

# Volunteer Toolkit

A guide to recruiting, managing and retaining volunteers in Schools



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## 1. Introduction

This toolkit is designed for schools who already engage, or want to engage, volunteers. It aims to provide information on best practice in all aspects of working with volunteers – to help schools recruit and retain the right volunteers for them, and to provide appropriate roles and support for the volunteers themselves.

### 1.1 What is a volunteer?

In general terms a volunteer is somebody who puts himself or herself forward to take up a role free of salary. A person who is inspired to “do something for others”. The Disclosure and Barring Service DBS (previously known as the CRB) defines a Volunteer as **“A person who performs any activity which involves spending time, unpaid (except for travelling and other out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives.”** Similarly, Volunteering England (the National volunteer development organisation for England) defines volunteering as: **“Any activity, which involves spending time, unpaid, doing something which aims to benefit someone or the environment”.**

### 1.2 Why do people volunteer?

There are many reasons why people put themselves forward as a volunteer, these can include:

- ✚ Personal commitment to a particular cause
- ✚ To utilise their spare time and give their lives some form of structure
- ✚ To give something back to the cause or community
- ✚ A way to socialise
- ✚ To gain a sense of personal worth
- ✚ To gain experience in a specific field, either for a qualification or to enable them to find employment
- ✚ To gain self-confidence
- ✚ For fun!

### 1.3 Why involve volunteers?

Involving volunteers can have many benefits for both the School and the community it serves.

Volunteers often bring with them a wide range of skills acquired from previous experience gained in home, work and previous volunteering-settings. It is often the sharing of these skills that provides the motivation for the volunteer to get involved in the first place.

In addition to their learned skills, volunteers often also have in-depth local knowledge and local connections – which may take a new member of paid staff years to develop.

For many Schools and communities, the use of volunteers is key– as they could not always afford to pay for the services the volunteer provides. However, it is important to remember that volunteers are not simply a source of free or cheap labour. Nor are volunteers there to replace paid staff, but rather to enhance the services, i.e. learning, provided.

## 2. Advertising for Volunteers

There are many ways in which you can advertise for volunteers:

- ✚ Volunteer Centres: these voluntary organisations specialise in recruiting and placing volunteers. They will already have systems in place to attract volunteers.
- ✚ Local job centres: people who are unemployed welcome the opportunity to gain experience to be able to widen their job search.
- ✚ Local papers
- ✚ Local radio: A lot of local radio stations run community spots where you can get coverage free of charge.

- ✚ Websites: The Internet is becoming increasingly popular with all ages and, in many cases, is the first place people will look. Organisations can advertise their volunteering vacancies on this site for free: [www.do-it.org.uk](http://www.do-it.org.uk)
- ✚ Community centres: advertising in local community centres may attract people from the specific communities with local knowledge.
- ✚ Targeted letters: i.e. to parents of the children in school.
- ✚ Letters can also be targeted to a specific area which the school serves.
- ✚ Local community groups: there may be groups already running who have contact with people who are keen to volunteer or who can pass on the message verbally.
- ✚ Existing volunteers: current volunteers are a good way to pass on the message of the benefits of volunteering.

It is important that various methods are used to get the message across. Literacy difficulties need to be taken in to account, to avoid discriminating unintentionally:

Any advertising should consider including an equal opportunities statement, also it should highlight the schools safeguarding strapline such as “Committed to Safeguarding Children and Young People”.

It is important that when an advertisement has been placed that people within the school are aware that there will be calls from potential volunteers. There is nothing worse than a volunteer calling and having an unfriendly reception on the other end of the telephone or somebody saying they know nothing about it.

## 2.1 Further education

Schools, colleges and universities are a great place to look for volunteers– often the volunteering opportunity forms part of a placement, contributes to a qualification, or provides work experience opportunities for the students. Most institutions will have a teacher or welfare officer who is responsible for managing placements and promoting volunteering opportunities.

Students sometimes volunteer to get experience within the field they are studying, which has a beneficial effect for both parties.

## 2.2 Employer supported Volunteering:

An increasing number of employers are encouraging their workforce to volunteer by offering paid leave to do so, perhaps a couple of times a year. There are a great many advantages to the employer in doing this, first of all, staff feel good about themselves and consequently are more satisfied, the community benefits from this activity and the employer benefits from both a sense of corporate social responsibility and the reputational benefits of being actively seen to work with the community.

A number of local organisations already engage in these activities, notably, Leicester City Council.

### 3. Recruitment of volunteers

The first step towards supporting your volunteers is to recruit them appropriately.

