VISITORS AND VOLUNTEERS POLICY

Springhill Primary School

Mainstream and Specialist Provision Classes

Supporting our Pupils to Succeed

Helping Children SHINE since 1959

Policy Owner	Springhill Primary School
Approved by	Board of Governors
Date approved	September 2026
Review date	September 2029, or sooner if guidance or circumstances change
Applies to	All pupils, staff, governors, volunteers and relevant visitors across mainstream and specialist provision
Status	Whole school policy

"Treat other people the way you want to be treated."

The Golden Rule | Matthew 7:12

Ethos:

In Springhill we work together to create a welcoming, nurturing and supportive environment where individuals in school and the wider community are all included, valued and respected equally. As global citizens we appreciate and strive to help sustain our world and its resources. We endeavour to build confidence, develop curiosity and foster creativity through organic and digital learning environments that will grow happy, resilient and independent life-long learners.

Vision:

Our vision is rooted in a desire to see our pupils flourish through a globally connected community where well-being and respect is cultivated and pupils are encouraged, enabled and expected to reach their full potential.

1. Policy statement and purpose

Springhill Primary School welcomes visitors and volunteers who enrich pupils' learning, wellbeing and connection with the wider community. The school's first responsibility is to safeguard and promote the welfare of every child. All visits and voluntary roles will therefore be planned, assessed and managed in a manner proportionate to the nature, frequency and level of contact involved.

This policy sets out consistent arrangements for approval, safer recruitment, regulated activity assessment, AccessNI checks, safeguarding induction, supervision, conduct, confidentiality, health and safety, record keeping and review.

2. Scope

This policy applies to visitors, volunteers, parents or carers helping in school, placement and work-experience students, student teachers, peripatetic staff, contractors, external providers, speakers, coaches and any other person who is not attending as an enrolled pupil or as a member of the school's established workforce.

The level of control and checking will depend on the person's role. A one-off visitor who remains accompanied does not require the same arrangements as a person who regularly teaches, instructs, cares for, supervises or guides children. Every role will be considered on its own facts.

3. Legislative and guidance framework

This policy should be read alongside the school's Safeguarding and Child Protection Policy and is informed by current legislation and guidance, including:

- The Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, as amended.
- The Crime and Policing Act 2026 and relevant commencement arrangements removing the supervision exemption from regulated activity with children from 1 September 2026.
- DE Circular 2026/17, Child Protection and Safeguarding in Education: Guidance for Schools and Education Settings.
- DE Circular 2025/06, Pre-Employment/AccessNI Check Requirements and Safer Recruitment Practices for Staff and Volunteers Working in or Providing a Service for Schools/Education Settings.
- Co-operating to Safeguard Children and Young People in Northern Ireland.
- Current Education Authority Child Protection Support Service, safeguarding and safer-recruitment guidance.
- Current ETI safeguarding and self-evaluation guidance.

REVIEW RULE: Where legislation or Department of Education guidance changes, the most current requirement will take precedence and this policy will be reviewed promptly.

4. School ethos, vision and values

Springhill works to create a welcoming, nurturing and supportive environment in which individuals in school and the wider community are included, valued and respected. Visitors and volunteers are expected to support the school's ethos, vision, values, inclusive practice and high expectations for pupils' learning, behaviour and wellbeing.

5. Definitions

5.1 Visitor

A visitor is a person attending the school for a specific purpose, normally for a limited period, who is not employed by the school. Examples include parents attending an event, invited speakers, contractors and professionals from external agencies.

5.2 Volunteer

A volunteer is a person who freely gives time to support the school without payment, other than agreed expenses. A volunteer may undertake a one-off or regular activity.

5.3 Regulated activity with children

For the purposes of this policy, regulated activity with children is determined by the nature of the activity, the setting and the applicable frequency or period condition in current legislation and guidance. Relevant activities may include teaching, training, instructing, caring for, supervising, advising or guiding children, certain personal or healthcare activities and certain driving activities.

