

# SHOULD VOLUNTEERS BE INVOLVED IN YOUR ORGANISATION?

## IT MAY BE APPROPRIATE TO USE A VOLUNTEER WHEN:

- ✓ There is adequate support, supervision and training available
- ✓ Volunteers' expenses can be paid and any special clothing or equipment provided
- ✓ Adequate insurance cover exists
- ✓ There is somebody with a clear line of responsibility for the volunteer and the volunteer is aware of this line of responsibility
- ✓ There is an understanding between the volunteer and the organisation about the hours of work, tasks etc
- ✓ Paid staff are committed to the value of volunteers' work and there is an understanding within the organisation about the nature and purposes of volunteer involvement
- ✓ A specific role or activity can be identified for volunteers, and this complements the work of any paid staff
- ✓ The task is something the volunteer wants to do and is of benefit to the community
- ✓ The task is such that it is better carried out by a volunteer than by a paid worker
- ✓ There is an opportunity for volunteers to use and develop their skills and talents
- ✓ The organisation allows volunteers to take an appropriate part in decision making

## **IT MAY BE INAPPROPRIATE TO INVOLVE VOLUNTEERS WHEN:**

- There is no adequate support, training, supervision or space for volunteers
- Expenses, necessary clothing or equipment, and/or adequate insurance cover are not provided
- The work is widely considered in that locality to be the responsibility of a statutory service
- The volunteer would be performing a task formerly (or even currently) done by a paid worker, and his/her involvement would reduce the likelihood of staff being replaced
- The involvement of volunteers would jeopardise the wages or employment conditions of paid staff, particularly those in low paid jobs
- There is disagreement within the agency about the nature and purpose of volunteer involvement
- The volunteer does not perceive any value in the work, or any opportunity to develop his/her skills and talents
- The task is such that the volunteer is expected to make an unrealistic commitment in terms of time or level of responsibility
- The work is intended to make a profit
- There is no commitment to make sure that all sections of the community can volunteer, i.e. there is no Equal Opportunities Policy
- Unacceptable risks are involved i.e. physical danger or violence
- Volunteers can play no part in decision making

# JOB SUBSTITUTION

The valuable contribution made by volunteers should not encroach on the work of paid employees, or substitute for them.

The criteria below are for guidance only and cannot cover all situations. For example, you may consider it appropriate to use a volunteer where voluntary work is the only way to relieve distress or meet urgent need.

- Volunteers should not be used to cover the work of paid workers
- Volunteers should not be engaged by commercial or profit making organisations
- Volunteers should complement the work of paid staff
- Volunteers may work alongside paid workers, but their roles should be clearly defined and distinct
- Volunteers are not usually used to perform tasks that involve personal or physical care

The degree to which these criteria apply must ultimately be a matter of judgement for individual organisations.



# TASK DESCRIPTIONS

Although it is important not to over formalise volunteering, the use of a task description can be useful for the following reasons:

1. Volunteers need to be clear what they are being asked to do and where boundaries lie - a task description can help clarify these issues.
2. A task description can help clarify a volunteer's distinctive role and how it differs from that of paid staff, thus helping to avoid job substitution.
3. A task description provides a clear framework within which the person interviewing can make an assessment of whether the volunteer is right for that role.
4. Assessing an individual's ability to carry out the tasks listed in a task description is fairer than assessing them against a personal idea of what constitutes a 'good volunteer'. It is part of good equal opportunities practice to limit the possibility of making a biased judgement.
5. Volunteers will be covered by insurance if they keep within their brief - it is easier to prove that they did so if this has been detailed in writing.
6. A written task description can help volunteers to decide if the placement is right for them.
7. A task description can add status to the volunteer's role.
8. A task description is a useful tool during support and supervision.

What should be included?

- The purpose of the role
- Tasks to be undertaken
- Where the volunteering will be undertaken
- When the volunteer is needed - days/times
- Who the volunteer is accountable to
- What is required of the volunteers: e.g. punctuality, confidentiality, a willingness to be trained etc.

It may also be useful to add what you will offer the volunteer, for example:

- Expenses
- Training
- Support and supervision

Other issues:

- It is important not to devise a task description in such a rigid way that potential volunteers, such as people with physical disabilities, are

- excluded. The aim should be to enable people to get involved rather than exclude them.
- Task descriptions should be reviewed regularly to meet changing needs and circumstances.

*(link to sample task description for an Admin Volunteer)*

# DEVELOPING A VOLUNTEER POLICY

What is a volunteer policy and why do you need one?

Quite simply a volunteer policy is the foundation on which your organisation's involvement of volunteers should be based.

It gives cohesion and consistency to all elements in your organisation that affect volunteers (recruitment, expenses, health and safety etc). It is the key to involving a diverse range of volunteers, because it helps to define the role of volunteers within the organisation and how they can expect to be treated.

A volunteer policy:

- demonstrates an organisation's commitment both to its volunteer programme and to its individual volunteers
- helps to ensure fairness and consistency
- enables volunteers to know where they stand

What is the first step?

- Think about why you are involving volunteers
- How do they fit into the day-to-day life and work of the organisation?

The following topics are suggestions of what an organisation may want to include in a volunteer policy:

## The Organisation

- Mission Statement
- Aims and objectives
- The relationship to national parent bodies and local voluntary or statutory bodies
- Who the organisation is for
- When the organisation is open

## The People

- The management committee (including who is on the management committee)
- The person who has responsibility for co-ordinating the work of volunteers
- List giving names and roles of all staff

## Equal Opportunities

- The organisation's commitment to equality and anti-oppressive behaviour

### Recruitment

- How volunteers are recruited
- The interview process
- Whether or not references and/or police checks are taken up
- Details of expenses and provision of any clothing or equipment

### Task Description

- Outline that volunteers will be given a written description of the tasks they will be asked to do
- Statement that volunteers may discuss changing these tasks if appropriate

### Arrangements

- Understanding of the level of commitment offered by the volunteer
- What the volunteer should do if they are unable to attend

### Training

- The organisation's induction programme for all new volunteers
- Training given to volunteers
- The purpose of training and any expectations arising from that training

### Support

- Volunteer team and support meetings
- Volunteer representation on management committee
- How ongoing support/supervision will be offered
- Who the volunteer's 'named person' will be

### Insurance and Health & Safety

- Details of Public Liability, Personal Accident and Contents insurance covering volunteers
- Statement that volunteer drivers need to inform their insurance company in writing that they are using their car for voluntary work
- The organisation's responsibility for health and safety and details of proper use of equipment, protective clothing, building safety, first aid, healthy and safety training etc.

### Confidentiality

- Statement outlining the importance of confidentiality
- Outline of how confidentiality operates

### Volunteer Expenses

- Reimbursements offered including travel expenses, lunch etc.

### Car Mileage Rates

- Mileage allowance
- Details of tax implications of mileage payments

### Volunteers on Benefits

- Volunteers on most benefits need to inform the Department for Work and Pensions if undertaking voluntary work. It is not the responsibility of the organisation to do this.

### Do's and Don'ts

- Things volunteers should and should not do

### Reviewing the Volunteer Policy

- Agreed procedures for regularly reviewing the policy

*(link to Sample Volunteer Policy document)*

# APPLICATION FORMS

Most organisations will ask potential volunteers to complete an application form. When you're designing an application form it's worth asking yourself:

1. What impression do you want to give to potential volunteers?
2. What information do you need from the volunteer?

An application form can be used as:

- A part of the selection process
- A basis for an interview
- A means of gaining specific information

An application form is a useful way of recording personal details and information on volunteers could include:

- Name, address, telephone numbers, email address
- Details of previous experience and skills
- What does the person hope to gain from volunteering?
- Does the volunteer have transport?
- Days and times available
- Names and addresses of referees
- Who to contact in an emergency
- Consent to specific checks, such as a criminal record check

It may be useful to produce an application pack, including your latest Annual Report, some background about the organisation, any leaflets describing the role of volunteers, plus a letter of introduction.

Remember the application form could be the first contact a volunteer has with your organisation!

It's probably best to avoid using long, very detailed application forms as some people find them complex and confusing. By having such a form you may be unwittingly excluding people, such as those with literacy difficulties or whose first language is not English.

*(link to sample application form)*



# INTERVIEWING

Many volunteers find the prospect of attending an interview daunting. Interviews are a vital part of the recruitment process, enabling you to find out about relevant experiences and skills the volunteer has and their suitability for specific voluntary opportunities.

Bear in mind that it's a two way process – the volunteer is also assessing whether your organisation is right for them. Try to make a good, positive first impression so that they go away thinking that volunteering with your organisation would be a good move.

It is important to set the scene:

- If at all possible, try to find a private space where you will not be interrupted, away from distractions
- Consider offering refreshments - a useful way to make people feel at ease
- Try not to keep volunteers waiting

The interview:

- Introduce yourself and tell the volunteers about the interview. Explain how long it will take
- People may be put off if the interview seems overly formal. Encourage the volunteers to talk by asking general questions about hobbies, interests etc.
- Find out what the volunteers want to gain and what are their motives are
- Explain about the project and what volunteers do in your organisation
- Explain about any training, when this will be and how long the course lasts
- Encourage questions
- Record any relevant information, but tell the volunteer what you are doing and why
- Agree with the volunteer what the next step will be, how long they will be waiting for a decision and check that they understand

After the interview:

- Record relevant information and respect confidentiality
- Do what you have agreed promptly
- Keep the volunteer informed of progress

You may also have to consider how you deal with potential volunteers who you feel are not right for your project.

Remember that the interview is designed to assess the volunteer's ability to carry out the tasks in a task description. You therefore need to make an objective decision, based on the interview. Try to avoid making subjective judgements based on your individual idea of what makes a 'good volunteer'.

**Hull Youth Council**

**Involving Young  
People in Recruitment  
and Selection:**

**A Training Resource  
Pack**

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# **Background and Context**

In the summer of 2003 Hull Youth Council and the Youth Engagement Sub Group (to the Connexions Local Management Committee - Hull) began researching experiences of young people who had been involved in helping organisations in their recruitment and selection procedures. Hull Youth Council also began collecting information from organisations regarding their pre, actual and post stages of this process.

Main reasons for this research were to find out:

- ◆ What the young people had experienced – good and bad!
- ◆ What interview models organisations were using.
- ◆ Was there any common ground between participating organisations?
- ◆ What training were young people required to complete?

From discussions with colleagues it became evident that more organisations than was initially thought were involving young people in their recruitment and selection processes. Furthermore, it was also positive to know that many more organisations were expressing interest but lacked any guidance or know how. It therefore became increasingly clear that collating any training that was presently available and compiling it in a resource pack would be highly beneficial.

**'Involving Young People in Recruitment and Selection'** (Hull Youth Council. December 2003) and **'Involving Young People in Recruitment and Selection - a Managers Guide'** (Hull City Council Corporate Personnel. September 2004) resulted from the above research and should be read in conjunction with this document.

As useful as this pack may prove to be, it must be stressed that this resource is only as good as the information made available by participating organisations and it is by no means wholly representative of everything that is happening in Hull. The majority of examples of training included here were provided by services working with young people aged 13 plus however, whilst this may be the case, there are certainly plenty of ideas and activities that could be used across all levels of ability and age!

For further information, Hull Youth Council has also submitted a Recruitment and Selection course to the *Open College Network* to receive accreditation. This is at one unit at level one and one unit at level two. We became aware that young people undertaking this task were acquiring many skills and an incredible amount of new learning but without actually having the chance to gain accredited recognition! We now hope to give young people in the future the opportunity (should they wish), to follow this path!

Whatever your reasons or however far you may be on the road to involvement, it is hoped that this pack is a tool that will assist and perhaps point organisations in the right direction and also enable 'good practice' to become enshrined when involving young people in your recruitment and selection processes.

**Good Luck!**

Mark Tomlinson

# **How This Pack Could Help You?**

## **Involving Young People in Recruitment and Selection**

Each year millions of pounds are directed at agencies working with young people ensuring their learning, development and general welfare is met in a way that is both inclusive and creative. Within these services, managers ensure that the young people receive the best possible services delivered by capable and professional staff. The format is quite simple for many agencies, place an advertisement, short list and appoint.

Whilst this may have been (and in some cases still is), a successful and beneficial model, it is worthwhile, inclusive and empowering to consider the benefits of directly involving young people in the recruitment and selection process.

## **Why involve more young people?**

Presently, only a handful of organisations in Hull proactively involve young people in their recruitment and selection processes. This process differs from organisation to organisation, but what intrinsically links them is a desire to work with young people to ensure their views are taken into account. After all, it makes sense for young people to talk with, question and examine how people who potentially may have a huge impact on their lives, react and relate to them.

Within Article 12 of the United Nations Convention of the Rights of the Child, the following statements can be applied:

- All children and young people have a right to be involved in decisions that affect them.
- All children and young people should wherever possible be able to choose when, where and how they should take part in decision making.
- Never assume that decisions are too small or too big for children and young people.
- Children and young people have a right to take part today, tomorrow and everyday.
- Making space for children and young people benefits everyone.

