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*Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.*

*This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding Children and Child Protection Policy.*

*All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.*

*In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:*

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person*

*A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.*

*The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:*

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

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## 1 INTRODUCTION

The following guidelines have been drawn up to represent the good practice to be followed during the recruitment and selection process. The guidelines take account of equality of opportunity, relevant employment and safe recruiting legislation.

This policy is written in line with part 3 of Keeping Children Safe in Education.

It is recognised that the requirements for each post may vary and therefore these guidelines allow for flexibility with the process but establish a set of principles within which the process should operate.

As an independent school which is operated by proprietors all recruitment decisions are delegated to the Headteacher who may staff and organise the school in the manner that he/she sees as most effective.

Consultation with the owners of the school and the recognition of budget constraints and learner numbers will affect decisions made on recruitment and retention.

## 2 PURPOSE

- To recruit and select the most suitable people available to join our workforce
- To take all reasonable steps to prevent unsuitable people from joining our school
- To recruit, select and manage our staff in a way that complies with legislation designed to combat inequality and discrimination
- To do all we can to achieve and maintain a diverse workforce
- To ensure that our recruitment and selection processes are consistent and transparent
- To ensure candidates are judged to be competent before we make them an offer of a job
- To ensure that new members of staff are given a proper induction.

### GRETTON SCHOOL RECOGNISES THAT:

- Our workforce is our most important resource
- Unsuitable individuals sometimes seek out opportunities via employment or volunteering to have contact with children in order to harm them
- Some groups face unfair discrimination in the workplace
- Children and families benefit from our efforts to recruit and select a skilled and committed workforce from a diverse range of backgrounds
- New staff and volunteers cannot perform their role effectively unless they are inducted properly and receive ongoing support and supervision

## 3 RECRUITMENT AND INDUCTION

We recruit and induct our workforce by:

- Advertising posts through appropriate media and in a way that ensures that we attract high quality applicants from diverse backgrounds
- Providing an application pack with relevant information for anybody who expresses an interest in an advertised job
- Ensuring that all applications for both paid and volunteer/work experience positions are made using our standard application form
- Involving more than one person to shortlist applicants for interview
- Having at least two people conducting a face-to-face interview with anyone we may want to appoint, with at least one of the interviewers having undertaken the safer recruitment training, renewed at a minimum of every two years
- Incorporating the views and perspectives of learners and staff into the recruitment and selection process whenever appropriate
- Obtaining three references wherever possible, three pieces of identification and original copies of any necessary qualifications from candidates
- Requiring that all staff and volunteers/work experience placements have an up-to-date relevant enhanced DBS check where their post is eligible for this (including

- a check against the barred list if the post involves regulated activity)
- Providing an appropriate induction for all new staff and volunteers/work experience placements
- Ensuring that all staff are made aware, during their induction period, of how to keep children safe in our school
- Appointing all staff and volunteers/work experience on a probationary period initially, with a review before they are confirmed in post
- Using the list of processes below to follow a consistent procedure for recruitment, selection and induction

## 4 VACANCY DEFINITION

As soon as a post becomes vacant either through resignation or expansion, the Head Teacher will consider the skills and experience of existing staff within the team and decide if the vacancy should go to an external advert.

All permanent School Leadership positions will be advertised externally.

Once it has been determined that the post should be filled there are a number of very important aspects to be considered. These are summarised as follows:

**Timescale:** It is essential that a realistic timescale is set remembering:

- Date the new member of staff would be required from
- Lead in times for advertisements
- Reasonable period before closing date
- Requirements of shortlisting
- Notification to candidates of interview dates and arrangements
- Opportunity to obtain written references

**Selection panel:** Depending on the vacancy the panel may be drawn from:

- Head Teacher
- Members of SLT
- Administration Manager
- HR Administrator
- Proprietor
- Members of the school governing body (Cavendish Education)
- Teachers
- HLTAs/Teaching Assistants

\*In as many cases as possible, learners will be invited to ask some questions to the candidate during the interview or to meet the candidate in a classroom situation and provide their feedback to the panel.

