



Priory Parent Partnership Policy

Draft for consideration | September 2026

Owner	Approval	Review
Headteacher and Designated Safeguarding Lead	Pending governing body approval	September 2027 or earlier if guidance changes

This policy explains how Priory School invites parents and carers to help, decides what checks each role needs, and makes occasional help straightforward while keeping children safe.

1 Purpose and scope

Priory Parent Partnership is a school-coordinated list of parents and carers interested in helping with events, visits, practical projects and enrichment. Joining the list is an expression of interest, not approval to work with pupils. The school decides whether and how to use a helper for a particular activity. It remains responsible for pupil safety and supervision.

This policy sits alongside the school's child protection, safer recruitment, educational visits, health and safety, data protection and financial procedures. The proposed Priory School Fund and Priory Friends have separate governance. This policy does not authorise parents to collect or spend money independently on their behalf.

2 Who does what

The headteacher oversees the scheme. The Designated Safeguarding Lead (DSL), or a trained delegate, advises on role suitability and DBS eligibility. The office maintains the interest list and a separate record of approved roles and checks. The member of staff running an activity chooses helpers, gives a brief and supervises them. For a visit, the visit leader follows the educational visits process.

The school may decline or end an arrangement if it cannot be managed safely or appropriately. Parents are not automatically allocated to their own child's class or trip. Staff may invite a suitable helper from the list without running a new application process for each one-off activity.

3 A proportionate route to involving parents

Type of help	Practical route
Public event attendance, such as a sports day spectator	Use visitor and event arrangements. Attending as a parent is not itself volunteering and does not trigger a volunteer DBS process.
One-off event helper, such as a stall or set-up	Use the event plan and a short role brief. Apply the school's recorded risk assessment for that type of help, considering anything specific to the person or event. No routine reference or enhanced DBS requirement.
Occasional day visit, walk or class workshop	Use the visit or activity plan, select a suitable person and brief them on duties and supervision. Record the decision about checks. An unchecked helper is not left unsupervised with pupils.
Regular direct work with pupils, or overnight visit	Use fuller selection, checks and induction before the role. See section 4.

The school records what checks, if any, are needed for each type of volunteer role. This can be a brief note in an event or visit plan or a standard assessment retained by the office. Staff can reuse it for similar activities and note any material difference in the plan or volunteer record. The assessment considers the tasks, contact with children, frequency, supervision and what is known about the person. It does not require a new stand-alone risk assessment form for every invitation. References, interviews or further checks are used where they are relevant to the role and recorded decision.

4 Safeguarding and DBS decisions

From 1 September 2026, staff supervision no longer removes a role from regulated activity if its duties and frequency meet the legal definition. Regular work teaching, training, instructing, caring for or supervising children, work on more than three days in a 30-day period, and overnight work may bring a volunteer into regulated activity. Activity at other settings can count towards

the period condition. The DSL or trained delegate applies the current full definition to the actual role, including any change in duties or frequency.

For regulated activity, the school obtains an enhanced DBS check with children's barred list information and carries out the relevant recruitment steps. Overnight school-trip volunteers fall in this category. In settings covered by the EYFS framework, a volunteer whose role requires that check must not begin working there until the school has received the enhanced certificate including barred list information. Relevant childcare disqualification requirements are considered for childcare roles.

Occasional supervised help at a PTA-style event or on a day trip does not automatically require an enhanced DBS check with barred list information. For a role outside regulated activity, the recorded assessment decides whether no check, a basic check or an eligible enhanced check without barred list information is appropriate. The school requests only a level of check for which the role is eligible. A volunteer with no checks must not be left unsupervised or permitted to undertake regulated activity. Where a permissible standalone barred-list check is considered pending a certificate, the headteacher and DSL apply the current KCSIE conditions; this does not displace the EYFS certificate rule.

5 Briefing and boundaries

For a one-off activity, the staff leader gives a practical briefing: the task and named staff contact, where to be, the supervision arrangements, any relevant pupil needs or risks, what to do in an emergency, and how to report a safeguarding concern. Sign-in and sign-out arrangements apply. Regular volunteers receive fuller safeguarding induction and role-specific training. The school records the brief or induction proportionately, for example on an event roster or approved-volunteer record.

- Follow staff directions and stay within the agreed task. Do not take sole charge of a pupil or group unless the school has expressly assessed and authorised that role.
- Keep information about pupils and families confidential. Report any disclosure, safeguarding concern, accident or near miss promptly through the school's established procedures. Do not investigate a concern yourself.
- Do not photograph pupils on a personal device, contact them privately or share school activity on social media.
- Do not administer medicine, provide intimate care or use physical intervention unless expressly authorised, trained and supported for the specific role. Follow the school's allergy and no-food-sharing rules.

6 Visits, events and practical activities

The visit leader includes parent helpers in the visit plan, sets duties and ratios, and briefs them on headcounts, boundaries, pupil needs, emergency contacts and when to call a member of staff. Staff retain overall responsibility. An unchecked helper must remain under the agreed supervision. For an overnight visit, section 4 applies.

For school events, the organiser includes helpers in the event plan and arranges any food hygiene, cash handling, equipment or health and safety controls needed for their tasks. Driving pupils, including in a minibus, requires separate school authorisation and checks of the driver, vehicle, licence and insurance. An offer to help does not authorise driving.

7 Records and concerns

The registration form is a contact list, not a clearance list. Only authorised staff access it, in line with the school's privacy notice. Parents can update details or withdraw through the office. The office keeps a separate, restricted record of regular approved volunteers and their checks, induction, approved duties and any limits. For occasional help, the event or visit plan and helper roster can record the person, role, check decision, briefing and supervision; there is no need to duplicate those details in a second form. KCSIE permits volunteer checks to be recorded on the single central record as non-statutory information. Records follow the school's retention schedule; safeguarding concerns go through its established process, not the contact spreadsheet.

The school may pause or end volunteering. Concerns or allegations about a volunteer are referred promptly to the headteacher or DSL and managed under the child protection and allegations procedures, including LADO and DBS referral duties where applicable.

Appendix A Staff quick check

- What will the parent do, how often, and who will supervise?
- Use or make a short role assessment in the event or visit plan. Note any difference that affects checks or safeguards.
- If regular, overnight, EYFS or otherwise uncertain, check the role with the DSL before confirming the helper.
- Record the check decision, brief the helper, and keep their duties and supervision clear on the day.

Reference framework

DfE, Keeping children safe in education 2026, especially paragraphs 317 and 383–390: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE, Working or volunteering in regulated activity with children, September 2026: <https://www.gov.uk/government/publications/working-or-volunteering-in-regulated-activity-with-children>

DfE, EYFS statutory framework for group and school-based providers and Disqualification under the Childcare Act 2006: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

DfE, Health and safety on educational visits: <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>