From 1 September 2026, supervision is no longer an exemption where an unpaid role otherwise meets the regulated activity criteria. Supervision remains an important operational safeguarding control but must not be used to classify an otherwise qualifying role as not regulated activity.

The school will apply the current statutory frequency and period condition. At the date of this policy, relevant activity may qualify where it is carried out frequently, on more than three days in a 30-day period, or overnight in circumstances covered by legislation. The role assessment will record the actual pattern of activity.

SAFEGUARDING REQUIREMENT: A barred person must not undertake regulated activity. The school must not knowingly permit a barred person to undertake regulated activity.

6. Principles

- The welfare of the child is paramount and safeguarding is everyone's responsibility.
- All visitors and volunteers must be authorised, identifiable and appropriately managed.
- Every relevant role must be assessed before the person begins.
- All required checks must be completed and verified before an individual commences regulated activity or takes up a post.
- Safeguarding induction must be proportionate to the role and completed before work with children begins.
- Information must be recorded accurately, stored securely and shared only on a need-to-know basis.
- Roles must be reassessed if duties, frequency, pupil contact or safeguarding arrangements change.

7. Approval and pre-engagement process

1. All requests must be directed to the Principal or authorised senior leader.
2. The school will define the proposed duties, frequency, location, responsible staff member and expected contact with children.
3. The school will complete Appendix 1, Regulated Activity and Safer Recruitment Assessment.
4. The school will determine and obtain the checks that are required for the role.
5. The school will verify that all mandatory checks have been satisfactorily completed before the person begins regulated activity or takes up the relevant post.
6. The individual will complete the relevant information form, safeguarding induction and agreement.
7. The school will confirm supervision, restrictions, sign-in, identification and emergency arrangements.
8. The Principal or delegated senior leader will approve, decline or defer the placement in writing on the assessment record.

8. Safer recruitment and vetting

The school will apply safer-recruitment and pre-engagement checks according to the role. These may include identity verification, references, qualification or professional-registration checks, employment or placement assurance and an Enhanced AccessNI disclosure with the relevant barred-list information where the role is eligible and requires it.

Where the role is regulated activity with children, the appropriate Enhanced AccessNI disclosure with children's barred-list information must be satisfactorily completed before commencement. The removal of the supervision

exemption relates to regulated activity with children. Any consideration of regulated activity with adults will be undertaken separately under the applicable adult-workforce criteria.

A certificate or reference number will be handled in accordance with the school's data-protection and records-management arrangements. Vetting is one element of safer recruitment and does not replace induction, professional boundaries, supervision, vigilance or the duty to report concerns.

9. School examples

Role or visit	Likely decision	Reason and action
Parent hearing reading every Wednesday	Regulated activity	Regular teaching or instruction. Complete Enhanced AccessNI and children's barred-list check before commencement.
Volunteer helping in P2 every Monday morning	Regulated activity	Regular child-facing support. Complete the required checks before commencement.
Classroom helper on four days within 30 days	Regulated activity	Meets the period condition, subject to the precise nature of the activity.
Parent attending one Sports Day	Normally not regulated activity	One-off attendance. Sign in, wear identification and follow staff directions.
Visitor delivering one assembly	Normally not regulated activity	One-off visit. Maintain appropriate staff oversight.
Photographer attending for one morning	Normally not regulated activity	One-off service. Apply contractual, image-consent, data-protection and supervision controls.
Student teacher on placement	Regulated activity	Teaching and regular contact. Obtain placement assurance and all required checks before commencement.

These examples are illustrative. The completed assessment, not the role title alone, determines the decision.

10. Decision-making sequence

9. Does the proposed role provide an opportunity for contact with children in or for the school?
10. Does the role include teaching, training, instructing, caring for, supervising, advising or guiding children, personal or healthcare, driving, or another regulated-activity category?
11. Does the activity meet the current frequency, period or overnight condition, or is it an activity that is regulated regardless of frequency?
12. What AccessNI level, barred-list information and other safer-recruitment checks are legally available and required?
13. Have all required checks been satisfactorily completed before commencement?
14. What induction, supervision, restrictions and review arrangements are needed?