Managing expectation is one of the keys to successful recruitment and retention of volunteers – not least so that the school and the volunteer understand the boundaries of the arrangement. This is done most effectively through a clear and consistent recruitment process:

- + an application form
- + role description and person specification
- + interview process (contrary to popular belief, the school is not obliged to use every volunteer who approaches them)
- + [written volunteer agreement \(appendix 2\)](#)
- + pre-‘Employment’ checks i.e. identity checks, references, DBS Checks (formally CRB Checks) – where necessary
- + induction process
- + appropriate on-going supervision

Although this may seem a lot of work initially, adopting this approach often saves dealing with difficulties later.

#### 3.1 Role Description

The role description sets out the roles and responsibilities that the volunteer will have, in the same way as you would for a paid employee. This then informs the volunteer what they are agreeing to do and gives the school the boundaries within which the volunteer is expected to operate, so there are no misunderstandings. Different volunteering opportunities will each require their own role description. The process of developing the role description helps the school to clearly identify the role that they need filling.

#### 3.2 Person Specification

This document sets out the personal attributes and skills that the school is looking for. The person specification is directly related to each role description and will usually be based around some key attributes that the school expects, as well as specific skills that relate to the role description.

#### 3.3 Interviews

All volunteers should go through an interview. Which may be either informal or a formal depending on the school and its requirements.

The interview provides an opportunity to set out what the school expects of the volunteer – so should cover legal requirements, and key elements of the volunteering agreement as well as what the volunteer wants from the arrangement.

At least one interview panel member should have been safer recruitment trained.

#### 3.4 Pre-‘Employment’ checks

The school must ensure that the appropriate pre-employment checks i.e. Identity Checks, References, DBS Checks (previously known as CRB) – where appropriate, have been undertaken prior to the volunteer placement commencing.

## 4. Managing volunteers

### 4.1 Induction

An induction is a formal opportunity for new volunteers to ask questions about the school, clarify their role and find out what is involved. A good induction should help a volunteer feel part of the school and begin to develop a sense of commitment.

An induction may include:

- ✚ An overview of the school and the management structure
- ✚ Meeting other paid and unpaid staff
- ✚ Introduction to policies & procedure
- ✚ Training programme
- ✚ Support meetings

An induction can be organised on a one-to-one basis or in a group. A group induction can be helpful as it enables new volunteers to get to know each other and build a sense of team spirit.

It is also an idea to give the volunteer an induction pack which can have all the information they need. It could include:

- ✚ A volunteer policy\*
- ✚ A volunteer agreement\*\*
- ✚ Equal opportunities policy
- ✚ Health & safety policy
- ✚ Information on expenses etc

#### [\\*Volunteer policy statement – Appendix 1](#)

As best practice each school should set out a Volunteer policy statement. The policy will set out the aim of the school, what the volunteer can expect from the school and what the school expects from the volunteer. This will then form part of the volunteer agreement.

#### [\\*\\*Volunteer agreement – Appendix 2](#)

This simply sets out the arrangement agreed between the volunteer and the school, and can be useful in setting out mutual expectations. It could include the training and support offered by the school, the length of the volunteer placement, the process for reviewing arrangements and the expenses that the volunteer can expect to claim. It must be very clear that there is no contract of employment involved.

‘Community Matters’ recommend that the following statement is included in the agreement as good practice: ‘This agreement is binding in honour only and is not intended to be a contract in law’.

### 4.2 Training

Training should be offered to all volunteers, to enable them to deliver the service required and to invest in their personal development.

There may be a need for some training to be compulsory for the role (e.g. if a volunteer is going to be working closely with children, to undertake child protection training).

It is good practice to offer volunteers the same training opportunities as paid staff. This helps;

- ✚ volunteers to feel valued
- ✚ volunteers to develop in the same way as paid workers do
- ✚ create a sense of ‘team’ - putting the employment arrangements to one side
- ✚ promote consistency in the standard of service delivered

### 4.3 Volunteers in Schools by Category

Volunteers in Schools fall into three categories:

1. those who do not volunteer regularly, (i.e, once a week or more of 4 more days in a 30 day period, or overnight) and so are not engaged in regulated activity;
2. those who volunteer regularly **but are supervised to the statutory level**;
3. those who volunteer regularly and **are not supervised to the statutory level**.

#### 4.3.1 Those who do not volunteer regularly

Volunteers who do not volunteer on a regular basis (or overnight), for example, a parent helper providing one-off assistance on a school trip, will not be engaged in regulated activity. Such volunteers are not eligible for Enhanced DBS Checks (previously known as CRB Checks) or for checks of the children's barred list. Such volunteers should not be left unsupervised with children.

