

Policy on Volunteers (Including Governors)

1 Introduction

1.1 We want our school to be open and welcoming to all who would like to support Sherwood children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care. This document sets out our school's policy, which is to ensure that the children benefit from as much help and support as possible, and are provided at the same time with the best possible security.

1.2 The school has a variety of adults working on the premises at any one time. They can be categorised as follows:

1.2.1 Paid full- or part-time staff employed by the school:

- teachers;
- teaching assistants;
- site supervisor;
- cleaners;
- dinner supervisors;
- school secretary;
- school business manager;

1.2.2 Adult workers employed by another organisation:

- peripatetic music teachers;
- trainee teachers;
- LA advisers and inspectors;
- health visitors;
- grounds maintenance staff;
- sports coaches;
- contract workers (e.g. an electrician or heating engineer);

1.2.3 Regular volunteer helpers:

- parents or other adult helpers working alongside teachers;
- students on work experience.
- Governors

This policy sets out the arrangements for volunteer helpers only.

2 Volunteer helpers

2.1 Volunteer helpers support the school in a number of ways, including:

- leading clubs;
- supporting individual pupils;
- hearing pupils read;
- helping with classroom organisation;
- helping with the supervision of children on school trips;
- helping with group work;
- helping with art, DT or subjects involving other practical activities.

2.2 Volunteer helpers are not allowed to do the following activities:

- take responsibility for all or some of the whole class;
- change very young children, or supervise them changing;
- supervise children engaged in PE or other specialist activities;
- take children off the school site without a teacher in charge.

The responsibility for the health and welfare of the child remains with the class teacher at all times.

3 Signing in

3.1 When helpers arrive in the school, they must sign in at the school entrance. They will be given a visitor's badge, which they should wear at all times. The signing-in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving, and return their badge before they leave.

4 Police checks

4.1 For the children's safety, all volunteer helpers are required to have police clearance through the Disclosure and Barring Service before they work in the school. If the applicant requires work experience for a particular career pathway, the school may ask for a contribution towards the DBS check.

4.2 The headteacher has the authority not to accept the help of volunteers if he or she believes it will not be in the best interests of the children.

5 Deployment of classroom helpers

5.1 It is the policy of this school that parent helpers do not support in their own child's classroom on a regular basis, as this can be distracting for the child, and perhaps place the class teacher in an uncomfortable situation.

6 Induction

6.1 All volunteers will be required to meet with the Deputy Headteacher prior to starting a volunteer placement at Sherwood Primary School. This will be an opportunity to review the Volunteer application form and discuss key Safeguarding policies and procedures.

6.2 Following induction, we request a minimum commitment of a term (based on one visit per week).

7 Governors in School

7.1 The school welcomes the governing body's active involvement in its life. Governors are encouraged to visit the school during the working day to:

- Advise the whole governing body on its fulfilment of its statutory role;
- meet with the headteacher, senior staff, SIP (School Improvement Partner) or LA officers;
- improve governor knowledge of the ethos of the school and awareness of the work in the curriculum;
- observe school policies in action;
- carry out specific responsibilities on behalf of the governing body, e.g. health and safety checks;
- observe classroom practice;
- develop governor links with staff, new staff, pupils and parents/carers;
- attend school functions;
- assist with understanding the effectiveness of the current School Improvement Plan (SIP);

- have an enhanced level of understanding of an aspect of the school's work so that the governing body as a whole has a deeper context for its decision-making and monitoring roles;
- assist the headteacher in staff selection, job descriptions, person specifications and interviews;
- highlight the needs for particular resources.

7.2 We recognise that the role of a governor on a school visit does not include making a qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons.

8 Timetable of visits

8.1 We hope that all governors will be able to visit the school during the working day at least once a year.

8.2 We offer all new governors an introductory visit as soon as possible after their appointment.

8.3 We recognise that pre-planning is essential if the governor's visit is to be of worth, and that professional courtesies are to be observed. Members of the governing body agree that visits will always be discussed and arranged through the headteacher. Staff will always be notified of the purpose of the visit in advance.

9 Visits to classrooms

9.1 The school welcomes governors' presence in lessons. The school will prepare for such visits by providing visitors with information about the purpose of the lesson and suggestions for the role a governor might play, e.g. a sample list of questions that pupils might be asked during their independent work.

9.2 The governing body agrees that any report, written or oral, made to the governing body following classroom visits, will have been discussed with the headteacher and member(s) of staff beforehand. The governing body recognises that no teacher or other member of staff should be identifiable through the report, and that no qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons, will be made.

9.3 The governing body recognises that any information about any individually named pupil's attainment or progress should not form part of the visit or be communicated in any subsequent report.

9.4 Governors recognise that no comment about the lesson, its content or the pupils should be made within the hearing of any pupil.

10 Activities away from classrooms

10.1 Individual governors are encouraged to gain a deeper understanding of the work of the school through links to specific subjects/key stages. Subject leaders are given time within their work plans to discuss subject policies, strengths and weaknesses within the subjects including overall standards, and action plans for school improvement. Governors, for their part, are encouraged to report the main points to the Curriculum and Standards Committee.

10.2 Governors are encouraged to attend all events at which parents/carers are present.

10.3 Governors are encouraged to attend and play a full part in staff professional development days.

11 Monitoring and review

11.1 The day-to-day monitoring of this policy is the responsibility of the headteacher, who will report to the governors annually, stating the number of adult volunteer helpers in the school, and summarising their value to the children.

11.2 This policy will be reviewed by the governing body every four years, or earlier if considered necessary.

Signed (Headteacher):

Signed (Governing Body representative):

Date: 11th October 2017

Review date: October 2021

Sherwood Primary School
Volunteer Record of Interest Form

Name:

Address:

First language:

Second language (if applicable):

Relationship to Sherwood School:

Skills/Interests:

Previous employment/educational experience:

Can you commit to volunteering time on a weekly basis?

Yes/No

Day:

Time:

If no, please describe how frequently you can commit time to volunteering in school:

Can you commit to volunteering your time for at least one term?

Yes/No

If no, please describe the period that you can commit to:

Sign:

Date:

Please hand this form into school for the attention of the Deputy Headteacher.