IMPORTANT: Supervision must not be used as the reason for deciding that an otherwise qualifying role is not regulated activity.

11. Safeguarding induction

Before working with children, volunteers, placement students and relevant visitors must receive a proportionate safeguarding induction. The induction will identify the Designated Teacher and Deputy Designated Teachers,

explain how to report concerns, clarify professional boundaries, confirm confidentiality and information-sharing expectations, explain online-safety rules and cover emergency, sign-in and identification procedures.

The individual must sign Appendix 2 and the applicable agreement. A visitor on a brief, accompanied visit may receive a concise verbal briefing and visitor information card rather than the full volunteer induction, provided the arrangements are recorded or otherwise evidenced.

12. Managing concerns and disclosures

Any concern about a child must be reported immediately to the Designated Teacher or a Deputy Designated Teacher. A visitor or volunteer must not investigate, ask leading questions, promise secrecy or discuss the matter with others. The six safeguarding actions in Appendix 3 should be followed: Receive, Reassure, React, Report, Record and Respect.

Safeguarding information is confidential but not secret. It must be shared promptly with those who need it to protect the child. The school's Safeguarding and Child Protection Policy takes precedence where detailed procedures are required.

13. Concerns about adults

All concerns about the conduct of an adult, including behaviour that may appear minor or may be described as a low-level concern, must be reported promptly. Concerns about a member of staff, visitor, volunteer or placement student must be reported to the Principal. A concern or allegation involving the Principal must be reported immediately through the route set out in the school's current Safeguarding and Child Protection Policy, including the Chair of the Board of Governors or other designated governor as appropriate.

No person should investigate an allegation independently or confront the subject of the concern. The school will follow current Department of Education and Education Authority procedures.

14. Supervision and professional boundaries

- Teachers retain overall responsibility for pupils and the planned learning activity.
- Supervision and access will reflect the role assessment, experience, checks completed and identified risks.
- No visitor or volunteer may have unsupervised access to a child unless this is expressly authorised and all checks required for the role are complete.
- Visitors and volunteers must follow staff instructions and remain within authorised areas.
- Physical contact must be appropriate, necessary and consistent with school guidance.
- Visitors and volunteers must not manage intimate care, administer medication or provide first aid unless specifically authorised, appropriately trained and covered by the relevant school procedure.
- Gifts, private communications, favouritism, inappropriate language and contact with pupils outside the authorised role are prohibited.

15. Sign-in, identification and site security

- All visitors and volunteers must report to reception, sign in and sign out.
- A school-issued visitor badge or lanyard must be worn visibly at all times, unless an approved risk assessment specifies otherwise.
- Visitors and volunteers must provide identification when requested and comply with all access-control arrangements.
- Staff must politely challenge or report any unidentified or unauthorised adult on the site.
- Visitors must not bring another person onto the premises without prior approval.
- In an emergency or evacuation, visitors and volunteers must follow staff instructions and report to the designated assembly point.

16. Confidentiality, information sharing and data protection

Visitors and volunteers must protect information learned through their role. Information about pupils, families, staff or school business must not be discussed outside the authorised context or shared on social media. Safeguarding information must be reported through the safeguarding route and must never be withheld on the basis of confidentiality.

Personal information collected from visitors and volunteers will be processed securely for the purposes of assessing, arranging and safely managing the visit, placement or voluntary role. Access will be limited to authorised persons. Records will be retained and disposed of in accordance with the school's privacy notices, data-protection policy and records-retention schedule.

17. Online safety, photography and personal devices

- Personal devices must not be used to photograph, film or record pupils.
- Images or recordings may be taken only on authorised school equipment, for an approved school purpose and in accordance with consent and data-protection arrangements.
- Visitors and volunteers must not contact pupils through personal email, messaging, gaming or social-media accounts.
- Personal use of phones and online services must be restricted to authorised areas and times. Urgent use must be agreed with a member of staff.
- Any online-safety concern must be reported immediately to a member of staff or the safeguarding team.