At least one member of each panel will be required to have adequate training in safer recruitment. At Gretton School, all staff regularly involved in interviews have completed safer recruitment training, which is renewed at a minimum of every two years.

## 5 JOB DESCRIPTIONS AND PERSON SPECIFICATIONS

The description of duties of the post should be drawn up by the appropriate line manager in conjunction with members of the selection panel.

The job description should set out the main duties and responsibilities of the post and be an accurate reflection of what will be required in that post.

The job description should be written in a way that it is easily understood, be free of jargon and be non-discriminatory.

The person specification should be drawn up to be distributed to potential candidates. It will be used as a basis for shortlisting and selecting candidates. Essential criteria are those that a candidate must have to undertake the duties of a post; desirable criteria are those which would help but which are not essential.

A candidate selected for an interview must evidence all of the essential criteria as set out.

## 6 ADVERTISING

Most vacancies will be advertised on/with the following:

- Various educational recruitment companies and websites
- School website

Some vacancies may be advertised internally e.g. for promoted posts.

Some advertisements may be placed with recruitment agencies who may have a stock of suitably qualified applicants on file.

On request for details, all applicants will be sent (either by post or email) an information pack which includes an application form, job and person specification as well as general school information.

A copy of the school Safeguarding Policy should also be sent to the applicant, to reinforce the school's commitment to this.

Applicants are asked to bring with them proof of qualifications relevant to their post, two forms of photo ID and a proof of address for checking and central register purposes and their DBS certificate if applicable/available.

All adverts will send out a clear message that we are a safe recruitment establishment and are committed to the safeguarding of children and that all posts will be subject to Enhanced DBS Security Checks.

All staff working with our learners have enhanced DBS. This includes volunteers. Due to the increased vulnerability of our learners, our overall risk assessment would deem this to be necessary.

Each application form has a section for self-disclosure which must be signed by the candidate either when they submit their application or at the interview.

## 7 INTERVIEW SELECTION

Gretton School supports the notion that the broader the processes used at the selection process, the higher the likelihood of securing a positive outcome.

All applications should be considered against the criteria outlined in the person specification.

All applicants must complete the application form, which includes a personal statement; CVs are not accepted.

Shortlisting decisions should be based on the information contained within the application against the essential criteria outlined in the person specification.

When shortlisting, the following things should be considered:

- Have all sections of the application been filled out?
- Are there any gaps in employment history?
- Are there any queries about qualifications?
- If references are sought beforehand, do these cross-reference with the information on the application form?
- Has the applicant worked abroad and are referees available?

Shortlisting may be affected by the location of the candidate and their availability for interview e.g. if they are overseas.

Are the details of online checks in line with Keeping Children Safe in Education?

All applicants should be informed whether they have been successfully shortlisted for interview or not.

The invitation to interview should include the following information:

- Details of date, time and venue
- A programme of the interview day, if applicable (which may include a range of activities)
- Information candidates need to bring with them
- Notification of any tasks i.e. for presentations, demonstration lessons, etc

## 8 INTERVIEWS

The areas of questioning will be agreed by the panel in advance.

The same set of questions will be used for each candidate for a particular role, to ensure equality and give a consistent framework.

Questions about safeguarding and the vulnerability of our learners are asked to every candidate and an in depth discussion is held about their views to ensure these are compatible with the school and address issues in the most recent version of Keeping Children Safe in Education.

Questions should be values, behaviour and competency based in order to gain insight into candidates' motivation for working with children; emotional maturity and resilience; values and ethics.

Time must be set aside during the interview to explore any areas for discussion from the application form and to clarify any misunderstandings and gaps in employment.

Interview questions will be scored against each other to ensure a fair outcome.

Most roles will require additional tasks such as presentations, teaching exercises or written tasks that are appropriate for the role.