#### 4.3.2 Volunteers who work under supervision

Those who volunteer on a regular basis will not be engaging in regulated activity **if they are supervised to the statutory level**. This document explains what being supervised to the statutory level means. A volunteer supervised to the statutory level will remain eligible for an Enhanced DBS Check (so a school is entitled to obtain a DBS check if it so wishes), however, this will **not** include a check of the children's barred list.

#### 4.3.3 Volunteers who work unsupervised

Those who volunteer on a regular basis and are unsupervised will continue to be engaged in Regulated Activity. This means schools must apply for an Enhanced DBS Check which includes a check of the children's barred list.

### 4.4 Supervision of Volunteers

This guidance applies when a school decides to supervise a volunteer.

In such a case, the law makes three main points:

- ✚ **there must be supervision by a person who is in regulated activity;**
- ✚ **the supervision must be regular and day to day; and**
- ✚ **the supervision must be "reasonable in all the circumstances to ensure the protection of children".**

Schools must have regard to this guidance. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

**Supervision must be "regular" and "day to day"**. This gives Headteachers the flexibility to determine what is reasonable for their circumstances. The precise nature and level of supervision will vary from case to case. The duty that supervision must take place "on a regular basis" means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the volunteer has just started or has been doing the activity for some time.

**Reasonable in the Circumstances:** within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Schools must ensure that the supervision in place is **sufficient**, in their judgement, **to provide reasonable assurance for the protection of the children concerned**. Schools should consider the following factors in deciding the specific level of supervision required in each case:

- ✚ ages of the children, including whether their ages differ widely;
- ✚ the number of children that the individual is working with;
- ✚ whether or not other workers are helping to look after the children;
- ✚ the nature of the individual's work; the individual's opportunity for contact with children;
- ✚ how vulnerable the children are (the more vulnerable the children are, the more likely a school might opt for workers to be in Regulated Activity);

- ✚ how many workers would be supervised by each supervising worker

## 4.5 Supervision Arrangements Procedure

- In the first instance, Schools must complete the risk assessment document (Appendix 4) to establish what level of check is required (if any). A copy of the risk assessment must accompany the DBS Application Form (previously known as a CRB check) and you must also retain a copy on file.
- A supervision pro-forma (Appendix 5) must be completed for all volunteers working under supervision.
- The volunteer subject to supervision arrangements must be informed that they will be under supervision and the reason for this. The terms of the supervision arrangements must be outlined to them from the outset and they must sign the pro-forma.
- The school must ensure that the person carrying out the supervision is in Regulated Activity and understands what is required of them. The level of supervision must be documented and be clear and manageable.

### 4.5.1 Retaining Supervision Records

- For all Volunteers, schools must retain the risk assessment pro-forma for their own records and, when a DBS check (previously known as a CRB Check) is being requested, attach a copy to the DBS Application Form.
- The School's records of supervision arrangements may be required for inspection by Ofsted or as part of the Local Authorities' safeguarding audit process and should be made accessible for this purpose.

## 4.6 Support

It is important to give volunteers the same support as you would a paid member of staff. This arrangement needs to be agreed with the volunteer at the start and included in the volunteer agreement.

Support should not be confused with supervision. The format of support will depend on what duties the Volunteer is carrying out. This can be provided on a one to one arrangement with a line Manager, or a named buddy or mentor who could be a more experienced volunteer.

The volunteer(s) should have a clearly defined management structure, with a nominated 'line-manager' who is responsible for their support – preferably someone who has some experience of management. This doesn't necessarily need to be a paid member of staff – an experienced volunteer can often be well placed to support other volunteers.

Whoever is providing the line-management will need to have regular 1:1 sessions with the volunteer, to ensure that they are fulfilling the role, to discuss any problems, to delegate tasks to the volunteer and to support their personal development. Areas in which additional support may be needed can also be addressed through the 1:1 sessions.

The frequency and duration of the 1:1 sessions is determined by the number of hours the volunteer does, the nature of the work, their individual needs and so on. Line-managers and volunteers can usually come to an agreement about what's appropriate, although a suggested minimum would be half an hour, once a month.

However the 1:1's are approached, there are some important ground rules that increase the effectiveness of the sessions:

- ✚ once arranged, 1:1's take priority. These are important appointments and should not be moved or cancelled unless it is absolutely unavoidable

- ✚ the agenda should be agreed by both parties at the start of the session. There will probably be some items that need covering every time, which can be agreed as standing items
- ✚ the content of the session is confidential, unless something is disclosed that is likely to damage the reputation or work of the organisation, it's staff, volunteers or trustees. In such cases, the overall manager or committee may need to be made aware
- ✚ the session takes place in a quiet, confidential room with no distractions
- ✚ the line-manager takes notes and agreed actions for either party are clearly marked
- ✚ both parties sign to confirm that the notes are a true and accurate record

Although this may all seem a bit formal, the important factors in retaining volunteers are that they stay feeling valued, recognised, supported and understand the impact their contribution makes to the organisation. Allocating specific time with a line-manager gives a strong message that the volunteer is an important member of the team.