## **The benefits of involving young people**

Organisations that do involve young people speak passionately about the benefits and how they as organisations have grown and developed. Organisations that involve young people in their recruitment and selection have said that they have benefited from the following:

- Maturity and responsibility that young people bring.
- Effectiveness of the young people and their ultimate decision making.
- No-nonsense and honest approach of the young people.
- Young person's ability to see from a different perspective.
- Reassurance that new employees actually can interact with young people.
- Transparency that involving young people provides.

- Young people's personal development, growth in confidence and new skills to perform well themselves in interviews for training and/or employment opportunities.
- Increased confidence within organisations to further develop voice and influence work.

The list and reasons why to involve young people in recruitment and selection of staff is growing ever longer. Yet this process is still relatively new, viewed with some suspicion and overwhelming to those agencies/organisations that are perhaps just thinking about embracing this practice.

## **Interview Panels (Different Models)**

It is important to remember that, within the context of involving young people in recruitment and selection, different models are being used. It is fair to say that in Hull, four models in particular are frequently used. *(To also help the reader, in the examples of training included here I have named the preferred model of that particular organisation).* The four models are:

1. **Influence Panel** (candidates being observed interacting with young people)
2. **Mixed panel** (made up jointly of young people and adults)
3. **Two separate panels** (a young persons panel and an adults panel)
4. **Young person majority panel** (majority made up of young people)

### **1. Influence Panel**

Candidate/s have an informal discussion/activity (usually time limited), with a group of young people that is observed by professionals/workers to gauge how both parties interact. This is then followed by the formal interview with adults. No scoring process exists as such though consultation does take place between the young people and practitioners focusing on suitability, attitudes and values. Though the opinion of the young people is valued and considered, ultimately, the successful candidate/s is chosen by the professionals/workers.

Young people are given training on equal opportunities, observation and note taking in line with the Hull City Council's recruitment and selection policies.

### **2. Mixed Panel**

Usually consists of a young person (or two), sitting in with three or four professionals/workers. The young person/s take part in asking questions, scoring and giving input into any final decisions that are made. The young person/s would not normally have any involvement in the preparations beforehand nor prior knowledge of any job specification although some choose to involve the young person/s in preparations.

### **3. Two Separate Panels**

As the name suggests, two separate panels interview each candidate, one made up of professionals/workers, the other young people. The young person's panel also usually has an observer/support present. The two panels each asks pre-prepared questions and both panels score

the candidates accordingly. The young people's panel asks questions relevant to them from the Person Specification.

Extensive training is provided for the young people on how to score the candidates and how to interpret the candidate's replies to the questions.

The two panels usually meet when all candidates have been interviewed and after each panel has had a chance to discuss each candidate's merits.

Once scoring and discussions have taken place the worker and young person's panels will then meet together. Young people feedback first as not to be influenced by the professional/worker panel. It must be stressed that this is a time to compare notes/scores and aim to reach consensus through discussion.

#### **4. Young Person Majority Panel**

Evidently different to the latter models in that young people's involvement and participation is more dominant. Young people are involved in the majority of each stage from 'meeting and greeting', writing the questions, through to scoring and choosing the successful candidate. The panel consists of three/four young people, one practitioner/ observer and an equal opportunities monitor. All of the panel ask the questions and are involved in scoring and discussing each candidate's merits. However, the scoring system is used only as a guide. Candidates are chosen through a process of elimination after discussion and voting.

Young people are given extensive training in preparation for their input including interview skills, equal opportunities as well as background information on what the post involves.

# Examples of Training

**One of the more difficult questions is...** *Will the training I'll be delivering to young people be appropriate?*

The following examples have all been tried and tested with the majority having been delivered to young people aged 13 plus.

How much time you will need to deliver your training should be based on the age, ability, degree of involvement the young people will be having and what model you have decided to use.

**These examples are here to give guidance and ideas and may give some idea about how and where to start.**

## Example One – Hull Youth Council

*(Preferred Model- Two Separate Panels)*

### Session Plan

**Group:** Recruitment and Selection Group (Hull Youth Council)

**Subject:** Recruitment and Selection

**Date:**

**Time:** 9.30am – 4pm

**Location:** Kingston Youth Centre

**Facilitator:** Mark Tomlinson

### Aims:

To train and prepare young people to take part in the recruitment and selection process for future Hull Youth Council vacancies.

### Objectives:

Young people participating will have trained and gained appropriate skills that will enable them to fully engage in future recruitment and selection processes. Young people participating will be fully aware of Hull Youth Council's Recruitment and Selection policies. Participants will have a better understanding of their own voice and influence regarding recruiting new employees to Hull Youth Council.



<p><b>1.30 – 2.00</b></p>	<p><b>Interview format</b>          -Roles on the day. (introductions; meeter and greeter!)          -Panel make-up          -Who is asking the questions?          -Looking at the questions?          -Re-writing the questions!!          -I interpretation of questions          -Young people influencing each other</p>
<p><b>2.00 – 2.15</b></p>	<p><b>Break</b></p>
<p><b>2.15 – 3.00</b></p>	<p><b>Role Play (allocation of roles)</b>          -Practice on Mark!          -Do's and don'ts          -Body Language          -Yes and No questions</p>
<p><b>3.00 – 3.30</b></p>	<p><b>After the Interviews</b>          -Scoring the candidates and making decisions with the 'Worker Panel'.          -Worker role as a support in this process.          -Confidentiality.          -How the decision is reached.          -Young people feeding back first (Not influenced by adults)          -What happens if we don't appoint?</p>
<p><b>3.30 – 4.00</b></p>	<p><b>Issues/what's next/Vouchers/Any Questions.</b>          -How many candidates?!!          -If we appoint, do you want to inform candidate?          -If unable to chose between two – we can invite them back</p>

## **Example Two – The Warren**

*(Preferred Model – Young Person Majority Panel)*

*The following workshop is one that The Warren Resource Centre has involved 16-25 year olds in. Although the training specifies 1 hour, this could easily be broken down into its various components and worked through in more depth perhaps taking in a half day!*

### **Interview Skills Training**

**Equal Opportunities Session – 1 hour**

**Welcomes, Introductions, Icebreaker**

#### **What is the post that we are recruiting for?**

- Get people to say what they know about the post, and back up with factual information if needed.
- Have job description available if possible.

#### **What are we looking for in a worker?**

- As a small group write down absolutely everything you might want.... Don't edit on the grounds of equal opportunities i.e. Do you want man or woman, young, old, qualified or not etc?

#### **Looking at the list in the light of equal opportunities**

- Facilitate a discussion on what is appropriate to be looking for.
- Stress that equal opportunities means that you cannot discriminate on grounds of age, gender, race, sexual orientation, whether someone has kids etc.

#### **How does the panel treat people equally?**

- Discuss issues of treating all candidates the same including asking everyone the same questions.
- Discuss how it might be if a panel member was one of the candidates and what they should do if this happens.
- Discuss what someone should do if they have concerns about equal opportunities on the day

#### **Endings**

- Summarise what has been covered and agreed
- Give another chance to ask any questions/concerns
- Go through arrangements for the interview day and times, dates, places etc.
- Thank-you and goodbye

## **Example Three – Community Team Learning Disabilities**

(Adult Services Community NHS Trust)

### **Training Young People with Disabilities**

*(Preferred Model – Unknown)*

*Although relevant info on working with young people with disabilities in recruitment and selection was difficult to get hold of, the following example and guidance from The Children's Centre may give some pointers to potential exercises you may wish to use or expand on. The information below has been put together by service users with a learning disability. However, the principles can be applied to users with other disabilities.*

#### **Involving Service Users**

If a position involves working directly with service users, it is good practice to include person with a learning disability on the panel. Wherever possible, any service users or others with a learning disability who participate in the recruitment process should be trained in interviewing and selection (as should other panel members!).

#### **Examples of Service User involvement are:**

- Having lunch with candidates
- Going to open days
- Making a life book with photos to show candidates
- Participating in the short-listing process
- Writing questions for interviewers to ask
- Asking questions at an interview
- Watching candidates doing group exercises and deciding who did well

#### **A group of Service Users with learning disabilities came up with the following qualities they would want to assess in applications:**

- Helping me, not doing it for me
- Not bossy, but listens
- Keeps my house safe
- Keeps things private
- Gets on with me
- Kind and good cook
- Doesn't ignore my opinions

#### **The Service Users suggested some things they would want to watch out for during the selection process were:**

- Doesn't butt in when I haven't finished saying something
- Gets on with us and the other candidates
- Looks elsewhere and not at me/interviewers
- Makes me angry (because doesn't listen, butts in)
- Smiles

## **Interview Location**

Interview rooms should afford privacy and quiet. Where the actual work location does not provide the right accommodation for interviews, they should be held either in another nearby suitable location or a nearby hired venue. Job Centres sometimes have interview facilities available free of charge.

## **Example Four – Hull Young People’s Support Service**

*(Preferred Model – Mixed Panel)*

*This training utilises role-play on what not to do when facing a candidate and vice versa. Again, the training is very extensive covering all the crucial elements such as equal opportunities and Confidentiality.*

### **Aims of Day**

- To introduce you to recruitment and selection
- Show you what it’s about
- Agreed rules for staff and young people

### **What’s in it for young people?**

- To take part in selection of new staff
- Young people have an opportunity to give their opinion when they meet people and say whether or not they would be able to get on with them
- Learn to work as a team
- Learn to manage time
- Get a gift voucher for taking on this work

### **What is recruitment and selection?**

- It’s the way we get new staff
- It starts by advertising a job. People get sent an application form and job description
- The people are chosen for interview looking at the person’s application form and personal specification
- What is personal specification?
- This list of people chosen is called a short list. These are the ones who are going to be interviewed.
- They come for an interview which is split into two bits. One that young people do and one that staff do.

### **What is equal opportunity?**

- This means that all people should be treated the same. It does not matter how old they are, what colour their skin is or if they have a disability.
- So, when you are interviewing people you will need to think about this.
- The people you are interviewing must also treat you the same and you need to judge this during the interview.

**Confidentiality:**

- This means that you must agree not to talk about the interview with your friends or family after the interview has finished.

**ITINERARY FOR THE TRAINING DAY**

10:30am	Welcome, Tea/Coffee
10:45am	Introductions Aims and objectives of the day
11:00am	Group Activity
11:15am	Group discussion on young people's involvement
11:45am	Observation of role-play and first task
12:15pm	Lunch
1:00pm	Recruitment and selection process Confidentiality Equal opportunities
1:45pm	Young people's role-play
2:30pm	multiple choice second task
3:00pm	Awarding of certificates and what happens next

**ROLE – PLAY. WHO'S DOING WHAT?**

**FIRST ROLE PLAY**

**YOUNG PEOPLE – HOW NOT TO DO IT**

**CHARACTERS:**

1. Uncontrollable young person.  
Stretching and yawning and interrupting when others are talking
2. Uncontrollable young person  
Giving information not related to the topic being discussed and talking to other young people about personal information i.e. are you going to pictures tonight?

3. Uncontrollable young person

Constantly tapping pen/pencil on chair or knee or somewhere. Also sitting sideways and not giving eye contact with candidate

4. Observer acting correctly

5. Observer acting correctly

6. Candidate acting correctly

At the end of this role play the young people will be asked to identify the behaviours seen before discussion takes place

### **ROLE – PLAY. WHO’S DOING WHAT?**

#### **SECOND ROLE-PLAY**

#### **CANDIDATE AND HOW NOT TO DO IT**

##### **CHARACTERS:**

1. Poor candidate – you know what to do!

2. Young person acting correctly

3. Young person acting correctly

4. Young person acting correctly

5. Observer acting correctly

6. Observer acting correctly

At the end of the role-play the young people will be asked to complete the feedback sheet before discussion takes place

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#### **Role Play Feedback**

NAME:

<b>Good Things</b>	<b>Wrong Things</b>
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## **Example Five – Hull Teenage Pregnancy Support Service**

*(Preferred Model – Two Separate Panels)*

*This training is broken down into three clear sections. Again, depending on the ability and age of your group (and how much detail you wish to cover), this training could easily take up a day. I have also included what the young people had to say afterwards as encouragement to evaluate what your audience thought of your efforts and the overall training!*

### **Recruitment and Selection Training**

#### **◆ Equal Opportunities**

##### **Section 1**

- Group introduced to 2<sup>nd</sup> facilitator, who is not known to the group – they are asked questions about this person
  - Do you think she's married?
  - What do you think her favourite food is?
  - Is she from Hull?
  - Does she have any children?
  - Does she work?
  - Is she a Lesbian?
  - What do you think her hobby is?
  - Does she drive a car?
  - Does she like shopping?
- Discussion about assumptions and stereotypes.

##### **Section 2**

- Group asked to flipchart what they are looking for in a candidate – Encouraged to put anything down, regardless of equal opportunities.
- Discussion on assumptions and prejudice and what is important to look for in a candidate.
- The group look at the job description and the person specification – Identify and words they don't understand.

