

# Increasing volunteering opportunities for young people



A practical guide to introducing  
young volunteers into  
your volunteering programme

SUPPORTED BY  
**MAYOR OF LONDON**

**GREATER LONDON  
VOLUNTEERING**

## Introduction

This guide is designed to help your organisation ensure that your volunteering programme is accessible to young people. It assumes knowledge of the basics of volunteer management. If you do not have any experience of managing volunteers, you can contact your local Volunteer Centre for support.

This guide defines ‘young volunteers’ as people under the age of 18. We recognise that some organisations will already be involving 16-17 year olds but need support in considering how to involve under 16s and may be concerned about potential risks in working with this age group. This guide is intended to provide you with information to think through the risks and influence other people in your organisation. Where there are specific issues relating to involving under 16s these will be flagged.

Organisations involve young people on an unpaid basis in different ways e.g. work experience, apprenticeships or internships. These are distinct from volunteering, which Volunteering England defines as “any activity that involves spending time, unpaid, doing

something that aims to benefit the environment or someone (individuals or groups) other than, or in addition to, close relatives. Central to this definition is the fact that volunteering must be a choice freely made by each individual. This can include formal activity undertaken through public, private and voluntary organisations as well as informal community participation.”

Funding for the production of this guide is from the Mayor of London’s “Earn Your Travel Back” scheme, where young people are encouraged to undertake volunteering to access free travel if they have had this benefit removed. The volunteering opportunities for this programme are usually a few hours long, but the scheme aims to encourage young volunteers to stay on for longer term volunteering. Any opportunities that are created can be opened up to young people who are not on the Earn Your Travel Back scheme.

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## Structure of the guide

The guide takes you step by step through the process of developing opportunities for young people. At the end of the guide there is a checklist of things you should have in place for each stage. Sample policies and templates can be edited to suit your organisation and are available at <http://greaterlondonvolunteering.org.uk/projects/youth>

Step 1	Step 2	Step 3	Step 4	Step 5	Checklist
Before starting	Creating roles	Volunteer recruitment	Volunteer Management	Evaluation	For each of the steps

## Different groups of young volunteers

Young people are diverse in many ways. Most young people are students at school or further education college. In England, a young person must stay in some form of education or training until the end of the academic year when they turn 17, if they left year 11 in the summer of 2013. If they started year 11 in September 2013 or later, they must stay in some form of education or training until they turn 18.

Some will be in full-time employment; if under 17, they will have to do some part-time education or training as well, so are likely to have many demands on their time. Some under 18s are unemployed and will have to balance volunteering with job search.

There are groups that may need more encouragement or support to volunteer, including NEETs (Not in Education, Employment or Training), young offenders, young refugees and asylum seekers, young people who are looked after (in care), disabled young people, including those with learning disabilities, and young carers.

### **What are the main differences in working with under 16s compared to 16-17 year old volunteers?**

16-17 year olds have no restriction on the number of hours they volunteer, as long as they remain in part-time training or education until their 17th birthday (or 18th birthday from 2015). There is no legal restriction on the number of hours a young volunteer can do, but good practice from employment law limits the hours that under 16s can undertake to 2 hours' work on a school day or Sunday. These hours must be between 7am and 7pm and must not be during school hours.

Under 16s cannot have a DBS check carried out on them and may need more supervision and support. Under 16s are prohibited from making house-to-house collections for charities.

Staff working with 16-17 year old volunteers do not need a DBS check. In the case of Regulated Activity with under 16s, staff will need a DBS check.

16-17 year olds can be charity trustees, under 16s cannot.

# Benefits of working with young volunteers

## Benefits for your organisation

Young people can bring a fresh perspective, energy, enthusiasm and new ideas. They can champion your work among their peers, teachers, parents and the wider community. Young volunteers can advise you how to involve and recruit other young people and undertake peer recruitment by word-of-mouth or using social media. Young people can advise on how to keep your organisation up-to-date with new media and improve your profile with younger audiences.

Young volunteers can be very committed and develop a long-term connection with your organisation by staying on or returning to volunteer, or supporting your organisation in other ways. They can be a great chance for your organisation to raise its profile; local media love stories about young people being involved in positive activities.