The application form asks candidates if we can seek references before the interview. If for any reason this is not possible, the candidate may have a follow-up discussion or interview to discuss the content of references post interview. This also includes the outcome of any relevant online checks carried out.

## 9 DECISIONS

There is a consistent scoring system used across the school for all roles. This enables the selection process to identify the most suitable candidate in a fair and transparent way.

Panel members should record their assessments of each candidate. These records are kept for debrief and are filled with the successful candidate's paperwork.

The candidates will have been told when to expect a decision to be made and arrangements made to inform them of the outcome. Every effort should be made to stick to the timings given.

The successful candidate will be informed first usually by the HR Department or the recruitment agency (if relevant) and informally offered a conditional offer of the position. At that time, salary and terms and conditions may be discussed.

All posts are offered subject to satisfactory references and a clear DBS.

If the candidate informally accepts then the recruitment process continues. If not, then the next suitable candidate may be offered the position. Unsuccessful candidates are informed of the outcome and feedback may be offered.

## 10 REFERENCES

A letter and an accompanying proforma will be sent to all named referees on the candidates application form.

References should be from the most recent employers. All references will be scrutinised and cross-checked with the information on the candidate's application form.

If there are any areas on the reference that need clarification, the referee will be contacted to seek more information; all references are verified by a follow-up phone call to confirm the referee's details and position/title.

Open, standard or verbal references (as an only source) will not be accepted; at the very least, a member of the panel will contact the referee to require further details.

Any doubts or inconsistencies will be explored further with the referee and clarification sought.

References will only be accepted if they are on the school proforma document.

Notes are taken by the call placer in regards to verbal references; these are forwarded to the Head Teacher or recruiting manager for review.

All references are reviewed by the Headteacher, a member of the School Leadership Team or recruiting manager and signed to confirm read.

## 11 PRE APPOINTMENT CHECKS

Once a candidate has accepted an offer of the position, the administration of the appointment continues through the HR Department.

Before any confirmation of offer or acceptance takes place the following pre-appointment checks must take place, these must include:

- Scrutiny of references
- Identity checked
- Qualifications checked relevant to job
- Eligibility to work in the UK
- Health and sickness/absence record checked
- DBS
- Prohibition orders
- Barred from management (where applicable)
- Verification of professional registration
- Online searches

These checks will be made clear to the candidate at the interview. Any offer of employment will be subject to satisfactory checks being received and verified.

When the interview panel has decided who they would like to appoint to the post, the successful candidate will be notified and sent a pack of documentation which they should complete and return promptly to allow any remaining pre-employment checks to take place. The HR Department and Admin Manager will oversee this process.

Before the conditional offer can be secured, all of the above checks must have been carried out and satisfied. The conditional offer still stands until all the safeguarding checks have been completed.

Following the pre-appointment checks and conditional confirmation of the job offer the following process should be followed:



- Offer letter sent out
- DBS checks applied for (and completed if possible)
- Bank details confirmed for payroll
- Pension information given
- Emergency contact details completed
- Handbook and Staff Information information sent
- Login and password via Educare to allow commencement of online Safeguarding training

## 12 INDUCTION

A full induction programme is scheduled, which assists new staff to settle into and learn all aspects of their role. This includes Safeguarding Training and procedure, Health & Safety Guidance, IT guidance including use of the software programmes the school utilities and positive behaviour training.

## 13 AGENCY STAFF

All agency staff must bring proof of ID on their first day at the school; if this does not happen they will not be permitted to work with the learners. This is still the case, even if the agency has provided a clearance certificate.

Agencies are required to provide written confirmation of the staff member's suitability to work with children which must include safeguarding checks inline with the schools policy.

Any agency staff who wishes to or is required to work for a longer period of time or applies for a full time position at the school will be treated in the same way as outside applicants and will go through the same recruitment process.

Long term supply staff will also access the induction process in the same way a permanently employed staff do.

## 14 WORK EXPERIENCE

All volunteers or work experience applicants must bring ID with them on their first day at the school, again if this does not happen they will not be permitted to work with the learners.