#### **◆ Interview skills**

##### **Interview format**

- Discussion on type of interview format e.g. combined panel or separate.

### **Asking Questions**

- Group looks at possible questions and chooses the questions they want to use (in line with the person specification).
- Discussion on the answers that they are looking for.

### **Interview skills**

- Group role plays being on an interview panel.
- Practice listening skills, body language, taking notes.
- Discussion on the “do’s and don’ts in interviews”

### **Making Decisions**

- Scoring candidates & making decisions.
- Support available

### ◆ **Evaluation comments from the training**

‘I found it was good, I found out a lot. I also realised from what they told me that you can’t judge people by what they look like.’

‘I think I will enjoy doing the interviews and I also enjoyed doing the role play.’

“I enjoyed today because it was useful and it will learn me how to communicate with other people and know more about interviews.”

‘I also enjoyed the role play because we all got to practice before the day.’

‘I think it was useful and I bonded with (?) (group member) more.’

‘I liked the role play. It was funny and I am looking forward to being on the interview panel.’

‘I think it was very good – I liked the role play, it is very good.’

## **Example Six – RAPP**

### ***(Preferred Model – Two Separate Panels)***

*A very detailed and excellent piece of training that takes place over six sessions. The training was designed to meet the needs of young people in care and to help them recruit Social Services Care Officers. The training is very thorough and the breakdown and inclusion of timings will give you an approximate programme timetable. This extensive programme (and the way it is broken down), may be useful when working with a younger age group.*

### **Recruitment and Selection Training**

#### **Aim**

To learn how to recruit and select staff so that you can take an active part in selecting staff to work for Hull Social Services.

#### **Objectives**

- To understand the recruitment and selection process
- To understand that the law tells you what you can and cannot do when selecting staff.
- To write good person specifications (list of skills and others things that people need to have for the job) and job adverts.
- To understand and practice short listening (choosing people to interview, based on their job application forms)
- To practice questioning and listening (interview skills)
- To understand and practice note taking and scoring during interviews
- To have developed and practiced using different ways of interviewing people (questions for people during and interview, listening to presentations, group discussions, role play)
- To think about and evaluate you role in the recruitment and selection of staff

## **Recruitment and Selection Training – Session One: Making Fair Decisions**

**Start time: 5pm**

### **5.00pm Introduction to the training course**

Introduce yourself and welcome to the venue, housekeeping and fire exits and content of the course, time's etc.

### **5.05pm Icebreaker**

Each person to introduce themselves and say what they had for breakfast/tea.

### **5.10pm Aims and objectives**

Handout aims of the course, and aims and objectives for session 1. Go through and discuss.

### **5.15pm Ground Rules**

As a whole group discuss ground rules for the group

### **5.25pm Decision Making – Pop stars the Rivals**

Watch video snippets and vote for one person. Each person to give reasons for their vote.

**Flipchart** reasons (identifying people's personal preferences, likes, dislikes prejudices etc.)

**Q:** How was your voting conducted?

**Q:** Was it a fair process?

**Discuss** the ideas of being fair – choices not being based on personal views with everyone looking for different things in a person. Important that everyone gets an equal chance and opportunity.

### **6.00pm Break**

### **6.15pm Equal opportunities race**

Set the race handicapping some people, e.g. blindfold, tying legs together etc.

**Discuss:**

**Q:** How does this feel?

**Q:** Was this race fair?

**Q:** What stopped it from being fair?

**Q:** What would have made it fair?

**Re-Run.** Place people back in their original position and ask them to look at what can be done to make the race fair. Then re-run the race.

**Discuss:** What does this tell us about equal opportunities in recruitment and selection?

### 6.45pm Credible Criteria

Think back to the original exercise, Pop Rivals, and think of criteria that could be used to measure participants, i.e;

- Voice
- Movement
- Image

Then replay the video snippets using this criteria to decide the winner.

### Feedback

7.00pm End

## Recruitment and Selection Training – Session 2: Person Specifications

6pm

Review previous session – handouts from last time

In three groups

{each group to have one adult}

Each group gets one of the questions:

{10 mins}

What should the 'right person' be able to **do**?

What should this 'right person' be able to **understand**?

Who should this person be able to **get on with and communicate with**?

[participants begin to think in detail what they think is important in relation to the job of ?]

Do flip chart to feedback

Feedback:

{10 mins}

Do other groups agree/disagree/ wish to add things or take things out?

[about recognising the importance of reaching a consensus of opinion]

### In two groups

{10 mins or more if needed – one of us to facilitate each}

Go through the 'attributes that are needed for the job of ?' making sure that everyone understands what each point means – could translate into 'plain English' which could be typed up as evidence of work completed.

### **Short break**

### **6.35pm**

### Back in original three groups

{10 mins}

Take previous flip charts and cut up, decide which attributes are essential and which are desirable. Stick on two bits of flip chart paper one labelled essential and one describe.

Explain that essential means something that one person has to have before they start the job, and desirable is something that they can learn whilst doing the job. **(prepare flip chart)**

[to enable participants to see what are important attributes that candidates have to have for the job and to see what could be areas for development. Also, to understand that it is difficult to find a person who meets all the criteria]

### Feedback

{10 mins}

Discuss each flip chart, does everyone agree or should some of the statements be swapped around?

Describe how they have created a person specification and how it is used in the recruitment and selection of staff – advertising, short listing, interviewing etc.

[participants will understand the importance of this document to the recruitment and selection process]

Handout person specification for social services care officer – this is what we will be using for recruitment in February.

### **Finish 7pm**

## **Recruitment and Selection Training Session 3 – Advertising**

### **5pm**

Summarise the previous two sessions

[participants will understand the process in which that have been involved]

Hand out copies of person spec, and comments or alterations

### Adverts – What is attractive?

{20 mins}

Divide into 2 groups – hand out job adverts (3 or more per group)

**Q:** What would attract you to one job more than the other? (each group to ask someone to make hard written notes)

Size, print, colour, wording, salary, description of job

Feed back to the whole group – key features of a good job advert

[using the same principle, participants will see the different ways of attracting people to jobs whilst also identifying the important information that needs to be included]

### **5.40pm Break**

### **6.15pm**

#### Designing an advert

{45 mins}

Input: ad needs to attract the right people and stop the wrong people applying. Needs to include essential criteria (and some desirables), information about the job and also needs to be exciting and interesting.

Working in two groups

Produce an advert for the post we have created – flipchart sized one, or radio ad, or TV ad.

[By being creative yet basing information on their own identified criteria, participants will contribute to the advertising process]

### **6.45pm**

Feedback – explaining why things were included, why a particular style was chosen.

### **7pm Finish**

## **Recruitment and Selection Training Session 4 – Short listing**

### **5pm**

Summarise training to date  
[participants understanding the context of this session]

#### Confidentiality

{40 mins}

Working in pairs

Hand out fictitious fact sheet – and imagine you are them. Would you be happy other people knowing about and what might you be embarrassed about people knowing. Mark each fact with the following:

H – happy

E – embarrassing

In the whole group- answer a number of questions from? and?

Discussion

- What did it feel like being asked to say stuff that you were embarrassed about?
- Was it necessary to give the information (was it relevant to the job)?
- Would it have influenced other people in the room?
- Did they start to get a negative or positive picture of the person in their heads?

[participants will understand that they do not need to know all about a person to make a decision in shortlisting they will understand the reason for not giving some information and how we can make a decision or form a view of a person before we even meet them]

Input: This is why some information is removed from job applications at the time they are short listed, so as not to make the short listing process unfair. Stress that previous knowledge of a person should not influence your views on their job application.

Whole group discussion – **why is confidentiality important?** How does it matter in recruitment and selection.

[participants will understand the importance of confidentiality in relation to equal opportunities, and in relation to equal opportunities, and in relation to keeping information that they find out about candidates private and confidential]

**5.40pm Break**

**6.15pm**

Groups of three (with and adult in each group)

Practising short listing

{45 mins}

Use the three mock application forms and measure these against the criteria using the short listing forms provided.

Who would they ask for an interview and why. Who would not get an interview and why.

Feedback

[participants will have the opportunity to try out short listing using their own person spec]

## **Recruitment and Selection – Session 5 Preparing for the interview**

**5pm**

Summarise work to date

Describe what happens following short listing – references, police checks and medical clearance.

### Interview Skills

Provide paper and pens

Show film clip – Coronation Street?!!

Everyone to make note of important information that they pick up when watching the clip

How much were they able to record? Group discussion – what was difficult, what got in the way?

Using a scale or criteria is sometimes easier ...

Provide hand out with prepared criteria

Watch clip again and record responses on the prepared sheet

Feedback to flip chart – similar judgments? Was this an easier way to record judgements / responses?

[Demonstrate the reasons why the person spec is used to help people decide whether the candidate is meeting the criteria or not. In the interview situation participants will be using a sheet with criteria on it to tick when the participant hits the spot.]

### **5.30pm**

#### The copying game

Participants to sit impairs, back to back. On person has a drawing that they have to describe to the other and who that has to draw it (without looking!)

Repeat with a difference drawing and swapping over.

Pin up drawings – are they identical?

Group discussion- what were the difficulties in carrying out the task?

[link to distractions and difficulties in concentrating and listening carefully during interviews, participants will become aware of how much listening is done by watching]

Question: What kind of setting do we need to carry out interviews well?

### **5.45pm Break**

### **6.15pm**

#### Post it Game

Sit round in two groups – participants get a famous person post it on their foreheads....

Each takes a turn to ask a question to find out who they are – they can only get a yes or a no answer

Whole group – list on flipchart: What  
When  
Where  
How  
Why

And explain the use of open questions..... give examples

Couple of volunteers to replay the game, with few new famous people, and asking open questions

Hand out on open and closed questions

Link to person spec

Prepare flip charts – with two criteria for each group:

### **Group 1**

Involving you in all discussions

To communicate with young people

To have a sense of humour

Each group to come up with an open question for each criteria using the what, how etc list.

### **Session 6 – Practising interviews**

Use the interview questions developed in session 5 to do some interview practice – interviewees are: ? and?

## **Recruitment and Selection Training Session 6 – interview skills**

**5.30pm**

In your group

1. set up the interview room / space – thinking things through
2. read through the brief summary of each person's application
3. Interview each candidate, using the prepared questions and interview record sheet.
4. After each interview – discuss the candidate with your observer and complete record sheet. Also record two things that went well and two things that could have been improved (on the sheet provided).
5. at the end of the interviews, decide who would be offered the job and why

### **In the big group**

1. Feedback on who would be offered the job and why

2. discussion about things that went well and things that could be improved
3. candidates to feedback their experience

**END – 6.30PM**

**Presentation of certificates**

## **Charter for Involving Young People in Recruitment and Selection**

Young people with experience of involvement in recruitment and selection drew up this Charter as part of research by Hull Youth Council. More details of the process and development of the Charter can be found in *'Involving Young People in Recruitment and Selection'* (Hull Youth Council, December 2003).

The Charter sets out young people's expectations. Organisations and agencies need to work to the charter as a first principle of involving young people in their recruitment and selection processes.

- 1. Young people will be given adequate notice for taking part in interviews. This should be between two and four weeks. Interviews should also be arranged outside of school.**
- 2. Young people will receive the training and the opportunity to be involved in writing interview questions and interpreting answers. Therefore reducing jargon, giving clarity and developing understanding.**
- 3. Young people will be given all relevant information including the venue, length of time they are needed, number of candidates being interviewed, when lunch is provided etc... Young people will also be invited to a planning meeting beforehand, where possible.**
- 4. Agreement will be reached between young people involved and agencies to determine the timetable of interviews.**
- 5. Young people will be offered the support of an adult and/or young person observer in interviews.**
- 6. All agencies will disclose names of candidates at the beginning of interview to young people involved. Young people will be given the option whether to participate or not if they know candidates.**
- 7. When scoring and assessing candidates, systems will be clear, without confusion and, where possible common to those used by other agencies.**
- 8. Every effort will be made to ensure young people are comfortable, given adequate breaks, provided with refreshments and, if delays occur are provided with resources to ease boredom i.e., magazines.**

9. All travel expenses will be reimbursed, i.e., bus fares and taxi fares. Food and drinks will also be provided.
10. Vouchers will be given, where possible, to young people for taking part. £10 is a reasonable amount and young people shall be given the opportunity to decide which vouchers they would like i.e., music, clothes etc...
11. Young people will be informed as soon as possible whom the successful candidate/s is/are and when they will start.
12. Young peoples' needs, learning styles and abilities will be recognised and identified to enable diversity and inclusion. No young person should feel excluded.

## Being Prepared Checklist

The following checklist might be used as a helpful guide as a last minute assurance! It is certainly not exhaustive - you may want to add some of your own or adapt it to suit your agencies needs.