#### 4.4 Maintaining volunteers' motivation

One of the most challenging aspects of working with volunteers is often considered to be maintaining their motivation in the longer term.

However, given that paid staff also leave organisations for a range of reasons, the most appropriate way to tackle this issue applies to all staff, whether paid or volunteers. Aside from payment, motivation is derived from the same factors in either situation, including:

- ✚ feeling part of a team
- ✚ enjoying a good working environment, including working with friendly colleagues
- ✚ making good use of their personal skills
- ✚ being recognised and valued for their contribution to overall goals
- ✚ receiving appropriately delegated tasks, that match the individual's capability and interests
- ✚ feeling responsible for identifiable pieces of work (even if part of a bigger picture)
- ✚ being encouraged to develop personally and professionally
- ✚ being involved in decisions that shape the future of the work or the organisation

The fulfilment of these factors should be tracked through the 1:1 process.

## 5. Who can volunteer?

In short, anyone can volunteer. However, Volunteers will usually be over the age of 16 (work experience placements in schools is not covered under this guidance).

### 5.1 Volunteers from Overseas

There are no restrictions on people from EU countries coming to the UK to volunteer.

People from outside the EU who have a visa to work or study in the UK may volunteer as long as they are still undertaking the activity that is stated on their visa.

It is possible to get a visa to come to the UK to volunteer, however, this must be arranged in advance and certain restrictions apply.

Where you have volunteers from overseas and you have decided that a DBS Check (previously known as a CRB Check) is required, you should also attempt to obtain a good conduct certificate (similar to that of a DBS Check, obtained from the relevant country/countries). Further guidance on overseas checks are available on the extranet via the following link:

<http://schools.leicester.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=97111>

### 5.2 Asylum seekers

Many people seeking asylum want to use their skills and contribute something to the society in which they wish to live. Recent changes to asylum rules have made this easier. Since April 2000 Asylum seekers (people in the process of applying for refugee status) and family members are allowed to volunteer. This includes whilst they are appealing against a decision to refuse them asylum. Asylum seekers can be reimbursed normal volunteer expenses so that they are not left out of pocket just like other volunteers.

#### Further Information

Commission for Racial Equality

St Dunstons House

201-211 Borough High Street

London

SE1 1GZ

TEL: 020 7939 0000

Website: [www.cre.gov.uk](http://www.cre.gov.uk)

Refugee Council

Bondway House

3-9 Bondway

London

SW8 1SJ

Information Line: 020 7820 3085

Website: [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

## 6. What rights do volunteers have?

In summary, the legal basis for the volunteering arrangement centres on a clear understanding on both sides that:

- ✚ there is no obligation for the volunteer to do work
- ✚ there is no obligation on the host organisation to provide work
- ✚ there will be no payment made for any voluntary work done
- ✚ the only payments made will be for genuine, permitted expenses incurred as a result of the voluntary work

**Unless the above is breached, the volunteer has no employment rights.**

The only legislation that covers Volunteers that which offers rights to everybody as an individual. If an organisation working with volunteers infringes these rights then they would be breaking the law. The main areas of legislation that organisations need to think about are listed below.

### 6.1 Duty of Care

We all have a duty of care to those around us. This duty means that we are all legally bound to do everything reasonable to protect those around us from coming to harm. Organisations have a duty of care towards anybody who comes in contact with them including staff, clients and volunteers. There are some basic principles which organisations need to stick to:

- ✚ Make sure that volunteers are adequately trained
- ✚ Make sure that volunteers are adequately supervised and supported
- ✚ Make sure that volunteers are not placing themselves in danger
- ✚ Make sure that your insurance policy covers volunteers

### 6.2 Health & safety

Section 3 of the Health & Safety at Work Act 1974 imposes a duty on every employer:

“To ensure, as far as reasonably practical, that persons not in their employment, who may be affected by their undertaking, are not exposed to risks to their health and safety” and “to give information as might affect their health or safety.”

### 6.3 Data Protection

All individuals are covered by the Data Protection Act and any information taken from volunteers needs to be collected and stored in line with the Act, as you would with paid staff.

### 6.4 Anti-Discrimination Law

The Equality Act 2010 covers employees not volunteers but volunteering opportunities could be considered a service under this legislation and discrimination in the provision of a service is unlawful. Therefore, ideally organisations should give volunteers the rights outlined in these acts.