School/college-placed work experience applicants must provide a reference from their school or college which will be verified in the same way as permanent staff applications.

A Health and Safety induction will take place with volunteers and work experience candidates and all are expected to sign to confirm that they have received, read and understood the school's Safeguarding and Child Protection policy and the most updated Keeping Children Safe in Education.

If a member of staff is on a long-term volunteering or work experience basis, an enhanced DBS and references will be sorted in the same way as permanent staff.

All volunteers, work experience or temporary staff are supervised on site at all times.

## 15 CONTRACTORS

Gretton School requests that contractors work outside of school hours as much as reasonably possible, to avoid disruption to the learners.

Where this is not possible, contractors are requested to provide ID, a DBS Certificate Number (if applicable) and are supervised at all times, if they are required to work inside the school during school hours. Contractors must sign in upon arrival.

It is the Site Manager's responsibility to ensure the above procedure is followed.

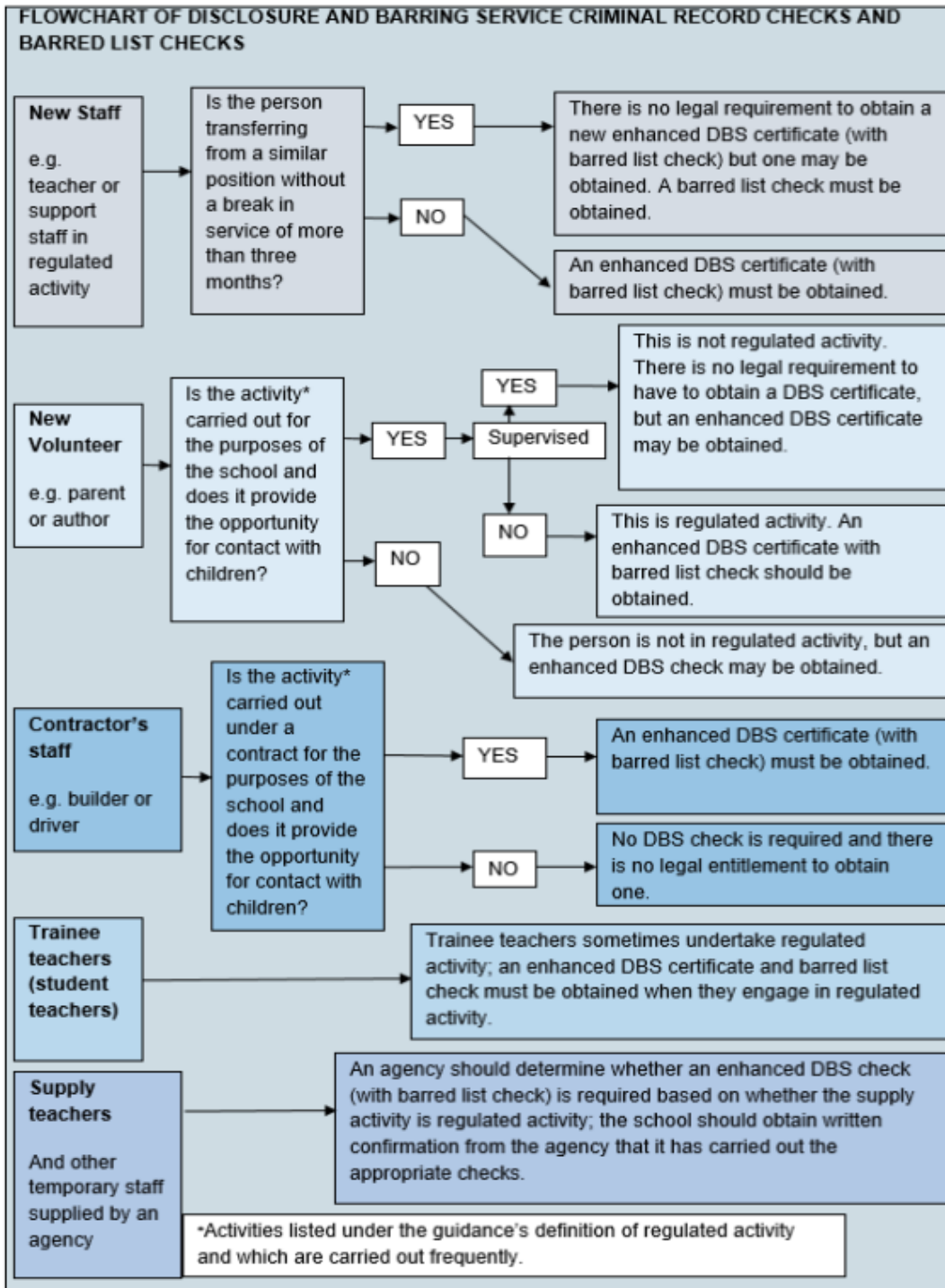
## 16 SINGLE CENTRAL REGISTER (RECORD)