<b>Are you happy with your training – has it covered everything you needed to i.e. interview skills, making decisions, scoring, confidentiality and equal opportunities?</b>	
<b>Have the young people been sent out invitations and all the relevant information?</b>	
<b>Have you made sure your interviews do not clash with young people's school, college or employment?</b>	
<b>Have you decided on a preferred 'panel' model?</b>	
<b>If applicable, are the young people clear about the questions they are asking?</b>	
<b>Have you decided on a clear scoring system?</b>	
<b>Is everyone clear about how any eventual decisions will be reached?</b>	
<b>Are the young people clear about everybody's roles on the day (theirs &amp; yours?)</b>	
<b>If applicable, have you planned adequate breaks and refreshments for the young people?</b>	
<b>Have you budgeted for any financial reimbursements you may have to make such as bus fares &amp; taxis?</b>	
<b>Have you budgeted for any payments/rewards you will be giving to the young</b>	

<b>people participating?</b>	
<b>Have the young people enough information regarding the candidates and vacancies.</b>	
<b>If appointed, have you arranged to let the young people know who the successful candidate was?</b>	
<b>Do you have any plans to reflect and evaluate with the young people how the training and interviews went?</b>	

## Acknowledgements and Further Contacts

A big **Thank You** goes to all those people who have contributed their training programmes and given helpful advice and contacts. If you would like to speak to someone regarding Involving Young People in Recruitment and Selection please contact:

**Mark Tomlinson**  
**Hull Youth Council**  
**48a Beverley Road**  
**Hull**  
**HU3 1YE**

**Telephone: (01482) 585297**

**E-mail [mark.z.tomlinson@hullcc.gov.uk](mailto:mark.z.tomlinson@hullcc.gov.uk)**

Additionally, the following organisations also involve young people in recruitment and selection and may be able to provide more in-depth information should you wish.

<b>Hull Teenage Pregnancy Support Service</b> Contact: Susan Reddington Telephone: (01482) 336380 E-mail: susan.reddington@hullcc.gov.uk	<b>Connexions Humber</b> Contact: Steve Kay Telephone: (01482) 350150 E-mail: skay@connexionshumber.co.uk
<b>Hull Young People's Support Service</b> Contact: Ingrid Skinner Telephone: (01482) 331000 E-mail: Ingrid.skinner@hullcc.gov.uk	<b>Rights and Participation Project</b> Contact: Ian Bolton Telephone: (01482) 225855 E-mail: connexions@rapp.karoo.co.uk
<b>The Warren Resource Centre</b> Contact: Max Hope Telephone: (01482) 218115 E-mail: warrencando@hotmail.com	<b>Career Choices</b> Contact: Debra Grange Telephone: (01482) 615280 E-mail: dgrange@hcctraining.co.uk
<b>Stepwise</b> Contact: Laura Starky Telephone: (01482) 331052 E-mail: laura.starky@hullcc.gov.uk	<b>Hull Children's Fund</b> Contact: Barbara Gibb Telephone: (01482) 615250 E-mail: barbara.gibb@hullcc.gov.uk
<b>Children's Centre</b> Contact: Cindy Clark	

Telephone: (01482) 221261 E-mail: cindy.clark@herch-tr.nhs.uk	
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# REFERENCES

Why take up references?

- References are simply the views of another person so their accuracy and detail may be limited. They may be useful to reinforce information gained at the interview and can sometimes 'screen out' people unsuited to work with a particular client group or organisation.
- Taking up references demonstrates to both volunteers and clients that you take volunteer involvement seriously.

**It is important that you have policy and practice in relation to what, if any, personal information you gather and hold, and the circumstances in which this information is shared or divulged.**

Things to consider:

- References might be no more than a confirmation of a person's name and address. They should not be relied upon as a safeguard.
- Organisations should have clear guidelines on when they will ask for references and who will and will not be accepted as a referee - e.g. relatives, no one under the age of 18.
- Sometimes volunteers find it difficult to think of people to act as their referee. It may be helpful to make suggestions - for example, the volunteer may have mentioned a social worker, probation officer, past employer, or have been involved with another voluntary organisation.
- It is worthwhile checking whether a volunteer is familiar with the practice of giving references - some people might find the process intimidating.
- It is helpful to send a copy of the task description and person specification (if any) to the referee to describe the type of work to be undertaken. Explain the environment the volunteer will be working in e.g. unsupervised, with children or vulnerable adults, in a group setting, or on a one-to-one basis. In other words, paint a clear picture for the referee.
- You may wish to make clear to referees whether the volunteer will be able to view the completed reference.
- You will need to consider whether to wait until receipt of the references before a volunteer becomes involved with your organisation.

**Hull CVS Volunteer Centre does not take up references on volunteers - it is the responsibility of each organisation.**

*(link to sample reference request letter)*

**SAMPLE APPLICATION FORM**

Title – Mr/Mrs/Miss/Ms/Other: \_\_\_\_\_ Family Name: \_\_\_\_\_  
First name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_ Post Code: \_\_\_\_\_  
Contact telephone numbers: \_\_\_\_\_

Time(s) available to volunteer: \_\_\_\_\_  
Experience and skills relevant to this volunteering role:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We as an organisation understand that all people have different needs and requirements; we therefore ask you to share with us anything about yourself that will enable us to give you maximum support.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please provide details of two referees for us to contact

Name:	Name:
Address:	Address:
Postcode:	Postcode:
Tel No:	Tel No:
Capacity known to you	Capacity known to you

#### DECLARATION OF CRIMINAL CONVICTIONS

Under the Rehabilitation of Offenders Act (Exceptions) Order 1975 and the R.O.A. (Exceptions) (Amendment) Order 1986 we ask you to declare spent convictions.

Please tick the appropriate box:

- ( ) I have no criminal convictions, bind-over orders or cautions either spent or unspent.
- ( ) I have a criminal conviction/bind-over/caution as details below

Date(s)	Nature of conviction(s)	Sentence(s)

**I give my explicit consent to the information given being:**  
**a. Held on file/transferred to computerised database.**  
**b. Used for the purposes of volunteering for The Organisation.**

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SAMPLE REFERENCE REQUEST LETTER**

Dear

Your name has been given to us as a referee for \_\_\_\_\_ who wishes to work as a volunteer with The Organisation.

We have enclosed a copy of the role description that we anticipate he/she will be carrying out. Would you please comment on his/her suitability for this role? We treat the information as confidential; however under the Data Protection Act individuals have the right to access information held on them. A freepost envelope is enclosed for your reply, thank you for your assistance.

Yours sincerely,

\_\_\_\_\_

**ORGANSATION'S NAME**

**Private & Confidential**

Name of Volunteer: \_\_\_\_\_

Name of Referee: \_\_\_\_\_

1. How long has this person been known to you?
  
2. To the best of your knowledge is \_\_\_\_\_
  - a) in good health? Yes/No
  - b) reliable and trustworthy? Yes/No

3. Comments on their suitability for this role:

4. Any other comments.

**Signed:**

**Date:**

# VOLUNTEER AGREEMENTS AND THE RISK OF CREATING A CONTRACT

The essence of volunteering is that it is a gift relationship. The volunteer can withdraw from it whenever he or she wants. Neither volunteer nor organisation can legally force the other party to perform.

There have been a very small number of cases where volunteers have taken legal action to claim that they are employees, rather than unpaid volunteers. How can a volunteer hoping to take such action show that they are in fact employed?

To be entitled to employment rights, a volunteer must establish firstly that they have a contract and secondly that it is a contract of employment.

A contract doesn't have to be in writing but there are two essential elements it must have:

**CONSIDERATION** - which can be money or money's worth. In practice this comes down to whether an organisation is providing payment or something of value to the volunteer - for example, paying more than the volunteer's actual expenses or offering some perk.

**INTENTION** - the volunteer and organisation must intend that their agreement is legally binding. Intention is usually implied by looking objectively at all the circumstances (for example, any payments and any obligation to work). Most volunteering arrangements lack intention and this stops them amounting to a contract.

There is a wide spectrum of volunteering arrangements. At one end, the safe end, are organisations which make no payments other than actual out-of-pocket expenses and do not place enforceable obligations on their volunteers. At the other end of the spectrum lies the employment zone. There is still considerable uncertainty surrounding this area, and new legal decisions could change the situation completely. However there are a number of points to be aware of which will help your organisation to defend itself in the unlikely event of a claim.

## **How do you assess risk?**

Firstly assess where you are at in the spectrum. If you are in the safe zone, you do not need to revise policy and procedure. But if there is any uncertainty in your organisation you should consider reducing the risk of contracts being created. Some organisations are withdrawing references, training, social events and other

benefits for volunteers. The danger of this approach is that volunteers will no longer feel valued and will drift away.

Key elements to consider are:

**Cash payments** - the safest approach is to reimburse actual expenses only, preferably against receipts.

A less safe way is to pay a flat rate in order to simplify administration.

**Benefits in kind (perks)** - The occasional thank you, such as a party, does not amount to consideration.

**Training** - It is safe to provide training which is needed to do the work - for example on communication skills to help volunteers who work with clients.

Risk could be increased if training is not related to the work, but is instead for the volunteer's personal benefit.

**Rights and obligations** - It is best to avoid setting out rights and obligations - e.g. a right to discounts or an obligation to work a minimum number of hours, as this could indicate intention. Avoid a right given in exchange for an obligation - e.g. providing training in return for work.

To reduce risk, express in terms of hope or expectation.

There is no problem declaring rights and obligations to follow organisational policies or legal requirements, for example health and safety regulations or equal opportunities policy.

**Mind your language!** - It is good practice to give volunteers written details of what organisations offer and expect, but avoid words with a contractual connotation, for example, avoid words like 'contract', 'pay', and 'employer'. Refer to tasks, not jobs.

It might be useful to include in any volunteer agreement a statement along these lines:

'This agreement is binding in honour only and is not a legally binding contract of employment'

NB: While such a statement may help, it is not conclusive as the courts will go beyond the form of words and look at the reality of the situation.

DON'T BE ALARMED! - Only a handful of volunteers out of the many millions of people who volunteer each year have tried to claim employment status. The risk of getting caught up in legal action is very low.

**Please note: This is a brief statement of complex law and should not be relied upon without legal advice.**

*(link to sample volunteer agreements document)*

## **Screening and Police Checking**

Screening is used here to mean checking if someone has a criminal record. It is one way of reducing the risk of recruiting volunteers who may be unsuitable to work with children or other vulnerable people. Screening is a valuable tool in identifying unsuitable volunteers, but it is not foolproof. For example, 90% of child sex offenders have no relevant criminal record. Even those with a criminal record may be able to avoid detection by giving a false or different name.

Organisations should not assume that by screening volunteers they have done enough. It is vital to always carry out effective recruitment, training and supervision of staff. As well as this, there should be a system for anyone to raise concerns about an individual.

Not all organisations will need to screen volunteers. The need to screen will depend entirely on what the volunteer is doing and the client group that they are working with. Except for organisations that fall under the remit of the National Care Standards Act, the only legal obligation that organisations have to screen their volunteers is the 'duty of care' that they have towards the people they work with. Duty of care requires that you do everything 'reasonable' within your power to protect others from harm. So if an organisation involves volunteers working with vulnerable people, it could be argued that part of their duty of care is to screen volunteers. Organisations need to look carefully at their client group and volunteer roles to decide whether

screening is necessary, and a risk assessment needs to be done to decide whether clients are at risk if volunteers are not screened. In some situations, organisations may decide that even if their client group is vulnerable, the risks involved are minimal because of the way that they work.

Under the Rehabilitation of Offenders Act, ex-offenders normally have the right not to reveal spent (old) convictions. However, where work involves contact with 'vulnerable' people, organisations can require applicants to declare spent convictions too. Section 115 (4) (a) of the Police Act 1997 describes a vulnerable person as:

- Anyone under the age of 18
- Anyone receiving:
  - Accommodation and nursing or personal care in a care home
  - Personal care in their own home through a domiciliary care agency
  - Healthcare services provided by an independent hospital, independent clinic, independent medical agency or NHS body
  - Services provided in an establishment catering for a person with learning difficulties
- Anyone who could be described as having:
  - A substantial learning or physical disability
  - A physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs

- A substantial reduction in physical or mental capacity due to advanced age.

It is fairer to let people know from the outset that they will be required to reveal this information. One form of wording is:

**'Because of the nature of the work, [e.g. befriending older people], you are required by the Rehabilitation of Offenders Act 1974 to declare all criminal convictions including those which are spent.'**

You may also want to make it clear that just because someone has a conviction, it does not mean that they are automatically unsuitable. The majority of convictions would not have any bearing on someone's suitability for volunteering. However, ex-offenders are used to being discriminated against and may well be wary about discussing their convictions with you. Anything you can do to reassure them that your organisation is fair will encourage them to be open. Remember that one in five adult men have a criminal conviction. If your organisation discriminates against ex-offenders, you could well be losing out on valuable volunteers.

## **The Criminal Records Bureau**

There has been a huge amount of publicity over recent years for the new criminal records checks. Charities have much greater access to

information about potential volunteers than ever before. Access is uniformly available throughout the country. However, there is still a great deal of confusion in the sector about how the system works, who is eligible to use it, and what the pros and cons of the new checks are.