## 7. Payments to Volunteers

### 7.1 Which expenses can be reimbursed?

In general any reasonable expense incurred as part of the voluntary work should be reimbursed. These include:

- ✚ Travel expenses between home and the usual place of voluntary work
- ✚ Cost of special clothing necessary for the work
- ✚ Reasonable cost of meals taken while volunteering
- ✚ Reasonable cost of crèche or other costs for childminding or dependent care
- ✚ Postage, phone calls, stationary etc

It's fine to put reasonable limits on some expenses such as cost of meals. It is also reasonable to ask volunteers to come in by the cheapest form of public transport.

It should be remembered that in some cases, such as a volunteer with a disability, it may be necessary to take a taxi.

### 7.2 How to reimburse expenses

It is very important to reimburse out of pocket expenses only. This means reimbursing against receipts, bus tickets etc. Organisations should not make a flat rate payment as this can be classed as income and can cause problems for both the organisation and the volunteer:

- ✚ Volunteers in receipt of benefits are entitled to receive out of pocket expenses only.
- ✚ Claimants receiving more than their actual expenses may lose part of their means tested benefits, and the nature of their volunteering may also be called into question.
- ✚ Asylum seekers who volunteer are only allowed to receive out of pocket expenses.
- ✚ They must not be given something that should be regarded as income.
- ✚ Money over and above out of pocket expenses is regarded as income by HM Revenue and Customs, and is therefore taxable.

For all of the above reasons it is important to:

- ✚ Ask volunteers to produce receipts, bus tickets etc. A simple claim form can be used that can be kept with copies of the evidence of expenditure.
- ✚ Allow volunteers to claim expenses as soon as possible. As it can be difficult for volunteers on a low income to manage expenses it is worth organisations considering reimbursing expenses in advance. This is permissible for volunteers on benefits under the Social Security Amendment (Volunteers) Regulations 2001. This was introduced to recognise that, for a person on benefits, it can be difficult to pay for travel, food etc. even if it is reimbursed later. Any unspent money should be returned, and evidence of the expenses should still be collected.

### 7.3 Volunteering and State benefits

It is good practise to inform volunteers that it is compulsory to notify the following agencies before starting volunteer work:

- ✚ The Job Centre (if receiving Job seekers Allowance);
- ✚ The Benefits Agency (if on Social Security Benefits);
- ✚ The Council Housing Benefit or Council Tax benefit Department

#### Job Seekers Allowance

People on JSA can do as much voluntary work as they want as long as they remain available for and are actively seeking work. This means that the organisation must allow some flexibility in order for the volunteer to attend interviews and meetings at the Job Centre.

#### Income Support

Volunteering should not affect someone's Income Support as long as they are not receiving any money other than reimbursement of expenses (See Section 7).

### **Incapacity benefit**

If in receipt of Incapacity Benefit a person can volunteer for as many hours as they like.

People often worry that starting to volunteer will trigger an investigation into their need to claim Incapacity benefit, but this would rarely happen. Occasionally there is also some confusion about volunteering and "permitted work" (similar to the old "therapeutic earnings"). The permitted work rule only applies to paid work and should not affect volunteers.

## 8. Specimen Volunteering Policy Statement – Appendix 1

### Policy Statement – The Role of Volunteers

(*name of organisation*) recognises the importance of the contribution that volunteers can make to its work. We aim to give all possible support to our volunteers, so that both they and (*name of organisation*) will gain maximum benefit from volunteers' contributions.

This policy statement sets out the ways in which we shall seek to achieve that aim, and the mutual responsibilities involved in the volunteering relationship. It forms part of the Volunteering Agreement between (*name of organisation*) and its volunteers.

1. Volunteers should be an integral part of the life and work of (*name of organisation*). The work they do is not peripheral but is an essential component in our day-to-day life and work.

2. The role of volunteers is complementary to that of paid staff. Voluntary work should never be a substitute for the work of paid staff, and volunteers should not be used to replace paid workers.

3. A written Volunteering Agreement will be concluded with each volunteer. It will include an outline of tasks to be performed, the name of the Supervisor to whom the volunteer is directly responsible, and copies of this and other Policy Statements of (*name of organisation*).

4. The Volunteering Agreement is binding in honour only and is not intended to be a contract in law.

5. All volunteers will benefit from application of (*name of organisation*)'s Health and Safety, Equal Opportunities, Volunteering, Confidentiality and other relevant policies. All volunteers will also be expected to implement these policies in all aspects of their work. Training will be given as necessary to enable volunteers to observe and implement these policies.

6. Volunteers should not be involved in any situation where there would be an unacceptable level of risk. The Supervisor will ensure that risk assessments are made as necessary to avoid this.

