

# Saint Christina's School: Volunteer Helper Policy

Review Initiated by	Head
Last Review	Autumn 2024
Next Review	Autumn 2025

*Distribution: Policy Library, website*

## 1. Introduction

At Saint Christina's we would like to encourage parents and other adults to help the School in a variety of ways. We believe that parents and volunteers can add enormous value to children's learning opportunities and experiences and we welcome your support.

## 2. Equality Statement

At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

## 3. Aims of the Volunteer Helper Policy

- To provide parents and volunteers with clear expectations, induction and guidelines for working in School.
- To encourage the wider community to engage with children's learning to raise standards of achievement and promote community cohesion and home/School links.

## 4. Volunteer helpers are:

- Parents or other adults working alongside the teachers
- Students on work experience.
- Current students in other schools e.g. Francis Holland NW1 collaboration.

## 5. Volunteer helpers support the school in a number of ways:

- Supporting individual pupils within classrooms
- Hearing pupils read
- Helping with classroom organisation
- Helping with supervision of children on School visits
- Helping with group work
- Helping with art or other practical subjects
- Helping with clubs and activities (as per the SCS and Francis Holland Sixth Form collaboration)
- Helping in the School Library or other facilities

## 6. Signing in

When any helper arrives in the School they must sign in using the electronic entry system and the visitors' sticker produced must be worn at all times in School. Volunteers must also sign out when they leave the School premises.

## 7. Mobile phones

Volunteers must not use their personal mobile phone whilst working with pupils or give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with a member of the senior leadership team. Volunteers entering the EYFS are required to leave mobile phone / devices outside of the setting in the Office. Sixth Form volunteers under the FHS collaboration are required to leave their mobile phones / devices in the office on the days that they attend SCS.

## 8. Safeguarding and Child Protection Policy and Procedures

All helpers and volunteers, as part of their induction will be provided with training that includes:

- the School's Safeguarding policy
- the Behaviour policy
- the Anti-Bullying policy
- the staff code of conduct
- the Whistleblowing policy
- Children Missing in Education Policy
- the identity of the DSL and DDSL
- a copy of Part 1 of KCSIE (2024)
- Online Safety Policy

Francis Holland Sixth Form students, who volunteer to support clubs and activities as part of our inter-school collaboration, have an induction meeting with the DSL and their placement teacher from Francis Holland. They then sign up to a code of conduct (see Appendix 3) and are introduced to the emergency fire protocols (see point 9) etc. Sixth Form volunteers are supervised at all times.

## 9. Fire Procedures

Please familiarise yourself with the Fire evacuation Plan in the room you are working in. All fire exits are clearly labelled.

## 10. Disclosure and Barring Service

Vetting will be decided on the basis of the nature of the volunteering. If the volunteer is in **regulated activity** then full vetting needs to be implemented. Where the volunteer is fully supervised at all times, it is not a requirement to implement full vetting procedures. Government Guidance on Supervision (2014) will be used to guide decisions around vetting (see Appendix 2).

The definition of regulated activity is:

1. ALL **REGULAR** WORK FOR SCHOOLS WITH OPPORTUNITY FOR CONTACT WITH CHILDREN IS REGULATED ACTIVITY, except:
  - Work by supervised volunteers (except where the definitions in section 2 (below) are true)
  - Work by occasional/temporary contractors (except where the definitions in section 2 and 3 (below) are true)
  - Work by pupils for other pupils

2. Relevant personal care, or health care is regulated activity –
  - Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
  - Health care in this context means care for children provided by or under the direction or supervision of, a regulated health care professional.
  - Note that ‘care’ within this definition is always regulated; considerations of regularity and supervision do not apply.
3. Regular, unsupervised teaching, training, instructing, caring for or supervising children is regulated activity and so is regularly:
  - providing advice or guidance for children on well-being, or
  - driving a vehicle only for children.

*The definition of **staff** includes any person working at the school whether:*

- *under a contract of employment*
- *under a contract for services or*
- *otherwise than under a contract, but*
- *does not include supply staff or a volunteer*

If a person is in **regulated activity** in the School they should be treated as ‘staff’.

The following are included in ‘staff’: teachers, peripatetic teachers and coaches, part-time staff, students, administrative staff, caretakers and other ancillary staff, staff appointed from overseas and pupils paid to work at the School (e.g. in after-school care).

## 11. Confidentiality

It is **very important** that anyone working in the School is aware of the necessity for **total confidentiality** regarding any information learned about any individual – child or adult.

## 12. Complaints

The school reserves the right to terminate a volunteer agreement should a complaint be made about the individual.

## 13. Deployment of parent helpers in class

In recent years, parent helpers have not been asked to help in class at Saint Christina’s. Should this change in the future, the following guidelines would be used.

Helpers will be asked to support in classes where there is the most need for individual support.

Helpful advice:

- If a child displays inappropriate behaviour when under your supervision, tell the child firmly that this is not acceptable. Do not get involved in disciplining a child; leave this to the class teacher.
- If any child you are working with should sustain an injury please inform the class

teacher immediately.

- If you are unable to attend when arranged please let us know at the earliest possible opportunity, the previous day if you can.
- It is not possible for helpers to bring pre-school children with them when they are helping in School.
- Occasionally children become a little unsettled when their parents are working with other children in the classroom. It may be therefore that we ask you to help in a different class for a while. This will be entirely at the teachers and/or Headteacher's discretion. It would be helpful if you could explain to your child that you will be coming into School to help **all** of the children and that he/she will not always be able to work with you.

#### **14. Monitoring and Review**

The day to day monitoring of this policy is the responsibility for the Headteacher and Senior Leadership Team. The Headteacher will report to Governors annually on the number of parent volunteers in School, and summarising their value and impact in supporting children's learning.