The CRB deals with the paperwork and day-to-day bureaucracy of checking and gives support to police stations to actually carry out the checks. Police Forces struggling with the extra work that checks create are being given cash injections. The general idea is that employers anywhere in the country can receive up-to-date checks on an individual within an agreed time-scale. This means that not only do more organisations working with children have access to checks, but also that organisations working with vulnerable adults are able to check staff and volunteers.

The general principle of the new checks is that organisations have different levels of need to access information, so three levels of check are available. To make the process less threatening to individuals being checked, police checks have now been re-named 'disclosures'.

- **Enhanced Disclosures**

For posts involving substantial contact with children or vulnerable adults and for those who are regularly, training, supervising or in sole charge of individuals or groups. The

Enhanced Disclosure contains details of all convictions current or spent as well as details of cautions, reprimands or warnings. It also details inclusion on the lists held by the Department for Education and Employment and the Department of Health of individuals unsuitable to work with children. In addition, they include any other 'relevant' information held by the Police, including so-called 'soft' information. Enhanced Disclosures are free for volunteers.

- **Standard Disclosures**

For posts involving regular contact with vulnerable people and people entering 'positions of trust' such as accountancy and veterinary professions. The Standard Disclosure is the same as the Enhanced Disclosure but without the addition of extra information held by the Police. Standard Disclosures are free for volunteers.

- **Basic Disclosure**

Available for anyone. Contains details of convictions that are 'unspent' under the Rehabilitation of Offenders Act. These checks are of limited use and will probably not be used widely in the voluntary sector. They can be used directly by individuals, who can then show them to organisations themselves when applying for a position. Enhanced and Standard disclosures can only be issued to registered organisations for posts that fit

the requirements. Disclosures will be posted out both to the organisation and the individual.

In order to get Enhanced and Standard Disclosures, organisations need to become registered bodies. Registration forms are available from the CRB on the website or phone number below. To register, organisations need to:

- Pay a £300 fee
- Satisfy the CRB that they are entitled to ask for the information under the Exceptions Order of the Rehabilitation of Offenders Act
- Show that they have a code of practice on employing ex-offenders
- Show that their confidentiality policy is clear about who needs to know information, how it is stored, and when it will be destroyed.

If the CRB are satisfied that all this is in place, then the organisation needs to nominate a lead signatory who will have overall responsibility for checks and counter signatories. All signatories are checked by the CRB to see if they have any offences that would make them unsuitable to receive confidential information. All applications for Enhanced and Standard Disclosures have to be signed by a signatory and the individual being checked.

If organisations cannot afford the £300 registration fee themselves then it is also possible to get disclosures via an 'umbrella body'. Where appropriate, an umbrella body can register and sign on behalf of other organisations, or register them as counter-signatories. The umbrella body has ultimate responsibility for checking that members are abiding by the Code of Practice and are dealing with disclosure information strictly within the bounds of their confidentiality policy. Passing on information unless it is strictly necessary could be a criminal offence, and therefore organisations will need to think carefully about their relationship with other organisations and the extra work involved before taking on the umbrella role. Because of all the extra administration, umbrella bodies have to charge organisations for checks.

### **Treating ex-offenders fairly**

There is a major concern that organisations may shy away from taking on individuals with any kind of criminal record at all. This could result in a huge amount of wasted potential. It is estimated that at least 20% of the working population has a criminal record and one in three men under the age of 30 have criminal convictions. To decide to rule out all these people when looking for volunteers considerably narrows down the available options and means that people with potentially valuable skills and life experience are being ignored. This presents a major challenge for the sector in breaking down the

prejudices that many people have against ex-offenders, particularly since discrimination could infringe an individual's rights under the new Human Rights Act. One of the provisions of becoming a registered body with CRB is that the organisation should have a written policy on the recruitment of ex-offenders and sign up to the CRB 'code of practice' which will include guidance on:

- At what stage of the application process disclosure should be sought
- When and how applicants should be informed of the need for a disclosure
- How information should be stored and handled

Regular spot checks will be made by the CRB to check that organisations are sticking to the Code, with particular emphasis on how information is stored and handled. However, whether or not organisations are treating ex-offenders fairly will be much harder to assess, The Code of Practice is available from the CRB and can be downloaded from its website.

Under the Protection of Children Act 1999 and Court Services Act 2000 it is an offence to knowingly employ anyone with a conviction for murder, manslaughter, rape, GBH and a number of sexual offences to work with people under 18. Aside from these, there are no set guidelines on which other offences would make an individual

unsuitable to work with vulnerable people. The CRB has issued a list of 'considerations' to take into account:

- Whether the conviction is relevant to the position
- The seriousness of the offence
- The length of time since the offence occurred
- Whether the applicant has a pattern of offending behaviour
- Whether the applicant's circumstances have changed
- The circumstances surrounding the offence and explanation offered by the applicant.

Even taking this guidance into consideration, the decision on whether or not to take on an individual with a criminal record will remain almost entirely subjective, which could well mean that many people are being unfairly discriminated against and that organisations are losing out on perfectly capable and safe staff and volunteers. It is a challenge for the sector as a whole to work together to develop good practice guidelines to ensure that that five million-plus people in this country with convictions for a crime which could have involved imprisonment are not written off as potential staff and volunteers. A balance has to be struck between the need to protect vulnerable individuals and the need allow everybody to have a place and a purpose within the community.

## Confidentiality and Data Protection

The CRB is concerned that organisations are able to show that they will be able to deal with disclosures in a safe and confidential manner. This is very important because it is a criminal offence to pass on someone's conviction details without their prior permission. There are also two pieces of legislation that a volunteer could potentially cite to sue an organisation breaching confidentiality over conviction details. Article 8 of the Human Rights Act covers the right to respect for private and family life. The Data Protection Act also lays out clear guidelines for how personal information should be stored and dealt with. Individuals should be made aware of this policy right from the beginning so that they feel able to discuss any convictions without fear of the information being passed on.

Only specific people within an organisation should have access to disclosures, which should be stored securely. Allowing for a suitable period for an individual to raise any queries or concerns over their disclosure, the document itself should be destroyed. Once a decision has been reached on whether to take on an individual, the information contained within the disclosure becomes irrelevant and does not need to be kept on file. When deciding whether to take someone on, information about disclosures should only be discussed with a set group of individuals within the organisation and the volunteer should be made aware from the beginning who these

people are and that they will be involved in the decision-making process.

## **Further Information**

The CRB produces a number of booklets on the new disclosures, and its website contains lots of useful downloads, including all the relevant acts and legislation. It also includes registration forms and information about training events.

[www.disclosure.gov.uk](http://www.disclosure.gov.uk)

Or phone 0870 9090811

## **DISCLAIMER**

This information sheet is intended for guidance only; Hull CVS has endeavoured to check that details are correct, but please seek independent advice before applying the guidance to your organisation.

# HEALTH AND SAFETY

Despite the increasing importance of volunteering, the legal obligations of organisations towards their volunteers with regard to health and safety are less than clear. Nevertheless, it is good practice to treat volunteers with equal consideration to employees when it comes to health and safety.

## Duty of care

The duty of care is a general legal duty on all individuals and organisations to avoid carelessly causing injury to persons. It has been developed over many years. The duty is regardless of the size of the organisation, its income or whether the organisation has paid staff.

If your organisation asks a volunteer to do a task which results in them injuring themselves or anyone else, the members of the governing body may be liable. No matter what activities your organisation is involved in, whether running a major hospital trust or organising a day trip to the seaside, you will have to consider the duty of care owed to your volunteers.

Liability depends on establishing that the organisation failed to take reasonable care.

A duty of care can arise in many ways, such as:

- Loaning equipment to others
- Charity walks and sponsored runs
- Running fetes or fairs
- Day trips
- Selling food at a charity stall

## Health and Safety Law for Organisations

Health and Safety law lays down your duties to your employees. The law also imposes further responsibilities on you with regard to people not in your employment, such as volunteers, or members of the public who may be affected by your activities.

This generally means that organisations which have both employees and volunteers have a statutory responsibility not to harm or damage the health of volunteers through their involvement in the activities of that organisation. You may also have a responsibility to carry out a risk assessment, which may require volunteers to be provided with information and training. This would depend on the activities concerned.

## **Buildings and Premises**

Anyone controlling non-domestic premises must take reasonable steps to provide employees and volunteers with equipment and premises that are safe, including safe routes of exit. This applies to places such as community centres or scout huts and also attached car parks or playgrounds for example.

It is strongly recommended that organisations should implement the same health and safety requirements for volunteers as are demanded by law for paid employees. Most organisations now support equal opportunities - it would be difficult for any organisation claiming to have an equal opportunities policy to justify offering a lower standard of health and safety provision to volunteers.

*If your organisation has no employees, you may not be able to achieve the same standard of health and safety as required for employees. But by aiming to accomplish this in the future, you will be demonstrating the value you place on volunteers.*

## **Risk Assessment**

A risk assessment is a technique for identifying and controlling hazards. It is not just about chemicals and dangerous factories; it is as relevant to the voluntary sector as it is to anyone else.

- a hazard is anything that has the potential to cause harm - such as a faulty electric socket
- risk is the likelihood of it causing harm and the degree of harm it could cause, such as an electric shock

Risk assessment involves identifying all hazards, assessing risks and putting measures in place to control any risk that is unacceptable.

*Voluntary groups with no employees are not bound to do risk assessments, but they are an excellent way of identifying and overcoming health and safety problems.*

## **The Control of Substances Hazardous to Health (COSHH)**

This may not appear relevant to the voluntary sector, but items such as household bleach may seem harmless, however, in the hands of a small child are extremely dangerous. Assessment is the key to evaluating potentially dangerous substances.

*If your organisation has no employees, it is not bound to do COSHH assessments, but an assessment is an excellent way to identify and overcome health and safety problems.*

## **Fire Assessment**

All public and community buildings are obliged under various pieces of legislation to specify minimum levels of standards so that the risk of fire is reduced. The local fire brigade will give advice.

## **First Aid**

An assessment of the workplace is the key to deciding what first aid to provide. For example, an outward bound centre will have very different needs from a morning coffee club. There are however some minimum standards:

- There must be at least one first aid box
- There should be a notice displayed in the workplace that tells staff:
  - the location of the first aid box
  - who is the first aider or appointed person
  - where the first aider or appointed person can be found

An appointed person is someone who has basic first aid knowledge and is available whenever people are at work.

*Groups with no employees are not bound to do a first aid assessment, although it is clearly good practice. However, in certain circumstances, such as a public fireworks display, there may be a legal duty to provide first aid facilities. If in doubt, contact the local Health and Safety Executive Office.*

Visit [www.hse.gov.uk](http://www.hse.gov.uk) for more information on health and safety, free leaflets and to order publications.

*(link to sample risk assessment form)*

*(link to sample Health & Safety Policy)*

# A QUESTION OF INSURANCE

Insuring your organisation against unpredictable events is vital. Unexpected events can happen at any time to any organisation and can range in size and impact. Even the smallest organisation needs to be prepared.

Broadly speaking, the insurance requirements of a charity are similar to any other organisation.

**Employer's Liability insurance** - insures against claims by staff for injury or disease. The insurance must be for at least £2 million for any one claim and the certificate displayed in the workplace. This insurance does not cover management committee members, trainees, consultants, self-employed people, volunteers or service users.

**Public Liability insurance** - covers injury, loss or damage caused to any person as a result of the organisation's negligence. The organisation should make sure it has sufficient cover to meet claims which may also arise from those excluded under employer's liability insurance. It is important to inform the insurance company of the nature of the organisation's work. This insurance does cover volunteers.

**Road Traffic insurance** - involves at least most of the requirements under the Road Traffic Acts for third party insurance, although more extensive cover is recommended.

**Building insurance** - may be required under the terms of a lease. Insurance should cover the cost of rebuilding, including architect's fees and possibly the cost of temporary accommodation.

**The following types of insurance are discretionary:**

**Contents insurance** - normally covers the contents of a building for theft or damage, but usually excludes accidental damage. Again adequate cover to ensure replacement with new equipment should be obtained.

**All Risks insurance** - is usually an extension of the contents insurance, but also covers property when it is outside the building. Equipment failure, loss of documents and loss of fees insurance, as inferred, cover against any loss arising from such events.

**Employees' Dishonesty (Fidelity) insurance** - should be considered when organisations deal with large amounts of cash.

**Professional Indemnity** - covers claims resulting from incorrect advice or services which cause damage or injury to the client.

**Insurance for Accidents** - medical care and assault against staff and sickness covers the cost of sick pay and standard sums for specific injuries at work.

**Legal Expenses insurance** - is often added to other forms of insurance to cover the cost of legal loss in taking action.

**Trustee Indemnity insurance** - covers the trustees of an organisation against any liability for acting in breach of trust or in the case of an incorporated organisation for wrongful trading. However, because this insurance covers trustees, there is a potential conflict of interest. A charity's constitution must specifically allow for this type of insurance. If it does not the organisation will have to amend its constitution with the prior consent of the Charity Commission. The Commissioners have a standard wording which they will want included in the policy. They will also want the organisation to justify the need for such insurance.