18. Health, safety and emergency arrangements

The responsible staff member will provide information proportionate to the visit or role, including fire and emergency procedures, first-aid arrangements, known hazards, restricted areas and any relevant control measures. Visitors and volunteers must take reasonable care, follow instructions and report hazards, accidents, near misses or concerns immediately.

Any adjustment needed for disability, health, allergy or access reasons should be discussed sensitively and recorded only to the extent necessary to support safe participation and reasonable adjustments.

19. Educational visits

Volunteers supporting an educational visit must be included in the visit planning and risk assessment, briefed by the Visit Leader and sign Appendix 7. The Visit Leader retains overall responsibility. A volunteer may support an allocated group only within the agreed plan and must refer first-aid, safeguarding, safety and behaviour concerns to school staff promptly.

20. Complaints, breaches and ending a placement

A complaint about a visitor or volunteer must be referred to the Principal or the authorised senior leader in the Principal's absence. A complaint made by a visitor or volunteer should follow the school's complaints procedure. A complaint or safeguarding concern involving the Principal must be directed through the route set out in the school's current complaints and safeguarding procedures.

Following appropriate consideration, the school may provide guidance, increase supervision, alter duties, suspend attendance while advice is sought, offer an alternative placement or end the visit or placement. Immediate protective action may be taken where necessary. Safeguarding and statutory reporting procedures will be followed where applicable.

21. Roles and responsibilities

Board of Governors

- Approve and periodically review this policy.

- Seek assurance that safeguarding, safer-recruitment and vetting arrangements are effective.
- Ensure concerns and allegations are managed through the correct procedures.

Principal/Vice Principal

- Ensure roles are appropriately assessed and authorised.
- Ensure mandatory checks are satisfactorily completed before commencement.
- Maintain oversight of visitor, volunteer and placement records.
- Report safeguarding assurance to the Board of Governors.

Designated Teacher and Deputy Designated Teachers

- Lead safeguarding practice, advice and referrals in accordance with the school's Safeguarding and Child Protection Policy.
- Support induction and ensure concerns are recorded and reported appropriately.

Responsible staff member

- Plan and oversee the activity.
- Explain boundaries, routines, emergency arrangements and restrictions.
- Monitor practice and report concerns or changes in the role.

Visitors and volunteers

- Provide accurate information and comply with checks and induction.
- Follow school policies, staff instructions and professional boundaries.
- Report safeguarding, conduct, health and safety or online-safety concerns immediately.
- Sign in, wear identification and maintain confidentiality.

22. Record keeping

The school will maintain proportionate records, which may include the request and role description, completed role assessment, identity and vetting verification, references or placement assurance, signed induction and agreements, attendance details, supervision arrangements, review dates and any relevant concerns or actions. Safeguarding records must be stored separately and securely in accordance with the school's safeguarding procedures.

23. Monitoring, evaluation and success criteria

The Principal and safeguarding team will monitor implementation through:

- periodic review of visitor and volunteer records;
- sampling of completed regulated-activity assessments and checks;
- confirmation that induction and agreements were completed before work with children began;
- observation of sign-in, identification and site-security practice;
- review of concerns, complaints, incidents and policy breaches;
- feedback from staff, volunteers and placement providers where appropriate;
- safeguarding assurance reports to the Board of Governors; and
- review against current DE, EA and ETI guidance.

Effective implementation will be evidenced when:

- every relevant role has a documented and reasoned assessment;
- mandatory checks are verified before commencement;
- adults on site are authorised, identifiable and appropriately supervised;
- visitors and volunteers know how and to whom concerns must be reported;
- records are accurate, secure and reviewed when circumstances change; and
- the Board of Governors can evidence appropriate oversight and challenge.

24. Review and approval

This policy will be reviewed annually and earlier if legislation, statutory guidance, school circumstances or learning from an incident requires amendment. Operational forms may be updated between formal reviews to reflect current guidance, provided material policy changes are presented to the Board of Governors.