The school keeps a single central record of all staff that provides confirmation that the following checks have taken place:

- Verification of identity (Name, DoB, Address, Photo)
- Qualifications (Qualifications required to do the job and any professional registrations required e.g QTS)
- Disclosure and Barring Service check (including Children's Barred List check)
- Barred from Management Checks
- Employer Access Online (List of persons barred from teaching)
- Overseas Criminal Record Checks (applicable for any employee who has spent a period of time living abroad)
- Professional References
- Right to Work in the UK
- Medical Questionnaire completed
- Online Searches

This record will be kept by the HR Department, Admin Manager, Head of Compliance, Head of School.

## 17 FLOW CHART OF DBS CRIMINAL RECORDS AND BARRED LIST CHECKS (KCSiE)



## 18 PROCESS FOR RECRUITING VOLUNTEERS

1. The school identifies the need and the role of the volunteer, drawing up a Volunteer Role Description and a Volunteer Person Specification document.
2. The volunteer fills in the volunteer application form (Annex A).
3. The applicant volunteer attends the school for a discussion to consider their suitability for the volunteer role.
4. If the school decides to take a volunteering application further
  - a. an Enhanced DBS and Barred List check is undertaken
  - b. an ID check (photo ID and address confirmation) is undertaken
  - c. references are received
  - d. all other relevant checks that a prospective employed member of staff would be regulatorily subject to
5. The school may decide to carry out further checks in addition to those above, such as further references, an additional interview etc.
6. On receipt of satisfactory ID, DBS and Barred List clearance and references, and any other additional checks, the volunteer is offered the volunteer role.
7. The volunteer must sign and return the Volunteer Agreement (Annex B).
8. Before they start the volunteer role, they are given an induction including:
  - a. the role and responsibilities they will be undertaking, including the limits of their responsibilities, and their line management arrangements
  - b. school policies and documentation including Safeguarding, Health and Safety, Behaviour Management, Equal Opportunities, the Staff Code of Conduct (including dress code), any relevant curriculum policies etc
9. Volunteer records are kept electronically by the school office.
10. Volunteers **may not be unsupervised** for their volunteering activity until **all checks** have been obtained and signed off.

## 19 DEFINITION AND IMPLICATIONS OF SUPERVISION OF VOLUNTEERS

As far as volunteering in school is concerned, volunteers are said to be 'supervised' only when:

1. the supervision is by a person who is in regulated activity (eg, a teacher or classroom assistant);
2. the supervision is regular and day to day; and
3. the supervision is "reasonable in the circumstances to ensure the protection of children" taking into account:
  - a. the age of the children
  - b. the number of children
  - c. whether or not other workers are helping to look after the children
  - d. the nature of the work
  - e. how vulnerable the children are
  - f. and the levels of supervision

A volunteer who is **supervised** does not fall within the definition of a person in regulated activity. This is so, no matter how frequently or regularly they volunteer.

The school does not allow a volunteer to carry out personal or health care.