**Under insurance** - it is important to insure for a sufficiently large sum to cover any claims. If the organisation is under insured the insurance company may reduce the pay out under a claims pro rata or may refuse to pay out at all.

There are many intermediaries and companies who specialise in advising the voluntary sector on all issues relating to insurance. It may be useful to take advice on appropriate cover for your organisation.

## Sample Volunteer Agreements

These sample volunteer agreements are a starting point to help you draft an agreement that suits your organisation. We hope you will discuss and consult on the sample agreements and feel free to adapt them to suit your needs. The first agreement is more formal and detailed than the second one.

A volunteer agreement helps both the organisation and its volunteers by making expectations clear. Both agreements incorporate current thinking on what is good practice in managing volunteers. They also address the unlikely possibility of volunteers being considered employees in the eyes of the law.

A volunteer agreement is usually part of a set of documents, which includes a volunteer policy and voluntary work outlines (similar to a job description for a paid worker).

### Sample Volunteer Agreement 1

This Volunteer Agreement describes the arrangement between [*name of organisation*] and you. We wish to assure you of our appreciation of your volunteering with us and will do the best we can to make your volunteer experience with us enjoyable and rewarding.

#### Part 1: The Organisation

Your role as a volunteer is [*state nature and components of the work*] and starts on [*date*]. This work is designed to [*state how the work benefits the organisation*]. [*Name of organisation*] commits to the following:

##### 1. Induction and training

- To provide thorough induction on the work of [*voluntary organisation*], its staff, your volunteering role and the induction and/or training you need to meet the responsibilities of this role. The Volunteer Handbook provides full details of the organisation.

##### 2. Supervision, support and flexibility

- To explain the standards we expect for our services and to encourage and support you to achieve and maintain them;

- To provide a named person who will meet with you regularly to discuss your volunteering and any successes and problems;
- To do our best to help you develop your volunteering role with us.

### **3. Expenses**

To repay these expenses following procedures in the Volunteer Handbook:

- Travel to and from home to [*the place of work*] and during your work: see the Volunteer Handbook for rules on methods of travel and car mileage allowances
- Meal allowance to a maximum of £[ ] with a receipt and £[ ] per day without. [To be eligible you must work around meal times or for at least [4] hours a day].
- Specialist clothing where this is required and provided by you.
- Actual cost of crèche, childminding fees or other dependant costs incurred in order to be available for voluntary work.

### **4. Health and safety**

- To provide adequate training and feedback in support of our health and safety policy, a copy of which is in the Volunteer Handbook.

### **5. Insurance**

- To provide adequate insurance cover for volunteers whilst undertaking voluntary work approved and authorised by us

### **6. Equal opportunities**

- To ensure that all volunteers are dealt with in accordance with our equal opportunities policy, a copy of which is set out in the Volunteer Handbook.

### **7. Problems**

- To try to resolve fairly any problems, grievances and difficulties you may have while you volunteer with us;
- In the event of an unresolved problem, to offer an opportunity to discuss the issues in accordance with the procedures set out in the Volunteer Handbook.

## Part 2: The Volunteer

I agree:

- To help [*name of organisation*] fulfil its [*services*];
- To perform my volunteering role to the best of my ability;
- To follow the organisation's procedures and standards, including health and safety and equal opportunities, in relation to its staff, volunteers and clients;
- To maintain the confidential information of the organisation and of its clients;
- To meet time commitments and standards agreed to and to give reasonable notice so other arrangements can be made when this is not possible;
- To provide referees as agreed who may be contacted, and to agree to a police check being carried out where necessary.

This agreement is binding in honour only, is not intended to be a legally binding contract between us and may be cancelled at any time at the discretion of either party. Neither of us intends any employment relationship to be created either now or at any time in the future.

## Sample Volunteer Agreement 2

Volunteers are an important and valued part of our organisation. We hope that you enjoy volunteering with us and feel a full part of our team.

This agreement tells you what you can expect from us, and what we hope from you. We aim to be flexible, so please let us know if you would like to make any changes and we will do our best.

We will do our best:

- to introduce you to how the organisation works and your role in it and to provide any training you need. The initial training agreed is [ ].
- to provide regular meetings with your manager so that you can tell us if you are happy with how your work is organised and get feedback from us. Your manager's name is [ ].
- to respect your skills, dignity and individual wishes and to do our best to meet them.
- to pay your travel and meal costs up to our current maximum\*.
- to consult with you and keep you informed of possible changes.
- to insure you against injury you suffer or cause due to negligence\*.
- to provide a safe workplace\*.
- to apply our equal opportunities policy
- to apply our complaints procedure if there is any problem

I, [name of volunteer], agree to do my best:

- to work reliably to the best of my ability, and to give as much warning as possible whenever I cannot work when expected
- to follow the organisation's rules and procedures, including health and safety, equal opportunities and confidentiality.

\*More details on these issues are provided in the volunteer handbook.

Note: this agreement is in honour only and is not intended to be a legally binding contract of employment.



## **SAMPLE HEALTH AND SAFETY POLICY AND PROCEDURES**

This policy applies to all staff, volunteers, management committee members, users, and the general public.

### **The Policy**

This policy has been drawn up in response to and in accordance with the Health and Safety at Work Act 1974.

The Executive Committee of *The Organisation* is aware that it has a responsibility to ensure that all reasonable precautions are taken to provide and maintain working conditions which are safe, healthy and comply with all statutory requirements and codes of practice for all staff, volunteers, management committee members, users and the general public.

*The Organisation* will, so far as is reasonably practicable, pay particular attention to:

1. The provision and maintenance of equipment and systems of work that are safe and healthy
2. Involving and motivating staff and volunteers in health and safety matters
3. Controlling situations which may threaten life, health or property
4. The maintenance of a working environment that is safe, without risks to health and provides adequate facilities and arrangements for welfare at work

### **The Procedure**

1. The Executive Committee is responsible for safety in *The Organisation* and will monitor the policy; it will be reviewed annually. The Executive Committee will ensure that sufficient resources are available to provide any health and safety equipment, personal protective equipment, training in manual handling where appropriate, and the provision of eye tests for those who habitually use display screen equipment. Information and training for staff and volunteers will be provided, as far as is reasonably practicable, to achieve and maintain a high standard of safety.

2. The safety officer is the *Director* whose responsibilities cover maintenance of safety records; investigation of accidents; providing accident statistics; and keeping a watching brief on changing safety legislation. He or she reports directly to the Executive Committee. The safety officer, with a view to prevention of future occurrences, will carry out full investigations of accidents.
3. The *Director/Line Manager* has responsibility to provide leadership and to promote responsible attitudes towards health and safety. *Managers* will ensure that all staff and volunteers are given induction training into health and safety procedures. All new staff and volunteers will be shown the location of first aid boxes, fire exit doors, and fire fighting equipment. Managers will ensure good housekeeping standards. They will review periodically all new and existing equipment with reference to mechanical and operational safety, and carry out regular safety checks and audits
4. All staff and volunteers have a responsibility to do everything they can to prevent injury to themselves, their colleagues and others affected by their actions or omissions at work. They are expected to follow *The Organisation's* procedures in particular, to report any incidents that have or may have led to injury or damage. All staff and volunteers should ensure that they use any equipment provided in accordance with training that they have received. They should report any serious or imminent danger and any shortcomings that they see in the protection arrangements, to their manager.

## **Accidents**

In the event of an accident all staff and volunteers must report full details to their line manager. Accidents will be reported to the inspecting authority as and when necessary. The line manager and safety officer will investigate all accidents. The safety officer will ensure that necessary action is taken to prevent recurrence.

## **First Aid**

During induction all staff and volunteers will be shown the location of the nearest first aid box. First aid boxes will be placed in appropriate places and clearly signposted. First Aid training will be provided for named staff on an annual basis. Names of first aiders will be posted on notice boards.

## **Fire**

Fire exits must be kept clear from obstruction. Fire doors must be kept shut at all times. Fire regulations are displayed in working areas.

## **Electrical Equipment**

Electrical equipment is normally safe, provided it is properly installed and regularly inspected. Remember that water and liquids are conductors of electricity and their associations with faults caused by, for example, damaged cables, flexes, plugs and sockets, the overloading of circuits and fuses would make the shock more severe. Therefore:

**Never** touch electrical equipment with wet hands; or move any portable equipment without disconnecting it from the mains; or make electrical repairs or do other electrical work unless authorisation has been given.

**Keep** electrical supply cables and flexes away from wet areas, or from where they will be damaged.

**Always** switch off all equipment when not required, unless continuous operation is necessary. All defective equipment must be reported. A qualified electrician will check all electrical equipment annually.

## **Risk Assessments**

Risk Assessments are carried out annually in order to remove hazards or minimise the risk to an acceptable level.

## **VDU users**

An assessment will be made of each workstation to ensure that there is adequate light, seating, screen protection, foot rests and support for typing.

## **Control of Substances Hazardous to Health (COSHH)**

Hazardous substances will be identified and, if possible safer alternatives will be found. If this is not possible, then substances will be labelled and stored safely.

## **Manual Handling**

1. Do not lift objects which pose undue strain
2. Always check the load before moving it
3. Avoid the need for handling wherever possible
4. Always use appropriate aids
5. Do not attempt to lift alone if two people are more appropriate

Training will be provided for staff and volunteers.

## **Monitoring and Reviewing**

The Organisation is committed to ensuring safe working conditions for all staff and volunteers. The Safety Officer is responsible for monitoring these procedures on a regular bases and the Executive Committee will review this policy annually.

## **SAMPLE RISK ASSESSMENT**

Location: Office/ Within Local Community

Date of Assessment:

Signed: \_\_\_\_\_

Date to be reviewed:

Volunteer Role	Hazard	Preventive Action
"In house"	<p>Personal Injury whilst carrying out authorised volunteering duties</p> <p>Claims made against individual volunteers whilst carrying out authorised duties</p> <p>General Public/Volunteers acquiring personal details</p> <p>Office Equipment; e.g. Photocopier Shredder Guillotine</p> <p>Eye strain due to operating VDU</p>	<p><u>The Organisation</u> to ensure that: volunteers are covered by Personal Injury insurance. Provide protective clothing where appropriate. Appropriate training e. g. Lifting &amp; Handling, is given Suitable resources are provided e. g. trolley/carrying cases</p> <p><u>The Organisation</u> is to ensure that all volunteers are covered by public liability insurance.</p> <p>Training – boundaries. Do not give last name, address or phone number. Induction training. Relevant office equipment training Instructions for use are displayed adjacent to equipment. Member of staff to inspect and repair (if possible) any equipment that is not fully operational.</p> <p>Ensure that volunteer is aware of the need to take regular breaks away from the computer. Volunteers who regularly use VDUs should have regular eye examinations, carried out by qualified optician.</p>

Continuation of "In house" risk assessment

Volunteer Role	Hazard	Preventive Action
"In house"	Rejection/Verbal abuse	<p>If this type of incident occurs during a telephone call, transfer to member of staff. If this is not possible then immediately terminate call. The next incoming call is to be answered by a member of staff.</p> <p>If it occurs with a person in the building, call member of staff immediately. Ensure all volunteers know where panic buttons are located</p> <p>Within community - walk away. All incidents must be reported. Staff will support.</p>
	Car accident on the way to or from authorised volunteering duties.	Volunteers to inform insurance company that they may be using their car to carry out voluntary work. _____do not assume any responsibility.
	Unforeseen	Health & Safety issues are discussed at every _____meeting.

## **BLANK RISK ASSESSMENT**

Location:

Date of Assessment:

Signed: \_\_\_\_\_

Date to be reviewed:

Volunteer Role	Hazard	Preventive Action



**Hull Community and Voluntary Services**

# **Getting Started**

with

# **Data**

# **Protection**

**In 5 Steps**



## Introduction

In 1984 the first Data Protection Act came into force. It required anybody who processed **personal data** on a computer or other electronic retrieval system to Register with the Data Protection Commissioner. For the most part, voluntary and community organisations could afford to pay little attention as in those days computers were less commonly used by them.

In 1998, to comply with new regulations from the EC, a new Data Protection Act came into force. This Act is a little different, and we can no longer afford to ignore the issue partly because of the different requirements it contains, and partly because more voluntary and community organisations now use computer technology to process information about people.

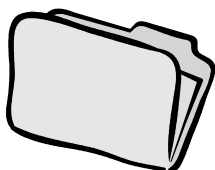


Data Protection can seem very confusing and complex. Remember, it covers all kinds of things from direct marketing to client records.

**What you need to know is whether or not the provisions in the Act apply to anything that your organisation or group does.**

## What is Data Protection?

Data Protection is all about treating **personal information** about **living individuals** in a **fair** way and making sure that it can't be **used or misused** in a way that it can cause **harm or distress**. For example,



when organisations persist in sending mail to a deceased loved one, how upsetting is that for the family? How would you feel if an organisation passed your details on to another organisation when you didn't realise they were going to do that and they didn't ask you first? And how would you feel if they *didn't* pass your details on when you expected that they would and you needed them to? What a waste of money it is sending mail to people who don't want it, and how annoying it is for them! Do you get sick and tired of junk mail? Would you expect a professional person that you've consulted to accidentally leave your file on a train? If an organisation asks you for your details, do you trust them?