Signed, Chair of Board of Governors: _____

Date: _____

Signed, Principal: _____

Date: _____

Appendix 1: Regulated Activity and Safer Recruitment Assessment

Complete before the person begins the role. Retain securely with safer-recruitment records. Review if duties, frequency, pupil contact or safeguarding arrangements change.

A. Person and proposed role

Name: _____

Proposed start date: _____

Proposed end date: _____

Role/activity: _____

Responsible staff member: _____

Status: ☐ Volunteer ☐ Paid ☐ Student/placement ☐ External provider ☐ Other: _____

B. Nature and context of activity

☐ The role provides an opportunity for contact with children in or for the school.

The role involves:

☐ Teaching/training ☐ Instructing/coaching ☐ Caring ☐ Supervising
☐ Advice/guidance ☐ Personal/healthcare ☐ Driving children ☐ Other: _____

Brief description of duties:

_____

Location and pupil group: _____

C. Frequency or period condition

Planned pattern: ☐ Frequent/weekly ☐ More than three days in 30 days ☐ Overnight
☐ One-off/occasional ☐ Other pattern: _____

Actual or expected dates/frequency:

_____

D. Regulated activity decision

Does the role meet the current regulated activity criteria? ☐ Yes ☐ No ☐ Further advice required

Reason, including nature and frequency:

_____

IMPORTANT: Supervision must not be used as the reason for deciding that an otherwise qualifying role is not regulated activity.

E. Checks required and completed

Check	Required	Completed/verified	Date/initials
Identity verification	☐	☐	
References	☐	☐	
Enhanced AccessNI disclosure	☐	☐	
Children's barred-list information	☐	☐	

Check	Required	Completed/verified	Date/initials
Qualifications/professional registration	☐	☐	
Placement/provider safeguarding assurance	☐	☐	
Other: _____	☐	☐	

AccessNI certificate/reference and date verified:

_____

All mandatory checks satisfactorily completed before commencement: ☐ Yes ☐ Not applicable

F. Safeguarding and operational arrangements

☐ Safeguarding induction ☐ Agreement signed ☐ Confidentiality explained
☐ Online-safety rules ☐ Sign-in/ID arrangements ☐ Emergency procedures

Supervision, restrictions and risk controls:

_____

G. Decision and approval

☐ Approved ☐ Not approved ☐ Deferred pending checks/advice

Assessed by: _____

Signature and date: _____

Principal/delegated approval and date:

_____

Review date, if applicable: _____

Appendix 2: Safeguarding Induction and Declaration

For volunteers, placement students and relevant visitors working with children. The responsible staff member may adapt the briefing proportionately for a brief, accompanied visit.

Key message

SAFEGUARDING: Everyone in school has a responsibility to safeguard children. The welfare of the child is paramount. Report any concern immediately. Do not investigate or promise secrecy.

School safeguarding contacts

Designated Teacher: Janet Lyness, Principal
Deputy Designated Teachers: Dawn Fryer and Curtis Allen
Concern involving the Principal: follow the route in the current Safeguarding and Child Protection Policy and contact the Chair of the Board of Governors or designated governor through the school office.

Induction checklist

☐ How to recognise and report a concern about a child.

☐ How to respond if a child speaks or makes a disclosure.

☐ How to report a concern about the conduct of an adult.

☐ Professional boundaries, appropriate conduct and physical contact.

☐ Confidentiality, information sharing and record keeping.

☐ Online safety, photography and personal-device rules.

☐ Sign-in, sign-out, identification and restricted areas.

☐ Supervision and the named responsible staff member.

☐ Fire, evacuation, first aid and emergency arrangements.

☐ Health, safety, allergies and relevant risk controls.

Declaration

I confirm that I have received and understood the safeguarding induction appropriate to my role. I understand my responsibility to safeguard children and know how and to whom any concerns must be reported. I am familiar with the 6Rs guidance below for responding to a disclosure and will follow all school safeguarding policies, staff instructions and professional boundaries. I understand that I must never promise confidentiality to a child and that any safeguarding concern must be reported in line with school procedures.