7. Consistent procedures for recruitment and appointment, in accordance with the Equal Opportunities Policy, will be implemented. Applicants will be asked to complete an application form, and will be interviewed by (at least two people) before their appointment is confirmed.

8. Volunteers will not receive any payment for their services, but their out-of-pocket expenses necessarily incurred in the course of their work, including their travel costs from home to (the place of volunteering), will be reimbursed as permitted by Inland Revenue rules. In cases of financial hardship, and without question where the volunteer is wholly dependent upon state benefits, the Supervisor may authorise payment in advance. The Supervisor will ensure that the volunteer is informed of how to claim for expenses. Receipts or other evidence should support expense claims unless there is good reason otherwise.

9. The (main) Committee will issue from time to time instructions setting out the basis on which expense and other claims may be made for the use of volunteers' own vehicles (including bicycles), for meals necessarily bought during the time of volunteering and, as appropriate, for other purposes.

10. Volunteers will ensure that insurance is in place, where necessary, to cover use of their own vehicles for the purposes of (*name of organisation*). Volunteers will be reimbursed for any additional cost incurred.

11. The Supervisor will arrange for an induction programme, appropriate to the circumstances of the volunteer, to be undertaken before s/he commences work.

12. The Supervisor will conduct an annual review of the progress of each volunteer. This will consider the contribution being made by the volunteer, whether the volunteer's Agreement needs to be altered or amended, training needs and opportunities, and will encourage the volunteer to comment on the ways in which s/he in particular, and volunteers in general, are used and involved.
13. It is important that volunteers keep their Supervisor informed of any concerns regarding the work of (*name of organisation*) or the safety of persons and the premises.
14. Volunteers may have an important role in promoting (*name of organisation*)'s concerns through their contacts within the community, and are encouraged to share with the paid staff and committee members in encouraging local support.
15. Volunteers are asked to give as much notice as possible of any expected inability to fulfil their normal volunteering (e.g. because of holiday or other absences). (*Name of organisation*) will similarly give as much notice as possible of occasions when a volunteer's work may not be required.
16. Should a volunteer have any grievance in the course of their work, they should bring it to the attention of the Supervisor. Should the volunteer remain dissatisfied, they will have the right to present their grievance to....., who will respond as s/he deems appropriate, and whose decision will be final.
17. Should a volunteer's work for (*name of organisation*) prove unsatisfactory, the Supervisor will consider with the volunteer and seek to agree ways in which support may be given, including the possibility of training, to improve performance. Should these measures prove ineffective, the Supervisor will consider the matter again with the volunteer, and will seek agreement on further ways forward. Where all attempts to improve performance fail, the Supervisor will report the matter to ..... who will determine what further course of action should be taken. This may include asking the volunteer to undertake different work for (*name of organisation*) or, as a last resort, termination of the Volunteering Agreement.

It is hoped that volunteers intending to withdraw their services will inform their Supervisor, and be willing to enter into discussion with the Supervisor. Volunteers are asked to give as much notice as possible of the intended withdrawal of their services.

## 9. Specimen Volunteer Agreement – Appendix 2

This Volunteer Agreement describes the arrangement between [*name of organisation*] and you. We wish to assure you of our appreciation of your volunteering with us and will do the best we can to make your volunteer experience with us enjoyable and rewarding.

### Part 1: the organisation

Your role as a volunteer is [state nature and components of the volunteering role] and starts on [date]. This volunteering role is designed to [state how the volunteering role benefits the organisation].

You can expect [*Name of organisation*]:

#### 1. Induction and training

- To provide a thorough induction on the work of [*name of organisation*], its staff, your volunteering role and the induction and/or training you need to meet the responsibilities of this role.

#### 2. Supervision, support and flexibility

- To explain the standards we expect for our services and to encourage and support you to achieve and maintain them;
- To provide a named person who will meet with you regularly to discuss your volunteering and any successes and problems;
- To do our best to help you develop your volunteering role with us.

#### 3. Expenses

- To reimburse these expenses:
  - ✓ Travel to and from home to [the place of volunteering] and during your work
  - ✓ Meal expenses to a maximum of £[ ]. (Expenses should be incurred through volunteering so to be eligible you should volunteer around meal times or for at least [ ] hours a day).
  - ✓ Specialist clothing or equipment where this is required and provided by you.
  - ✓ Actual cost of crèche, childminding fees or other dependant costs incurred by you in order to be able to volunteer.

**Please keep all your receipts to give to us when we reimburse your expenses.**

#### 4. Health and safety

- To provide adequate training and feedback in support of our health and safety policy, a copy of which is in the Volunteer Handbook.