**These are all Data Protection issues. For some Living Individual out there, your organisation could be the one in question.**

## The Data Protection Act 1998

The Data Protection Act 1998 covers **personal information** about **living individuals**. It covers that information when it is held on a **computer or other electronic retrieval system**. It covers **manual files** if they are arranged in such a way that you could look somebody up (for example alphabetically by name). It covers other information too, including photos; CCTV footage or other **images**. It covers **processing** of that data from collecting it to storing it, using it, organising it, updating it, amending it, sharing it and finally destroying it.

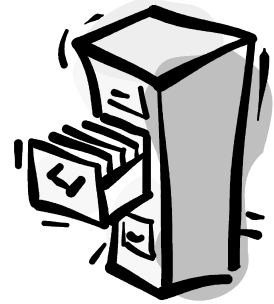


## The Data Protection Act 1998 lists 8 principles by which personal data should be processed:

The Principle	What it means
1. Personal data shall be processed <b>fairly and lawfully</b>	Speaks for itself 
2. Personal data shall be obtained only for one or more <b>specified and lawful purposes</b> , and shall not be further processed in any manner incompatible with that purpose or those purposes	The Act defines purposes (e.g. staff administration). If you collect data for that purpose, you can't then use it for another purpose (e.g. to try and sell them something) or for a purpose that isn't lawful.
3. Personal data shall be <b>adequate relevant and not excessive</b> in relation to the purpose or purposes for which they are processed	For example, do you ask people for their date of birth? Why? Do you need that information? If all you need to know is that they are over 18, just ask if they are over 18. You don't need to ask their date of birth.
4. Personal data shall be <b>accurate</b> and, where necessary, kept <b>up to date</b>	This means you need to check and periodically review information.
5. Personal data processed for any purpose or purposes <b>shall not be kept for longer than is necessary</b> for that purpose or those purposes	If you don't need to keep someone's details, don't. If you only need to keep it for a specific reason, destroy it once that reason no longer applies. 
6. Personal data shall be processed in accordance with <b>the rights of data subjects</b> under this Act	You will need to know what their rights are if you are to respect them. For example, one right is the right to see what information you hold on them. Would your organisation know how to respond if someone asked to see the information you hold on them?
7. Appropriate <b>technical and organisational measures</b> shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction or, or damage to, personal data.	This means you have to make appropriate arrangements for security. Lockable filing cabinets; up to date anti-virus software; policies and training for your staff and volunteers for example. This is part of the information you have to supply when you send your notification to the Commissioner.

8. Personal data shall **not be transferred to a country or territory outside the European Economic Area** unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

This is only likely to affect those voluntary organisations working with developing countries, or it could be an issue for groups working with newcomers to this country.



## What do you need to do?

**There are 5 things you need to do to get started.**

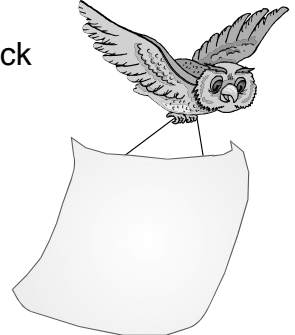
1. Check whether you process any **personal data** in a way that falls under the Act – i.e. whether or not you are a **Data Controller**

And if you are:

2. Check whether any of the data processing you do means that you have to **Notify** the Data Protection Commission (and be included on the register of Data Controllers)
3. Adopt a Data Protection Statement and Policy
4. Check that all the data processing you do conforms to the **8 Principles** (see above) in the Data Protection Act and its codes of practice which are being introduced.
5. Make sure that people know what personal information that you have about them and how you use it.

## 1. Are you a Data Controller?

At the very least, your organisation will probably keep a list of its members' contact details. If you are a not-for-profit organisation, and that is all the information you collect and use ever, then you are not likely to be a **Data Controller** as defined by the Data Protection Act 1998 and probably need do nothing more – but don't take our word for it – look at the sources of information and further reading section and check to make sure.



If you collect any other information about any living individuals and keep it in any kind of filing system that would allow you to look somebody up then you probably are a **Data Controller** and you will need to make sure you are processing that information lawfully. It doesn't matter whether your organisation has premises and staff, or whether your secretary does it all from home, you do need to comply with the Data Protection Act. Having a policy and rules about confidentiality is not enough. Data Protection is not the same thing as confidentiality.

## 2. Do you have to notify the Data Protection Commission (i.e. Register)?

Under the 1984 Data Protection Act, you had to Register. Under the 1998 Act, you have to **Notify** the Data Commissioner if you process data for certain purposes.

There are some exemptions (we have already mentioned membership lists for not-for-profit organisations). If all the processing you do is exempt you can still Notify voluntarily.

*To find out more about when you have to Notify, see further help and reading at the end of this handout.*

If the data processing you do is required to be notified, you must notify. It is a criminal offence not to.

## 3. Adopt a Data Protection Statement and Policy

A **Statement** is just that – a statement saying that your organisation complies with the Data Protection Act 1998.

Your **Policy** will depend on the size and scale of the organisation and the scope of the work you do, as well as the kinds of data you process. If all you do is keep a newsletter mailing list, your policy might not need to be very sophisticated. If you keep records on vulnerable clients; staff and volunteers; people who donate money; networking groups; and the financial details of people who pay you money, then you will obviously need a much more robust policy.

Your policy should certainly cover a few key points:

- Who is designated as your **Data Protection Compliance Officer** who will ensure that your organisation complies with the requirements of the Data Protection Act 1998.
- The data you process including what data you collect, whose data it is, how and why you process it
- Your systems and procedures for keeping it all up to date and accurate
- Your systems and procedures for storing and handling it
- Any rules your staff/volunteers/members have to follow
- Any special rules about sharing information with other organisations
- Your system and procedures for disposing of information you no longer need or that is out of date
- How you are going to make sure all your staff and volunteers know what they can and can't do
- References to related policies, e.g. confidentiality policy; staff recruitment and selection policy; child protection policy; vulnerable adults policy; use of IT policy and so on
- How you make sure people know what you do with their details
- The date your committee or other governing body adopted your policy and when it will be revised.

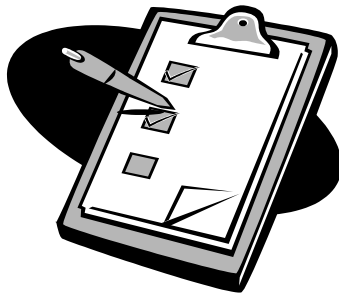


## 4. Audit your Data Processing

Firstly, you need to list all the processing of **personal data** that you do, to check which

things come under the Act. Here are a few examples:

- Databases
- Staff and/or volunteer records
- Client files
- Referral forms
- Mailing lists
- Correspondence files
- Email address books
- Website reply forms
- CCTV footage
- Booking or application forms
- Invoices



Then you need to check whether any of these have any special considerations, for instance if you keep notes on medical conditions of staff or clients, this counts as **Sensitive Data** and you need to be sure you are processing this lawfully. You also need to look at who in your group or organisation processes or uses personal data and make sure they comply with your Policy and with the requirements of the Data Protection Act 1998.

You might already be handling some of these well enough. Or you might find you need to change or add to some of the things you do.

### Quick Glossary on Data Protection

**Data Controller:** Anybody (a person or an incorporated organisation) who decides what **personal data** to collect and how to process it. (In the case of voluntary and community groups, the management committee will share this role.)

**Data Subject:** Any living person about whom you collect, hold or use personal information.

**Data Protection Compliance Officer:** The person in your organisation who makes sure you comply with the Data Protection Act 1998.

**Notify:** Has replaced “Register”.

**Data Processing:** From the moment you take someone’s details to the moment you shred or delete their file, you *process* data about them.

**Personal Data:** Any information about a living person could be personal data, from name and phone number to family history and financial details.

**Sensitive Data:** The Act defines certain types of information (e.g. about medical issues; religion; membership of Trade Unions) as sensitive and there are special rules to follow.

## Further Information

This handout can only give you a very general idea of the things you might need to do to get started with Data Protection. It is not intended as a complete statement of the law. You should take advantage of the following sources of information to find out all that you need to know.

An excellent starting point is **Getting it Right: A brief guide to Data Protection for small businesses** and a simple checklist are excellent introductions published by The Information Commission. To find out whether or not you are a Data Controller, you can use **Notification Exemptions: A Self Assessment Guide**. This enables you to run through a checklist of basic questions to see whether or not you are a Data Controller and whether you need to notify. This guide is available as an online tool as well. The Information Commission also publishes the **Data Protection Notification Handbook: A complete Guide to Notification**.

You can also obtain the **Codes of Practice** from the Information Commission. Currently there are 6 Codes of Practice on CCTV; Recruitment and Selection; Employment Records; Monitoring at Work; Information about Workers' Health; and Telecommunications Directory information and Fair Processing. Supplementary guidance to some of these codes is also available.

You can contact the Information Commission for all of these publications, or find them on their website under Data Protection. The Frequently Asked Questions section of their website is also very useful. If you do visit their website, it is worth having a look at the section on your

rights as well, as understanding your individual rights is a very good way to get a feel for the implications for an organisation.

Information Commissioner's Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire, SK9 5AF  
01625 545 745  
[www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk)  
Or you can go direct to the Data Protection part of their website at [www.dataprotection.gov.uk](http://www.dataprotection.gov.uk).

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Another very good introduction is the Institute of Fundraising **Code of Fundraising Practice on Data Protection**. Contact:  
Institute of Fundraising  
5<sup>th</sup> Floor, Market Towers  
1 Nine Elms Lane  
London, SW8 5NQ  
0207627 3436  
or visit their website at [www.institute-of-fundraising.org.uk](http://www.institute-of-fundraising.org.uk)

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**Data Protection for Voluntary Organisations. Paul Ticher.**  
ISBN number 1 900360 47 0

This is an excellent little guide to Data Protection. It's written especially for voluntary and community organisations, and includes brilliant case studies to illustrate the practical reality for voluntary and community organisations of various points covered.

It costs £12.95 at the time of writing, and is available from the Directory of Social Change  
24 Stephenson Way  
London, NW1 2DP  
020 7209 5151  
[www.dsc.org.uk](http://www.dsc.org.uk)

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An information sheet about Data Protection also by Paul Ticher is available in PDF format on Voluntary Action Sheffield's website at [www.vas.org.uk](http://www.vas.org.uk).

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Community Matters is the National Federation of Community Organisations. Their **Information Sheet No. 16: Data Protection Act 1998** is a very detailed summary of the law and would be a helpful reference once you have got started. It can be bought for £1.50 (minimum order 2 sheets, £3). It is free to members of Community Matters who can download it from their website. Contact Community Matters  
12 – 20 Baron Street  
London, N1 9LL  
020 7837 7887  
or go to [www.communitymatters.org.uk](http://www.communitymatters.org.uk)

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LASA, The London Advice Services Alliance, has an excellent section on Data Protection on their website, with useful checklists that could help you go through all that you need to do. Visit [www.lasa.org.uk](http://www.lasa.org.uk) and click on Knowledgebase under Information Systems.

They also publish a **Guide to Data Protection** which costs £5. You can order it online, or write to:  
Lasa,

Universal House  
88/94 Wentworth Street  
London, E1 7SA

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### **Data Protection: Everybody's Business**

ISBN number is 1-902505-04-2  
Published by The British Computer Society. It's written for professionals and business managers so some of the language and concepts seem alien but nevertheless it is a good easy to use guide and has useful charts in it to help you think about your processes and so on. It costs £15 (£10 if you're a member) from: BCS Books  
York Publishing Services  
64 Hallfield Road  
Layerthorpe  
York, YO31 7ZQ  
01904 431218  
Or you can download it for free from their website at [www.bcs.org](http://www.bcs.org).

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On their Ask NCVO site, NCVO have a couple of pages on Data Protection. An introduction entitled **Data Protection Law** is at <http://tinyurl.co.uk/lzte> and there are links from there to further pages on **Protecting Your Relationships, Data Protection Act for employers and employees, and Online data protection and privacy policy.**

<p><b>Remember, voluntary and community groups in Hull can access the internet at CVS. Contact us for details.</b></p>
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# EXPENSES

Why pay expenses?

- Paying expenses to volunteers is an essential element of good practice
- The payment of expenses ensures that volunteering is open to everyone
- Organisations will benefit from the skills and abilities of all sections of the community
- If an organisation does not pay expenses it cannot claim to be promoting equal opportunity

What expenses should be paid?

- Fares to and from the organisation or place where the volunteer is involved
- Cost of travel incurred in the course of voluntary work
- Any out-of-pocket expenses e.g. telephone calls
- Mileage - at an agreed rate
- Meals taken in the course of voluntary work (it is worthwhile setting an upper limit)

The procedure for claiming expenses needs to be explained as part of a volunteer's induction to an organisation.