Name: _____

Role: _____

Signature: _____

Date: _____

Induction delivered by: _____

Signature/date: _____

Appendix 3: Responding to a Concern or Disclosure

Use the six actions below. The purpose is to listen, protect, report and record, not to investigate.

Action	What to do
RECEIVE	Listen carefully. Allow the child to speak. Ask only open questions necessary to clarify what is being said. Do not ask leading questions.
REASSURE	Tell the child that speaking was the right thing to do. Do not promise secrecy, safety or a particular outcome.
REACT	Remain calm and respond only as needed to support immediate safety. Make sure the response does not discourage further disclosure.
REPORT	Report immediately to the Designated Teacher or a Deputy Designated Teacher. If the concern involves the Principal, use the route in the Safeguarding and Child Protection Policy.
RECORD	As soon as possible, make a factual record using the child's own words where possible. Include date, time, context, persons present, observations and action taken. Sign and date the record.
RESPECT	Treat the child and family with dignity. Share information only with those who need it for safeguarding purposes.

DO NOT: Do not investigate, confront the alleged person, discuss the matter with colleagues or family, make assumptions, or keep the concern to yourself.

Appendix 4: Volunteer Information Form

Information will be used only to assess, arrange and safely manage the voluntary role. It will be held securely and retained in accordance with school data-protection and records-retention arrangements.

Forename(s): _____

Surname: _____

Date of birth: _____

Address: _____

_____

Mobile number: _____

Email address: _____

Emergency contact

Name: _____

Relationship: _____

Telephone number: _____

Proposed volunteering

Activities or areas you would like to support:

_____

Preferred age group/class, if any: _____

Availability and expected frequency: _____

Relevant skills, experience or qualifications:

_____

Adjustments and safety information

Please identify any reasonable adjustment, accessibility requirement, allergy or health information that the school needs to know to support safe participation. Provide only information relevant to the role.

Details: _____

References

Where required, the school will explain the reference arrangements. A referee should not be a close family member.

Referee name: _____

Relationship/capacity: _____

Contact details: _____

Declaration

I confirm that the information provided is accurate. I understand that the proposed role is subject to school approval, role assessment and any checks required by law or guidance.

Signature: _____

Date: _____

Appendix 5: Visitor and Volunteer Agreement

Thank you for supporting Springhill Primary School. Please read and sign this agreement before beginning the authorised activity.

☐ I have received or been directed to the Visitors and Volunteers Policy.

☐ I have completed the safeguarding briefing or induction appropriate to my role.

☐ I know the named safeguarding contacts and how to report a concern.

☐ I will support the school's ethos, vision, values and inclusive practice.

☐ I will follow authorised duties, staff directions, supervision and site restrictions.

☐ I will maintain professional boundaries and treat pupils, families and staff respectfully.

☐ I will protect confidential information but report safeguarding concerns immediately.

☐ I will not photograph, film or contact pupils using a personal device or personal account.

☐ I will sign in and out, wear school identification and follow emergency procedures.

☐ I will tell the responsible staff member if my circumstances, duties or availability change.

Role assessed for regulated activity: ☐ Yes ☐ No AccessNI required: ☐ Yes ☐ No Completed before start: ☐ Yes ☐ N/A

Name: _____

Role: _____

Signature: _____

Date: _____

School use

Responsible staff member/class: _____

Approved days/times: _____

Start date: _____

End/review date: _____

Restrictions or supervision: _____

Principal/delegated approval: _____

Appendix 6.1: Guidance for Work-Experience or Placement Students Under 18

A student under 18 is also a child for safeguarding purposes. Placement arrangements must protect the student as well as Springhill pupils. The school and placement provider should agree responsibilities, supervision and reporting routes before commencement.