#### 5. Insurance

- To provide adequate insurance cover for volunteers whilst carrying out their volunteering roles which have been approved and authorised by us

#### 6. Equal opportunities

- To ensure that all volunteers are dealt with in accordance with our equal opportunities policy, a copy of which is set out in the Volunteer Handbook.

#### 7. Problems

- To try to resolve fairly any problems, complaints and difficulties you may have while you volunteer with us;
- In the event of an unresolved problem, to offer an opportunity to discuss the issues in accordance with the procedures set out in the Volunteer Handbook.

## Part 2: the volunteer

We expect you:

- To help [*name of organisation*] fulfil its [describe role/function/services which the volunteer will be helping with];
- To perform your volunteering role to the best of your ability;
- To follow the organisation's procedures and standards, including health and safety and equal opportunities, in relation to its staff, volunteers and clients;
- To maintain the confidential information of the organisation and of its clients;
- To meet the time commitments and standards which have been mutually agreed to and to give reasonable notice so other arrangements can be made when this is not possible;
- To provide referees as agreed who may be contacted, and to agree to a Criminal Records Bureau check being carried out where necessary.

This agreement is binding in honour only, is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intend any employment relationship to be created either now or at any time in the future.

I have read the Volunteer Policy

I agree to the terms and conditions as stated in the policy

I will treat any information I may hear about pupils as confidential and will not discuss or disclose it out of school.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 10. Specimen One-off School Trips Volunteer Agreement – Appendix 3

School trips are an integral part of learning at our school and afford many pupils opportunities which are outside their usual experiences. We are pleased that you have come forward as a volunteer helper; you will have an important role to play in the success and safety of this school trip. Please read, sign and return this to the school. This is part of our school's risk assessment planning and safeguarding arrangements.

### Role of the Volunteer Helper:

- To be responsible and look after, in equal measure, all of the pupils in your group under the instruction of the Leader of the school trip
- To stay with your allocated group of pupils, ensuring that their wellbeing and safety is maintained for the total duration of the school trip
- To promote polite, respectful and courteous behaviour towards each other and members of the general public. We all go as ambassadors of our school!
- To ensure that your group keep up with the body of the school visit party, be it walking, entering or exiting from transportation or following speakers for the trip
- To contact your child's class teacher/member of staff if there are issues with first aid, safety and/or behaviour

### School staff expect volunteer helpers to:

- Comply with all of the above whilst being under the direct supervision of school staff
- Show a commitment to their group, an interest in the focus of the visit and assist pupils in their learning by helping them to read signs/labels/information, asking questions that encourage pupils to think about the task and help to explain the areas of interest
- Follow guidance from the school staff

### What is not permitted:

- Volunteer helpers are not allowed to bring additional children e.g. siblings or children in the care of the volunteer on the school trip
- Volunteer helpers are not allowed to smoke, drink alcohol or engage in any illegal practices whilst undertaking their volunteer duties
- Volunteer helpers are not permitted to take photographs of pupils
- Volunteer helpers are not allowed to give/buy their group treats e.g. ice creams, biscuits, sweets – before, during or after the school trip

### First Aid

- You will be informed if any child in your group has medication/needs. If medicine needs to be administered, this will be done by a member of staff unless you are the Parent/ Carer of the child who requires medicine, in which case you will be asked to administer this and be responsible for carrying the medicine.
- All other medicines and first aid box(es) will be carried by staff.

### Emergencies

- You are expected to inform a member of staff as soon as possible.
- If you have become separated from the rest of the school party, please telephone one of the members of staff on your contact list or telephone the school.

- ✓ I have read the Volunteer Policy
- ✓ I agree to the terms and conditions as stated in the policy
- ✓ I will treat any information I may hear about pupils as confidential and will not discuss or disclose it out of school

Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 11. DBS Check Risk Assessment Tool – Appendix 4

In line with the Safeguarding Vulnerable Groups Act 2006, Headteachers and Managers must carry out an enhanced Disclosure and Barring (DBS) check (previously known as a CRB Check), including a check against the barred lists, on any member of staff who will be engaged in '[regulated activity](#)'.

Regulated activity focusses only on those working **closely** with children and vulnerable adults in an **unsupervised** capacity. An organisation which knowingly allows a barred person to work or volunteer in regulated activity will be breaking the law.

Regulated activity does not cover 'supervised' work. 'Supervision' is defined as "day to day supervision of a 'worker' (whether paid or unpaid) as is reasonable in all circumstances for the purpose of protecting any children". The government have provided statutory guidance about [supervision](#).

In order to help you comply with the new guidance, the safer employment team have developed a risk assessment tool to support you in your decision making process, looking at the specific factors such as what duties the 'worker' will be carrying out and how frequently this will occur.