## 20 THE PRACTICAL MANAGEMENT OF VOLUNTEERS

The school ensures that every volunteer:

1. Is given suitable induction training at the beginning of their volunteer role
2. Is given guidelines and training regarding safeguarding issues and procedures, especially in respect of learners disclosing possible abuse
3. Is placed under the management of a named line manager; this arrangement may be adjusted, in accordance with the particular volunteering activity being undertaken
4. Is provided with regular supervision as appropriate to the task undertaken and the needs of the volunteer
5. Is introduced appropriately to learners, staff and other volunteers
6. Has their role, including their status with learners, made clear to all concerned
7. Is provided with appropriate information needed to do their volunteering work
8. Is provided with a space and time for breaks and lunch if required

## 21 CONFIDENTIALITY

The volunteer is required to respect the confidentiality of all information relating to learners, parents and staff at all times.

Any concerns that a volunteer may have about a learner, staff member or another volunteer must be communicated to their line manager or a Designated Safeguarding Lead and not with the parents of the learner or other parents.

Volunteers who are concerned about anything in the school which may affect or relate to their work are asked to raise the matter with their line manager and are made aware of the Designated Safeguarding Team

Information about a volunteer is also a matter of confidentiality. Application forms, personal details and other documents are kept by the school in secure digital form and not divulged to others except on a need-to-know basis.

## 22 MANAGING CONCERNS AND COMPLAINTS MADE ABOUT/OR BY VOLUNTEERS

Any complaints made about a volunteer are referred to the Headteacher or appropriate senior member of staff for consideration and, if appropriate, investigation.

The school's **Grievance Policy and Procedure** does not apply to a volunteer.

A volunteer may avail themselves of the school's **Complaints (Other Than Parents) Policy**.

If a volunteer is also a parent, they may invoke the **Parental Complaint Policy**, but only in respect of their role as a parent and not in their role as a volunteer.

The Headteacher or other relevant member of staff reserves the right to take the following action at any time:

- To speak with a volunteer about a breach of the Volunteer Agreement and seek reassurance that such a breach will not happen again
- To offer an alternative role for a volunteer, eg helping with another activity or in another location or group
- To cease to use the services of the volunteer without notice and without explanation

## 23 REVIEW OF IMPLEMENTATION

The implementation of this policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.

## 24 ANNEX A - VOLUNTEER APPLICATION FORM

Gretton School's standard application form will be used for all long term volunteers.

## 25 ANNEX B - VOLUNTEER AGREEMENT

*Thank you for offering your services as a volunteer at Gretton School. Your offer of help is greatly appreciated and we hope that you will gain much from your experience. Please read and sign this Volunteer Agreement and return it to the school.*

### **VOLUNTEER AGREEMENT**

- I have received and read the school's Volunteer Policy and Procedure
- I agree:
  - To support and abide by the school's aims, policies and procedures
  - To carry out to the best of my abilities all reasonable tasks and instructions assigned to me
  - To generally promote the interests of the school and to abide by the terms and conditions set out in this policy and agreement
  - To wear a Visitor lanyard at all times during my volunteering role
  - To treat information obtained from being a volunteer in school as strictly confidential and will not discuss it with or disclose it to anyone who is not a current staff member
  - To raise with a Designated Safeguarding Lead without delay any safeguarding concerns I have
- I confirm that:
  - I have no medical (physical or psychological) condition that may affect my ability to carry out my volunteering role to the satisfaction of the School
  - I shall immediately let the School know in writing if I develop or identify a medical (physical or psychological) condition that may affect my ability to carry out my volunteering role in the School at any point in the future
- I understand and accept that my volunteering role or placement may be terminated by the school at any time without notice and for any reason.

Signed:

Name (CAPITALS):

Date:

## 26 ANNEX C - PROTOCOL ISSUED TO A 'ONE-OFF' OR IRREGULAR VOLUNTEER

This protocol should be issued to, and must be signed and returned to the school by, each volunteer on each occasion they participate as a 'one-off' or irregular volunteer, including for off-campus visits.