## APPENDIX 1: Volunteer Validation Form

[ON HEADED PAPER]

### Saint Christina's School Volunteer/Helpers Policy

I have read, understood, and agree with the School's policy and guidelines for parents and other people in the community who come into School as voluntary helpers.

I confirm that I have received, read and understood the following documents:

- the School's Safeguarding policy
- the Behaviour policy
- the Anti-Bullying policy
- the staff code of conduct
- the Whistleblowing policy
- Children Missing in Education Policy
- the identity of the DSL and DDSL
- a copy of Part 1 of KCSIE (2024)
- Online Safety Policy

Signed .....

Name ..... Date .....

Helper status (parent/student, etc.) .....

Helping (teacher/class) .....

If there are any medical circumstances (ie: diabetes, allergies etc.) that the School should be aware of in an emergency please give details here:

Please return this form to the Bursar

## APPENDIX 2: Government Guidance on Supervision (2014)

### Statutory guidance: Regulated Activity (children) - supervision of activity with children which is regulated activity when unsupervised

1. This document fulfils the duty in legislation<sup>1 2</sup> that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, FE colleges, youth groups and sports clubs.
2. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.
3. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:
  - there must be supervision by a person who is in regulated activity<sup>3</sup>
  - 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”.

**The organisation must have regard to this guidance that gives local managers the flexibility to determine what is reasonable for their circumstances.** While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

4. Supervision by a person in regulated activity / regular and day to day: supervisors must be in regulated activity themselves<sup>4</sup>. 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 worker has just started or has been doing the activity for some time.

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<sup>1</sup> Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012: Schedule 4, paragraph 5A: guidance must be “for the purpose of assisting” organisations “in deciding whether supervision is of such a kind that” the supervisee is not in regulated activity.

<sup>2</sup> Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, Schedule 2, paragraph 5A, is as above on guidance on “supervision” for Northern Ireland.

<sup>3</sup> If the work is in a specified place such as a school, paid workers remain in regulated activity even if supervised.

<sup>4</sup> From 2013-14, the Government commenced a statutory duty on an organisation arranging regulated activity (under the 2006 Act or 2007 Order, both as amended) to check that a person entering regulated activity is not barred from regulated activity; and plans to commence a stand-alone barring check service by the new Disclosure and Barring Service.

5. The level of supervision must be reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:
  - ages of the children, including whether their ages differ widely;
  - 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 (or, in a specified place such as a school, the individual's opportunity for contact with children);
  - how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity);
  - how many workers would be supervised by each supervising worker.
6. In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

## **EXAMPLES**

### **Volunteer, in a specified place**

Mr Jones, a new volunteer, helps children with reading at a local school for two mornings a week. Mr Jones is generally based in the classroom, in sight of the teacher. Sometimes Mr Jones takes some of the children to a separate room to listen to them reading, where Mr Jones is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in regulated activity. The head teacher decides whether their supervision is such that Mr Jones is not in regulated activity.

### **Volunteer, not in a specified place**

Mr Wood, a new entrant volunteer, assists with the coaching of children at his local cricket club. The children are divided into small groups, with assistant coaches such as Mr Wood assigned to each group. The head coach oversees the coaching, spends time with each of the groups, and has sight of all the groups (and the assistant coaches) for most of the time. The head coach is in regulated activity. The club managers decide whether the coach's supervision is such that Mr Wood is not in regulated activity.

### **Employee, not in a specified place**

Mrs Shah starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in regulated activity. The youth club managers decide whether the leader's supervision is such that Mrs Shah is not in regulated activity.

In each example, the organisation uses the following steps when deciding whether a new worker will be supervised to such a level that the new worker is not in regulated activity:

- consider whether the worker is doing work that, if unsupervised, would be regulated activity. If the worker is not, the remaining steps are unnecessary;



- consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day to day, bearing in mind paragraph 4 of this guidance;
- consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance;

and, if it is a specified place such as a school:

- consider whether the supervised worker is a volunteer<sup>5</sup>

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<sup>5</sup> A volunteer is: in England and Wales, a person who performs an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit someone (individuals or groups) other than or in addition to close relatives; in Northern Ireland, a person engaged, or to be engaged, in an activity for a non-profit organisation or person which involves spending time unpaid (except for travel and other approved out-of-pocket expenses) doing something which amounts to a benefit to some third party other than, or in addition to, a close relative.

## APPENDIX 3: Sixth Form Volunteers Code of Conduct

# Francis Holland School Volunteering 2024-25

## Primary schools: - code of conduct – Saint Christina’s School

I have read the briefing document and understand that I should

- act at all times as a responsible adult;
- respect professional and personal boundaries;
- accept and adhere to the school’s policies and procedures;
- obey reasonable management instructions from the teaching staff;
- show respect for all people within the school at all times;
- communicate with the staff of the school/ Mr Glavin with regard to any concerns or questions about the placement;
- undertake responsibilities effectively, efficiently and diligently.

Write a brief reflection upon your placement when requested by Mr Glavin

Specifically, at Saint Christina’s School the following are expected:

- Regular, punctual attendance over a six-nine month placement. Planned absences should *always* be cleared with Mr Glavin first; unavoidable absences (such as illness) should be communicated on the day so that the primary school can be notified.
- Facilitate a DBS check at the start of the placement [if requested]
- Mobile phones must be left in the office safe and not taken into the main school building.
- No photography without permission
- No direct email contact or other social media interaction with the children under any circumstances
- No physical contact with the children under any circumstances
- Dress appropriate to the expectations of the School

Co-operation in all of the above. If you have any questions or concerns about any aspect your volunteering placement you should discuss first with Mr Glavin, *not* the school.

*I undertake to absent myself from the placement should I have Covid or flu-like symptoms.*

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