

<b>Policy title</b>	Volunteers, trainee teachers and work experience students
<b>Written by</b>	Adam Belton (Assistant Principal)
<b>Policy owner</b>	Marcus Still (Principal)

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<b>Summary of change</b>	N/A

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## 1. Purpose/aims

1.1 The purpose of this policy is to outline our approach and procedures when it comes to having volunteers, trainee teachers and work experience students support and work within the academy.

1.2 It aims to make explicitly clear how we cater for such people within the academy and how we use them to support staff and children.

## 2. Legislation and statutory guidance

### 2.1 Keeping Children Safe in Education 2024:

#### Part Three: Safer Recruitment:

Trainee students/teachers:

303. Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools and colleges should obtain written confirmation from the provider that it has carried out all preappointment checks that the school or college would otherwise be required to perform, and that the trainee has been judged by the provider to be suitable to work with children.

304. There is no requirement for the school or college to record details of fee funded trainees on the single central record. However, schools and colleges may wish to record this information under non-statutory information, see paragraph 279.

Volunteers:

311. Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

312. Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies, so schools and colleges should undertake a written risk assessment and use their professional judgement and experience when deciding what checks, if any, are required.

313. The risk assessment should consider:

- The nature of the work with children, especially if it will constitute regulated activity, including the level of supervision
- What the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability, and
- Whether the role is eligible for a DBS check, and if it is, the level of the check, for volunteer roles that are not in regulated activity.

314. Details of the risk assessment should be recorded.

315. Schools or colleges should obtain an enhanced DBS check (which should include children's barred list information) for all volunteers who are new to working in regulated activity with children, i.e. where they

are unsupervised and teach or look after children regularly or provide personal care on a one-off basis in schools and colleges. See Annex E for statutory supervision guidance. Employers are not legally permitted to request barred list information on a supervised volunteer, as they are not considered to be engaging in regulated activity.

Supervision of volunteers:

316. It is for schools and colleges to determine whether a volunteer is considered to be supervised. Where an individual is supervised, to help determine the appropriate level of supervision, all schools and colleges must have regard to the statutory guidance issued by the Secretary of State (replicated at Annex E KCSIE 2024).

317. For a person to be considered supervised, the supervision must be:

- By a person who is in regulated activity relating to children
- Regular and day to day, and
- Reasonable in all the circumstances to ensure the protection of children.

Existing volunteers:

318. Volunteers do not have to be re-checked if they have already had a DBS check (which should include children's barred list information if engaging in regulated activity). However, if the school or college has any concerns, they should consider obtaining a new DBS check at the level appropriate to the volunteering role.

### **3. Policy Statement**

**3.1** Lindfield Primary Academy understands and embraces the positive impact volunteers, trainee teachers and work experience students can have on our staff and pupils. We recognise the value of well-deployed additional adults and see them as a welcome resource for helping to raise achievement in pupils and complementing the work carried out by staff in our academy. We also identify as an academy that whilst the role of such adults can provide enrichment for student's learning experiences, their support should not encroach on or restrict professional teaching duties.

**3.2** As an academy, we recognise, understand and put procedures into place to ensure that the deployment of any additional adult is managed with care. Whether for a day or a number of sessions over a longer period of time, we are careful to consider the needs of the students and staff to whom they are assigned.

**3.3** As an academy, we will be mindful of deploying additional adults appropriately. They will not be asked to replace paid staff or be given responsibility within the school that would normally be associated with paid employees. This is, of course, different in the case of trainee teachers who will be expected to take on the role of teacher and carry out their responsibilities as a part of their development.

### **4. Roles and responsibilities**

**4.1 It is the responsibility of the Senior Leadership to:**

- Effectively communicate the contents of the policy to all staff

- Ensure that all staff adhere to this policy, thus ensuring that all volunteers are in school having followed the correct procedures as laid out in this document
- Ensure that all necessary checks and inductions are undertaken prior to any additional adults starting in school
- Ensure that additional adults are placed effectively within school to meet their needs
- Ensure that additional adults are placed effectively within school to support paid staff effectively
- Ensure that additional adults are placed effectively within school to support the enrichment of pupils
- Respond effectively to any concerns reported to them by staff
- Monitor and review the effectiveness of this policy.

#### **4.2 It is the responsibility of teachers to:**

- Ensure that they have familiarised themselves with this policy
- Ensure that they abide by its procedures and do not allow additional adults into their classrooms unless all appropriate steps have been taken prior
- Report any concerns they have around the policy, a volunteer, trainee and/or work experience student to the Senior Leadership Team.

#### **4.2 It is the responsibility of volunteers, trainee teachers and work experience students to:**

- Provide the school with the required information applicable to their time within the school e.g. area of interest, strengths, what the school is required to support them with etc
- Strive to positively impact the pupils that they come into contact with in line with the school's policies and procedures
- Support school staff and ensure they do not encroach on or restrict professional teaching duties
- Follow all policies and procedures as outlined to them within their induction.

## **5. Procedures**

### **5.1 Volunteers:**

The academy recognises the positive impact volunteers can have and strives to welcome as many volunteers as possible. To do this and maintain links with our local community, the following steps will be taken:

- The school community will be contacted during the last half term of the school year in regards volunteering for the next academic year. This communication will ask all people wanting to volunteer to complete an application form and the necessary checks before the end of the academic year
- At the start of the next academic year, we will carry out an induction within the first two weeks for all those that volunteered at the end of the last academic year. This induction will also include all existing volunteers from the last academic year
- Volunteers will then be placed evenly across the academy depending on their strengths/interests and the needs within the academy.

### **5.2 Trainee teachers:**

We as an academy actively support the development of trainee teachers within the school. We understand the part we can play in their potential future success and also see it as a fantastic chance to

support the career development of our teachers. As a result, we welcome them into the academy and put the following procedures in place:

- Trainee teachers will be placed appropriate to the placement they are carrying out (Key Stage, phase etc)
- Trainee teachers will be placed with teachers that are well-equipped to support them on a daily basis
- Trainee teachers will have a member of the Senior Leadership Team as their mentor.

### **5.3 Work experience students:**

Again, we understand and welcome the positive impact work experience students can have on pupils in the school. We look to accommodate them where possible, especially previous students looking to give something back to the school. As a result:

- Work experience students will be placed in year groups to which they have shown an interest in
- If they have no specific interest, they will spend their time across different year groups/phases to maximise their experience
- Priority will be given to prior students however, we still will accommodate students that did not attend the academy
- Work experience students will not be accepted when their schools have inset days. They will only be accepted when carrying out a specific work experience placement.

### **6. Monitoring arrangements:**

This policy will be reviewed bi-annually by a member of the Senior Leadership Team.

### **7. Links with other policies:**

- Child Protection and Safeguarding
- Teaching and Learning
- Volunteers Risk Assessment.