that they must not get involved with any physical interventions which may occur as a result of a pupil displaying challenging behaviour.

All pupils when coming to the classroom will need to clarify issues such as fire-evacuation procedures; consistent responses to behaviour etc. These issues are discussed as whole school issues in their initial induction.

Most pupils will have some assessment criteria to fulfil whilst on placement. Please discuss this with your pupils but make sure that this is at a time convenient to you and not at a time that impinges on your classroom planning or the learning opportunities of your pupils.

It is useful if you can feed back any information on your pupil throughout the placement – both positive and if there are any difficulties. It would be best practice if you discussed any issues with your pupil in the first instance, but if things do not improve then a member of the Senior Leadership Team needs to arrange to see them on a 1:1 basis.