

Wentworth Primary School

Volunteer Policy

Date of Policy: September 2016

Reviewed: September 2022
Date of next review: September 2024



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
- 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 and Code of Conduct

- 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 & ACCEPTABLE USE OF IT

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 have read and understood the Acceptable use of IT
- I understand that an enhanced DBS check will be undertaken

Signed

Name

Date

Safeguarding Children and Child Protection

Induction Leaflet Guidelines for School Staff

September 2019



This leaflet contains important and sensitive information for adults.

Introduction

These guidelines for staff in schools have been produced by the Education Safeguarding Service to provide information about child protection and the procedures that must be observed. All staff will read, understand and have a copy of Part 1 of Keeping Children Safe in Education (KCSIE) 2019 and Annex A.

The protection of children in Kent is overseen by the Kent Safeguarding Children Multi-agency Partnership (KSCMP). You 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*' (2018). The online procedures manual can be found on the KSCMP website: www.kscmp.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 trusted adult, a professional or another child.

Everybody who works with children has a duty to help protect them from abuse. All staff must know how to recognise possible abuse both within the setting and externally. You should be familiar with the processes of recording information in your setting and making requests for support from the Front Door and referrals to the Police.

Every school is required by the KCSIE 2019 to have a Designated Safeguarding Lead (DSL) and deputy(s) to ensure there is always someone available to discuss child protection concerns.

The Designated Safeguarding Lead in our setting is: Mrs G Simcock

Deputy DSL's: Mr L Pollock, Miss E Cooper, Mrs P Hill, Mrs K Randall, Mrs L Connolly and Mrs C Davies

Types of Abuse

Physical abuse:

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; some may be clearly premeditated with intent to cause harm.

Neglect:

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 in our society. This includes: inappropriate touching, taking of obscene photographs, producing/trading in indecent images of children (including via the Internet), as well as attempted or actual sexual intercourse; adverse effects may endure into adulthood. Sexual abuse can be carried out by women and other children as well as men.

Emotional Abuse:

Ranges from rejection, refusing to show a child love or affection, making a child unhappy by continually belittling her/him or verbally abusing her/him. It has an important 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 abuse, 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 of or a child's parents do not obscure professional views of their child's emotional development. Serious bullying, causing a child to feel frightened or in danger may be regarded as emotional abuse.

Other Safeguarding Risks

Our staff are aware of a range of other safeguarding concerns, including: Child Sexual exploitation (CSE), Radicalisation and extremism (The Prevent Agenda) and Honour based violence (including Female Genital Mutilation). More information can be found at: www.kelsi.org.uk/child-protection-and-safeguarding

Online Safety:

The internet and related technologies provides wonderful opportunities for creativity, learning and communication; however, our setting recognises that there are also risks associated with this, including: sexual grooming, abuse and exploitation, cyberbullying and exposure to inappropriate material.

Online Safety is viewed as part of our schools safeguarding role and responsibility. Members of staff are made aware of the schools online safety policy and procedures, including our acceptable use of technology expectations regarding communication and use of social media.

Further advice regarding online safety can be found at: www.e-safety.org.uk.

Indicators of Abuse

Child Abuse can present in many different ways; there may be physical evidence, such as: marks, bruises or weight loss. Or there may be behavioural evidence, such as: reluctance to change for P.E, becoming aggressive or withdrawn, or a change in normal behaviour.

You may also notice changes in a child's presentation, friendships or ability to concentrate etc. A child may choose to disclose abuse; this may be directly, by telling you what happened or indirectly, by telling friends or by asking for advice about a situation involving another person.

Staff may also notice concerns and behaviour changes in adults within the setting, including, staff or parents/carers. We ask that you be curious, record and report anything which may worry you to the DSL.

What to do if you are concerned for a child:

Sometimes we may have unconfirmed worries about a child, but have little concrete evidence that abuse is taking place; this can leave us feeling unsure about how to proceed. There have been many cases where unconfirmed worries have turned out to be the tip of the iceberg.

It is vital therefore, that even vague "worries" are recorded and passed on to the DSL at the earliest opportunity. The DSL will then be in a position to collate all known information, involve other agencies, and decide whether a further referral is required.

Staff should record incidents or concerns in accordance with our policy. These records should be signed, dated and kept securely by the DSL.

Immediately inform the Designated Safeguarding Lead in the school

The DSL will decide on what action is most appropriate and whether the child should request support from the Integrated Front Door. To help him/her decide this, they may consult with the Education Safeguarding Service or the Front Door team.

Although we would encourage staff to follow their normal child protection procedures, in certain cases, it may be appropriate for a member of staff to contact the Education Safeguarding Service or Children Social Work Service directly, regarding a safeguarding concern. Or to the LADO if concern was about a named member of staff.

Disclosures

What to do if a child starts to make an allegation of abuse

- **Reassure** the child that s/he is right to tell and is not to blame
- **DO NOT** 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
- **DO NOT** 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 they feel secure and explain what you are going to do next.
- **Write down notes**, including the date and time of the disclosure and sign them; record as much as you can remember, using the child's own words.

Requesting support from the Integrated Front Door

If a child or family needs support/intervention from Early Help or Children Social Care, the DSL will ensure that a Request for Support Form is completed as appropriate. These can be downloaded from the Child Protection and Safeguarding web page: www.kelsi.org.uk or www.kscmp.org.uk

Allegations of abuse made against a member of Staff

When an allegation is made against a member of staff, the Headteacher/Chair of Governors must consult with the Local Authority Designated Officer (LADO) who will help to determine how the matter is to be investigated. The LADO is responsible for ensuring that allegations are managed in a proper way. The LADO can be contacted on 03000 410 888

Preventative work in the classroom

Our pupils need to learn how to keep themselves safe and how to report concerns.

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.

Details of our Child Protection and other policies are available on our school's website.

Useful names and contacts:

Integrated Front Door: Tel no: 03000 41 11 11 Out of hours: 03000 419191

Area Safeguarding Advisor (Education) Name: Louise Webber Tel No: 03000 412445

Education Safeguarding Service HQ	03000 415788
Gravesham, Dartford, Sevenoaks/Swanley Education Safeguarding Advisor	03000 412445
Maidstone, Tonbridge & Malling, Tunbridge Wells Education Safeguarding Advisor	03000 412284
Thanet, Canterbury, Swale Education Safeguarding Advisor	03000 418503
Ashford, Dover, Folkestone & Hythe Education Safeguarding Advisor	03000 415648
Education Safeguarding Advisor (Online Protection)	03000 415797