School trips and other events are an integral part of learning at our school and afford many learners 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 event. **Please read, sign and return this document.** This is part of our school's risk assessment planning and safeguarding arrangements.

### Role of the Volunteer Helper

Your role as a volunteer helper is:

- To be responsible for and look after, in equal measure, all of the learners in your group under the instruction of the leader of the school trip or event
- To stay with your allocated group of learners, ensuring that their wellbeing and safety is maintained for the total duration of the school trip or event
- To promote polite, respectful and courteous behaviour towards each other and members of the general public
- To ensure, if relevant, 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 or event
- To contact your learners class teacher/member of staff if there is an issue with first aid, safety and/or behaviour

### Working alongside school staff

The school expects as a volunteer helper to:

- Comply with all of the above whilst being under the direct supervision of school staff
- (Where applicable) show a commitment to your group, an interest in the focus of the event or visit and assist learners in their learning eg by helping them to read signs / labels / information, asking questions that encourage learners to think about the task and help to explain the areas of interest
- Follow guidance and instructions from school staff

### What is not permitted

Volunteers are not permitted to bring additional children (e.g. siblings or children in the care of the volunteer) on a school trip or event without prior written permission from the Headteacher.

Volunteers are not permitted to smoke, drink alcohol or engage in any illegal practices or any practices contrary to the school's **Code of Conduct** whilst undertaking volunteer duties.

Volunteers are not permitted to take photographs or videos of learners or staff.

Volunteers are not permitted to make social media posts about any school trip or event with which you have been involved as a volunteer.

### First Aid

You will be informed as appropriate if any child in your group has medication / needs that you need to be aware of in your volunteering role.

If medicine needs to be administered, this is 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 be responsible for carrying the medicine and administering it. All other medicines and first aid box(es) are the responsibility of staff.

### Emergencies

You must inform a member of staff as soon as possible in the event of an emergency arising during your volunteering.

If you become separated from the rest of a school party, you must telephone one of the members of staff on your contact list or telephone the school.

### Volunteer statement

I will support the children in enjoying the trip/event and actively contribute to the smooth running of it.

I will act in accordance with this document and with all instructions I receive from staff members.

I will treat any information I may hear or learn about a learner, staff member or another volunteer as strictly confidential and will not discuss it with or disclose it to anyone who is not a current staff member.

Signed:

Name (CAPITALS):

Date:

## 27 ANNEX D - DECISION MATRIX - VETTING CHECKS ON VOLUNTEERS

1	<p>Does the activity of the volunteer involve personal care or health care?</p> <p><i>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; it applies to any child, even if done only once. Note that 'personal care' within this definition is always regulated activity; considerations of regularity and supervision do not apply.</i></p> <p><i>Health care in this context means care for children provided by or under the direction or supervision of a regulated health care professional other than in an emergency; it applies to any child, even if done only once.</i></p>	<p>If YES, go to 7 If NO, go to 2</p>
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2	<p>Is the activity of the volunteer teaching or acting as a classroom assistant?</p> <p><i>Note that 'teaching' is always regulated activity.</i></p>	If YES, go to 6
3	<p>Is the activity of the volunteer frequent or regular, for the purposes of the school, with the opportunity for contact with children?</p> <p><i>The definition of "frequent or regular" is:</i></p> <ul style="list-style-type: none"> <li>● once a week or more often</li> <li>● or on 4 or more days in any 30-day period</li> <li>● or overnight (between 2am and 6am)</li> </ul>	If YES, go to 4 If NO, go to 5
4	<p>Is the volunteer carrying out the activity directly supervised at all times? <i>See Paragraph 5 above for the definition of supervision.</i></p>	If YES, go to 5 If NO, go to 6
5	<p>This is not a regulated activity. The following must be obtained, including for purposes of insurance cover:</p> <ol style="list-style-type: none"> <li>a. an ID check (photo ID and address confirmation)</li> <li>b. an Enhanced DBS check, but without barred list information</li> <li>c. suitable references</li> </ol> <p>The volunteer must be individually risk assessed and any additional checks obtained as indicated by the risk assessment before starting their volunteer activity.</p>	
6	<p>This is a regulated activity. The following must be obtained, including for purposes of insurance cover:</p> <ol style="list-style-type: none"> <li>a. an ID check (photo ID and address confirmation)</li> <li>b. an Enhanced DBS check, but without barred list information</li> <li>c. suitable references</li> <li>d. all other relevant checks that a prospective employed member of staff in the same circumstances would be regulatorily subject to</li> </ol> <p>The volunteer must be individually risk assessed and have any additional checks obtained as indicated by their risk assessment before they start their volunteer activity.</p>	
7	This volunteer may not be appointed.	