- Remain within the agreed placement areas and follow the named supervisor's instructions.
- Do not be left in sole charge of a pupil or placed in a situation that is inappropriate for age, experience or placement status.
- If a pupil is upset, seek staff guidance and use verbal reassurance. Do not lift a pupil, invite a pupil onto your knee or initiate unnecessary physical contact.
- Report any safeguarding concern, disclosure, accident, behaviour issue or personal concern immediately to the named supervisor or safeguarding team.
- Use appropriate language and maintain professional boundaries.
- Do not use a personal phone during placement activities. Personal social media and websites must not be accessed during authorised placement time.
- Do not photograph or record pupils. Only authorised school equipment may be used under staff direction.
- Do not discuss pupils, families, staff or school matters outside school, except to report a safeguarding concern through the correct route.
- Use designated toilets and break areas, follow allergy controls, and use a lidded cup outside the staff room.
- Wear clothing suitable for the school setting and ask the named supervisor if unsure.

I have read, understood and agree to follow this guidance.

Student name: _____

Signature: _____

Date: _____

Named supervisor: _____

Supervisor signature/date: _____

Appendix 6.2: Guidance for Placement Students Aged 18 or Over

- Follow the authorised role, class routines, school policies and the directions of the responsible teacher.
- Prepare appropriately for any activity you are authorised to support or deliver.
- Maintain a nurturing, respectful and inclusive approach, with clear professional boundaries.
- If a pupil is upset or makes a disclosure, follow Appendix 3 and report immediately.
- Report safeguarding, conduct, behaviour, health and safety or online-safety concerns promptly.
- Personal phones may be used only in authorised areas and times. Do not access personal social media during placement duties.
- Do not photograph or record pupils. Use authorised school equipment only when specifically directed and where consent arrangements are satisfied.
- Do not discuss pupils, families, staff or school matters outside the authorised context.
- Use designated staff facilities, comply with allergy controls and use a lidded cup outside the staff room.
- Wear clothing appropriate to the school setting and seek advice whenever unsure.

I have read, understood and agree to follow this guidance.

Student name: _____

Signature: _____

Date: _____

Responsible staff member: _____

Signature/date: _____

Appendix 7: Volunteer Educational Visit Agreement

Volunteers make an important contribution to educational visits. The Visit Leader retains overall responsibility and will brief each volunteer on the visit plan, risk controls, group arrangements and emergency procedures.

Volunteer responsibilities

- Support all children in the allocated group fairly and remain with the group as directed.
- Follow the Visit Leader's instructions, timetable, head-count and meeting-point arrangements.
- Promote safe, respectful behaviour and support pupils' learning.
- Report first-aid, safeguarding, safety or behaviour concerns to a member of school staff immediately.
- Do not independently change the route, activity, group membership or collection arrangements.
- Do not use a personal phone except for an urgent purpose or as agreed in the visit plan.
- Do not photograph or record pupils on a personal device. Use school equipment only when specifically directed.
- Do not buy pupils treats or gifts, smoke, consume alcohol or engage in any unlawful activity.
- Maintain confidentiality and professional boundaries throughout the visit.

Emergency or separation

Contact the Visit Leader or another named member of staff immediately. Follow the agreed emergency plan, remain with the allocated pupils where safe to do so and do not communicate with families or the media unless instructed by the school.

I confirm that I have received the visit briefing, understand the agreed arrangements and will follow this agreement.

Visit: _____

Date: _____

Volunteer name: _____

Allocated group: _____

Mobile/contact arrangement for visit: _____

Signature: _____

Visit Leader: _____

Visit Leader signature/date: _____

Appendix 8: Governor Safeguarding Assurance Record

This summary supports oversight. It should not contain unnecessary personal data or replace individual safer-recruitment records.

Assurance question	Yes/No	Evidence/action
Have all current relevant visitor and volunteer roles been assessed?		
Were all required checks completed before commencement?		
Are induction and signed agreements in place?		
Are sign-in, identification and supervision arrangements operating effectively?		
Have changed roles or frequencies been reassessed?		
Have concerns, complaints or breaches been reviewed and acted upon?		
Have current DE, EA and ETI updates been considered?		
Are records stored and retained appropriately?		

Reporting period: _____

Presented by: _____

Date considered by Board/committee:

_____

Actions and review date:

_____