If it is impossible to refund expenses, this should be made clear prior to a volunteer becoming involved in the organisation. This situation should be reviewed as soon as possible and the cost of expenses for volunteers included in budgets and future funding applications.

**It is important only to reimburse the actual amount spent on travel or out-of-pocket expenses. Any amount over and above this could lead to difficulties for the volunteer and for the organisation, for example with benefits, income tax etc.**

*(include link to sample expenses form)*

# INDUCTION

As with paid staff, an induction period for volunteers is important. Induction can:

- Provide volunteers with information needed for their role
- Provide an opportunity to explain organisation policies and practices
- Give volunteers more confidence when starting their work
- Show that the organisation values volunteers' involvement
- Help to avoid potential problems at an early stage
- Help set 'ground rules' which encourage all volunteers to work to the same principles

Ideally, induction should be arranged for a group of volunteers, to provide them not only with information, but an opportunity to meet others doing similar work. If this is not possible, information needs to be provided on an individual basis. It is helpful to have a volunteers' information booklet/sheet.

The following will also need to be addressed:

- Staff structure and where decisions are made
- Roles of paid staff and volunteers
- Boundaries of volunteer's role
- Who the volunteer is accountable to
- What support will be offered?
- How and when to claim out-of-pocket expenses
- Health and safety procedures/first aid/fire precautions and procedures
- Confidentiality
- Organisation policies and their implications for volunteers

Other issues will be relevant to some organisations and it is essential that induction is planned carefully prior to volunteers becoming involved. It might be useful to include existing volunteers in the planning of a new volunteer's induction.

# Volunteer Handbook

Generally speaking a volunteer policy is a document that sets out the overall principles that govern how your volunteer programme will run. It's a central 'hub' from which other policies and procedures spring - equal opportunities for example.

A Volunteer Handbook carries information that will be helpful for the volunteer as part of their day-to-day involvement with the organisation. The Policy may state for example that volunteers will be reimbursed expenses, the handbook would give information on how to claim, which forms to complete, who to pass the form on to and so on. A Policy is for everyone in the organisation, while the handbook is solely for the volunteer.

The Handbook is a useful reference and can give practical advice on health and safety, support and supervision and where to make the tea!

Policies and procedures could be included as appendices or available in a separate Volunteers File.

Keep the language clear and readable - use of graphics and cartoons help to break up the text and make the document more user friendly.

*(link to sample induction checklist)*

# SUPPORT & SUPERVISION

Support sessions provide an opportunity to discuss problems, gain feedback and combat isolation for some volunteers. Volunteers who are well supported are more likely to feel valued, accepted and satisfied with what they are doing and better able to cope with the demands of their role and therefore provide a better service, benefiting the organisation and its clients.

Organisations can benefit from the skills offered by volunteers with extra support needs, providing adequate support is available.

**Support** is about meeting **volunteers' needs**, whereas **supervision** is more concerned with meeting the **organisation's needs** and ensuring, through regular review sessions, that volunteers are working to their task description and acting in accordance with organisation guidelines and policies. Regular supervision can provide an opportunity to assess volunteers' training needs and consider whether a role is too demanding or not sufficiently demanding.

Supervision sessions will often perform a supportive function and there is considerable overlap between support and supervision, but it is important to be clear about the aim of any session with volunteers in order to meet both volunteers' needs and the expectations of the organisation.

## How can you offer support?

Some of the most regularly used methods are listed below:

- Open door policy – Volunteer Co-ordinator readily available
- Regular group meetings of staff and volunteers
- Meeting volunteers on a one-to-one basis
- Social events
- Newsletters - important for large organisations or for volunteers working out of the office - outreach workers for example
- Informal methods – simple things like making a drink for a volunteer can make them feel valued

A programme including two or three of the above methods may be required to cater for all needs.

It is important to ensure that all volunteers have equal access to support and time is not monopolised by some, leaving others to feel that their concerns are less important.

Be realistic at the outset and don't to set up false hopes about the amount of support available. Be clear about boundaries-volunteers may want to share their

problems with someone they can trust, but spending too much time on support of this nature means less time is available for other volunteers. It is also dangerous to offer counselling unless it has been agreed with your organisation and you feel qualified to do so.

Volunteers need to know who to contact if problems arise, especially when volunteering out of office hours.

# DEALING WITH PROBLEMS

By following the procedures recommended in this Guide, many problems can hopefully be avoided, but in any work situation, problems and conflicts can arise. Working with volunteers is no exception. It is important that volunteers are treated fairly and that organisations have procedures in place to deal with any difficulties that may arise, rather than tackling them on an ad hoc basis. Such an approach can lead to unfair and unequal treatment.

## *Avoiding problems in the first place*

If there is an agreed understanding of the role of volunteers, problems are less likely to arise.

A clearly thought out Volunteer Policy, combined with a Task Description, can help to ensure that everyone is clear about their role.

## *What can you do if things do go wrong?*

Try to work out problems through regular support and supervision meetings. Hopefully they can then be dealt with earlier rather than later.

## *It is essential to have in place a grievance and complaints procedure:*

**Grievance procedure** - If a volunteer feels that they have not been treated fairly, it is important to have some way of dealing with this. A grievance procedure is a process which allows both sides in a dispute to be heard fairly and a method of coming to a decision about what should be done about it. It is important to keep accurate records at each stage.

Each volunteer should have a 'named person' in the organisation, usually the Volunteer Co-ordinator. (Obviously if the grievance is against this person, another person needs to be available)

If the grievance cannot be resolved at this stage, the situation will have to go to a member of the management committee or the Chair of the organisation who will need to make a final decision.

It's a good idea to allow volunteers to be accompanied by a person of their choice.

All proceedings must be kept strictly confidential.

Time limits for a resolution to be reached should be set.

**Complaints procedures** - If a complaint is made about a volunteer from a client or user, a similar sort of procedure as outlined above can be used. Every complaint must be investigated and the feelings of both sides taken into consideration.

Physical violence, theft, racial abuse, etc., are severe enough offences for a volunteer to be dismissed summarily. If there is any uncertainty about whether or not a volunteer is guilty of a severe offence, the volunteer should be suspended pending investigation.

Any offence of a criminal nature should be left to the Police to investigate.

#### *Other problems which may occur*

One of the recurring nightmares of any volunteer organiser is encountering a situation where they may have to consider telling a volunteer to leave the organisation. For many, this prospect creates severe stress.

A decision to 'fire' a volunteer should always be a reluctant last resort. The need to 'fire' a volunteer could be seen as an admission that volunteer management has failed. It means that the interviewing system did not work, or the task description was at fault, or that the training, support and supervision did not operate effectively, or could be as a result of gross misconduct for example.

Before contemplating 'firing' a volunteer, check out if any of the following approaches may be more appropriate.

- **Re-supervise** - you may have a volunteer who does not understand that rules have to be followed. Enforcement of rules may end the problem.
- **Re-assign** - transfer the volunteer to a new position. You may, on the basis of a short interview, have misread their skills or motives. They may simply not be getting along with the staff or other volunteers with whom they are working. Try them in a new setting, if possible, and see what happens.
- **Re-train** - some people take longer than others to learn new skills and techniques. Some may require a different training approach, such as one-to-one mentoring rather than group training. If the problem seems to be lack of knowledge rather than lack of motivation, try to provide the knowledge needed.
- **Re-vitalise** - if a long term volunteer has started to be ineffective, they may just need a rest. This is particularly true where a volunteer works intensively, for example, one-to-one work with a troubled client. The

volunteer may not realise or admit that they are feeling burned out. Suggest a break or transfer them temporarily to something that is less emotionally draining.

- **Refer** - maybe the volunteer just needs a whole new outlook. This may mean volunteering with an entirely different organisation. Refer them back to the Volunteer Centre, but acknowledge the work they have done for your organisation.
- **Retire** - recognise that some volunteers may no longer be able to do the work they once did and may even be a danger to themselves and others. Give them the honour they deserve and ensure that they don't end their volunteering careers in a way they will regret.

*(link to sample complaints/grievance procedure)*

**SAMPLE EXPENSES CLAIM FORM**

**Making a Claim**

**Claims must be made monthly to your Line Manager. Please return your claim form by the first Monday in the month.**

**NAME:**

**Claim for Month of:**

**ADDRESS:**

<b>Date</b>	<b>Type of Claim</b>	<b>Cost/Mileage</b>

**Details of claim**

(a) Mileage (enter no.) \_\_\_\_\_ miles

(b) Other expenses (enter amount) \_\_\_\_\_ (attach receipts i.e. Bus Tickets)

**Declaration**

I(a) I declare that the above claim is due to me.

(b) As a driver, I confirm that I have a valid MOT, Vehicle Insurance Certificate & Driving Licence.

SIGNED:

DATE:

APPROVED BY:

DATE:

## SAMPLE INDUCTION PROGRAMME

Name of Volunteer: \_\_\_\_\_

Department: \_\_\_\_\_

Volunteer's role title: \_\_\_\_\_

Member of Staff Inducting volunteer	Dept	Date	Time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Checklist (please note this list is not in priority of importance)

- |                                |                          |                   |                          |
|--------------------------------|--------------------------|-------------------|--------------------------|
| References taken up            | <input type="checkbox"/> | Insurance Cover   | <input type="checkbox"/> |
| Confidentiality form completed | <input type="checkbox"/> | Office Procedures | <input type="checkbox"/> |
| Task description agreed        | <input type="checkbox"/> | Expenses          | <input type="checkbox"/> |
| Health & Safety/accidents      | <input type="checkbox"/> | Training          | <input type="checkbox"/> |
| Probationary period            | <input type="checkbox"/> | Support           | <input type="checkbox"/> |
| Emergency Contact Name         | <input type="checkbox"/> | Boundaries        | <input type="checkbox"/> |
| Volunteers Policy Read         | <input type="checkbox"/> | History/Ethos     | <input type="checkbox"/> |
| Relevant Documentation Given   | <input type="checkbox"/> | Any Questions     | <input type="checkbox"/> |

**SAMPLE VOLUNTEER SUPPORT FORM**

**NAME:**

**POSITION:**

**DATE OF SUPPORT MEETING:**

**GENERAL AREAS OF DISCUSSION**

**REVIEW ROLE DESCRIPTION**

**ITEMS OF INTEREST/CONCERN**

**ACTION BY MANAGER**

**TRAINING NEEDS**

**DATE AND TIME OF NEXT SUPPORT MEETING**

**Manager's Signature**

**Volunteer's Signature**

**Date:**

**Date:**

## **DEALING WITH PROBLEMS - SAMPLE POLICIES & PROCEDURES**

### **Complaints Policy**

*The Organisation* recognises that the object of this procedure is to give clear guidelines the organisation's staff and volunteers in the establishment of standards of conduct, and the effective operation of the services provided by *The Organisation*.

The procedures aim to ensure that the standards are adhered to and that those involved in the disciplinary matter are dealt with in a fair manner.

### **Procedure**

1. If someone (volunteer, staff member, an organisation or member of the public) has a complaint about a volunteer they should first try to discuss it with the Manager of the organisation.
2. This discussion might indicate a training need for the volunteer, extra support or supervision.
3. If the matter cannot be resolved in this manner then the complaint should be put in writing to the Manager. The volunteer will have the opportunity to put their case to this senior person and to be accompanied by a colleague.
4. If sufficient progress is not made within four weeks, the Manager or Management Committee member will issue a written warning of suspension pending a decision of the Management Committee. This should be dealt with at the first Management Committee meeting after the written warning of suspension.
5. If a volunteer is found to have committed serious misconduct (for example theft, an act of violence, malicious damage, deliberate falsification of documents, harassment) the organisation has the right to suspend him/her immediately while the case is being investigated. The volunteer will have the opportunity to put his/her case to the appropriate senior person, and to be accompanied by a colleague. The volunteer will be informed of the organisation's decision within fourteen days of suspension.
6. The volunteer will have the opportunity to appeal and a panel of nominated trustees will deal with any appeal. The volunteer will make the appeal in writing. The panel will meet within one month of receiving the written appeal. The volunteer may attend the appeal panel. All volunteers have the right to advice and guidance from a person of their choice who may also accompany them to the panel. The panel will make the final decision.

## **Grievance Policy & Procedure**

### **Policy**

*The Organisation* recognises that volunteers have the right to raise grievances about any matter related to their volunteering (this could be in relation to another volunteer, a member of the paid staff, or the manner in which they are being treated by the Organisation).

The welfare of its volunteers is of paramount importance to the organisation. The grievance procedure is in place to ensure that all volunteers are dealt with in a fair manner.

### **PROCEDURE**

1. If a volunteer has a complaint against a member of staff, another volunteer or the organisation in general they should first discuss this with their Manager. The volunteer may be accompanied by a colleague at this meeting
2. If the Manager is the person whom the complaint is against then the matter should be referred to another senior person from the Management Committee
3. If the matter is not resolved at this initial meeting the complaint should be made in writing to the Management Committee. This will require a special meeting of the Committee. It will be dealt with within fourteen days and treated in a confidential manner