28 ANNEX E - RISK ASSESSMENT FOR VOLUNTEERS			
Name of volunteer:		The role of the volunteer:	
Start date of volunteer activity:		Proposed end date:	
Factors to consider	Description	Guide to Risk Score	Risk Score
Will the volunteer have any direct contact with learners?		1 = no contact 2 = irregular contact 3 = regular contact	
Frequency of working directly with learners?		1 = never / very rarely 2 = occasionally 3 = frequently	
Any contact with learners particularly vulnerable?		1 = no contact 2 = irregular contact 3 = regular contact	
What tasks will they be doing?		1 = low risk / simple tasks 2 = moderate risk / more complex tasks 3 = high risk / complex tasks	
Frequency of working in the school?		1 = occasionally / rarely 2 = less than weekly 3 = weekly or more often	
Will they be working with learners outside school hours? When?		1 = never 2 = occasionally 3 = frequently	
Will they be working with learners off school premises? Where? When?		1 = never 2 = occasionally 3 = frequently	
Does the school have any boarding?		1 = no 3 = yes	
What is the volunteer's association with the school?		1 = strong link eg ex-staff 2 = some link eg parent	

		3 = none or weak link	
How well does the school objectively know the history of the volunteer?		1 = well known 2 = some knowledge 3 = little of no knowledge	
What is the school's objective understanding of their reason for volunteering?		1 = positive / sound reasons 2 = neutral reasons 3 = no knowledge / personal gratification	
Has the volunteer provided a relevant reference from someone they have worked for or volunteered for?		1 = yes 3 = no	
Has the volunteer provided a relevant reference from someone who knows their work with children? (This can be the same as above.)		1 = yes 3 = no	
Does the volunteer have a history of paid or voluntary work with children?		1 = currently working with children 2 = worked within five years 3 = worked over five years ago 4 = never worked with children	
Has the school interviewed the volunteer and completed all necessary checks?		1 = yes 40 = no	
Are there any known or suspected concerns around working with learners?		1 = no 40 = yes	
Any other factors to be		<i>Score as appropriate</i>	

taken into account?			
<b>Total Risk Score (total up the risk scores for each factor)</b>			
<b>Risk level</b>	<b>High Risk</b>	<b>Risk score 40 or above</b>	<b>Y / N</b>
	<b>Medium Risk</b>	<b>Risk score 30-39</b>	<b>Y / N</b>
	<b>Low Risk</b>	<b>Risk score below 30</b>	<b>Y / N</b>
<b>High Risk Action</b>	The school should not accept this person as a volunteer		
<b>Medium Risk Action</b>	The school must, as far as is practicable, conduct the same extent and rigour of checks that a person employed in regulated activity would be subject to.		
<b>Low Risk Action</b>	This person may be accepted as a volunteer. Their Line Manager and other staff including senior staff must maintain an alert awareness of the volunteer and their conduct in their volunteering role.		
<b>Agreed action(s)</b>			
<b>Signed off</b>			
<b>Name of person signing off Risk Assessment</b>			
<b>Role of person signing off Risk Assessment</b>			
<b>Signature</b>			
<b>Date</b>			