**Please note: work within 'specified places' Schools, Pupil Referral Units, Childcare Premises (including Nurseries), Children's Residential Homes, and Children's Hospitals, where this work is paid and provides the opportunity for contact with children, automatically means that the worker will be undertaking regulated activity. Therefore for work in specified places the risk assessment will only be applicable to unpaid workers, such as volunteers / work experience / student placements.**

Once you have completed the Risk Assessment Tool, review the score matrix below to help you identify whether an Enhanced DBS and/or Barred List Check may be required. If the score is:

### **BETWEEN 1 AND 2**

As the worker will not be working frequently or intensively, and/or will be supervised when carrying out their duties, a DBS check or check against barred list will not be needed.

### **BETWEEN 3 AND 5**

The worker is supervised, however they will be undertaking work on a frequent/intensive basis. Therefore you may wish to undertake a DBS Check. However, we are not able to request a check of the Children's barred list and as a result of this, we must continue to supervise the individual throughout their 'employment'.

### **6 OR OVER**

The worker is mostly likely working unsupervised in their contact with children and therefore is classed as working in 'Regulated Activity', both a DBS and a Children's barred list check must be undertaken (statutory requirement).

<b>Contact with Children</b>	<b>INFREQUENT</b>	<b>FREQUENT /INTENSIVE</b>	<b>UNSUPERVISED</b>	<b>ADD THE SCORE FOR EACH ROW</b>
Contact / activity must be with the <u>same</u> group of children  Note - No point is added where the activity never occurs	One off / less than on four days in a 30 day period	Once a week or more / Four days or more in a 30 day period or overnight (2am - 7am)	Working alone without supervision (of an appropriately vetted person)	
<b>...through teaching, training or instruction, caring for or supervision</b>  e.g. teachers, sports coaches, care workers, volunteers.	<b>LOW</b> <b>1</b>	<b>MEDIUM</b> <b>2</b>	<b>HIGH</b> <b>6</b>	
<b>...through provision of advice or guidance which relates to their physical, emotional or educational wellbeing</b>  e.g. children's mentors, counsellors, children's career advisers.	<b>LOW</b> <b>1</b>	<b>MEDIUM</b> <b>2</b>	<b>HIGH</b> <b>6</b>	
<b>...when driving a vehicle that is being used for specific purpose of conveying children</b>  e.g. taxi drivers used by schools / care homes, minibus drivers for children trips.	<b>LOW</b> <b>1</b>	<b>MEDIUM</b> <b>2</b>	<b>HIGH</b> <b>6</b>	
<b>...relevant personal care,</b>  e.g. washing or dressing, or health care by or supervised by a professional – even if done once.	<b>HIGH</b> <b>6</b>			
			<b>TOTAL SCORE</b>	
<b>BETWEEN 1 AND 2</b>  No DBS or Barred List Check required  <b>(Must be supervised)</b>	<b>BETWEEN 3 AND 5</b>  Consider DBS Check  <b>(Must Be Supervised)</b>	<b>6 OR OVER</b>  DBS Check and Barred List Check  <b>(No supervision required once all checks in place)</b>		

A copy of this risk assessment must be completed and attached to the DBS Application Form when sending it for processing by the Employment Service Centre. In addition, you must retain a copy for your record.

<b>Risk assessment undertaken by</b>	<b>Name</b>		<b>Signature</b>	
	<b>Role Title</b>		<b>Date</b>	

## 12. Supervision arrangements record – Appendix 5

For paid staff, supervision arrangements must be reviewed regularly, at least every two weeks as a minimum until a DBS (previously known as a CRB check) disclosure clearance has been received, or in the case of those for whom a DBS check has been deemed unnecessary i.e. volunteers, for the duration of the individual's time in the school.

<b>Employee Name:</b>		<b>Payroll No. (if applicable):</b>		
<b>Post Title:</b>		<b>Start Date:</b>		
<b>Supervisor's Name:</b>		<b>Supervisor's Position Held: (must be in Regulated Activity)</b>		
<b>Level of supervision agreed:</b> <i>(detail; the nature of the supervision, any restrictions which have been outlined to the individual and when these arrangements will be reviewed).</i>				
I agree to the level of supervision outlined above and understand that I must not knowingly engage in 'regulated activity'.				
Signed..... Date.....				
<b>Supervision Commences:</b> (Nature of supervision explained and agreed)	<b>Signed by Supervisor:</b>		<b>Date:</b>	
<b>Supervision Ends:</b>	<b>Authorised By:</b>		<b>Date:</b>	
<b>Notes:</b>				
<b>Review Date Record:</b>				
		...../...../.....	...../...../.....	...../...../.....
...../...../.....	...../...../.....	...../...../.....	...../...../.....	...../...../.....