## Benefits for young volunteers

Employers value volunteering experience highly. Although evidence of the impact of volunteering on employment rates is mixed, young people perceive volunteering as enhancing their employability, as shown by Andy Hirst in his 2001 “Links Between Volunteering and Employability”. Timebank found that 84% of employers agreed that volunteering helps people find work. Over 70% of employers believed that those who volunteer have a better chance of earning a higher salary and gain promotion.

The Morgan Inquiry into youth volunteering found that employers value the experience for the improved communication skills, leadership, teamwork, self-confidence and initiative gained from volunteering. However, there is a significant number of employers who recognise volunteering as valuable only if it relates directly to the position being applied for (2008, Youth Volunteering: Attitudes and Perceptions, London).

By volunteering, young volunteers learn by

doing, complement their formal education and develop existing and new skills. Putting volunteering on a college or university (UCAS) application demonstrates an interest outside of school or a commitment to a certain course, e.g. volunteering at a hospice would help when applying to do medicine.

A volunteering experience could help them to decide on a vocation or career pathway, and if carried out during teenage years, can promote positive behaviour and increase self-esteem and sense of purpose, particularly for those young people who might have exhibited behavioural problems or been excluded. There is evidence that young people who volunteer achieve higher grades. Volunteering can help develop life skills such as advocacy, teamworking, motivation and resilience as stated in the Ofsted Report “Choosing to Volunteer”.

Volunteering promotes young peoples’ participation in society, allowing them to develop skills to speak out about issues that matter to them, and giving them the personal drive and confidence to effect change. It can increase young people’s connection to their local area and community. Volunteering should be fun and offer the chance to meet new people. This includes meeting people outside of their social group – e.g. young carers having a break from responsibility.

## Benefits for the community

Including young people in local organisations and local decision-making helps foster more cohesive communities. The Commission for the Future of Volunteering, in “Manifesto for Change” found the benefits of inter-generational volunteering to be a key way of combating ageism and improving community cohesion. Volunteering can also support social cohesion, through meeting and getting to understand people of different abilities, ethnicities, faiths or sexualities. It also brings about a more vibrant local democracy. Young people’s involvement creates an empowering environment, raising aspirations among young people and the wider community. It helps to build a culture of life-long volunteering, potentially leading to higher rates of volunteering in the UK.



## Before starting: legal and policy issues

The steps that facilitate the inclusion of young volunteers are mostly modest extensions of standard good practice.

### **The minimum age and number of hours**

There is no general legal restriction on volunteering by children in not-for-profit organisations. However, good practice is to follow the guidelines for employing children ([www.safenetwork.org.uk/RESOURCES/Pages/default.aspx](http://www.safenetwork.org.uk/RESOURCES/Pages/default.aspx)) set out in the Children and Young Person's Act 1933, as well as relevant local authority byelaws that restrict the number of hours children can work.

Children Under 15 are allowed to volunteer for 2 hours per day on a school day or 12 hours per week during school term. They are allowed to volunteer 5 hours per day on a non-school day and 25 hours per week during school holidays. They are allowed to

volunteer for 2 hours on Sundays. Children aged 15 and over, but under the school leaving age, are allowed to volunteer for 2 hours per day on a school day or 12 hours per week during school term. They are allowed to volunteer 8 hours per day on a non-school day and 35 hours per week during school holidays. They are allowed to volunteer 2 hours on Sundays.

In addition, these hours must be between 7am and 7pm and must not be in school hours (generally Monday to Friday, 8.45am-3.30pm). Once a child has been working for more than four hours the child must have an hour's break. It makes no difference if the child has already had shorter breaks within that four-hour period. The legislation also requires that children must have a minimum of 2 weeks free from work. A child under the school leaving age must have a two-week break from any employment in each year. Any absence from school due to employment, whether paid or unpaid, would be treated as unauthorised absence and could lead to action against the parents.

It is sensible to bear the above guidance in mind whilst considering the volunteering opportunity, as well as considering the other demands in the child's life. Discuss and agree a reasonable level of commitment with the young volunteer.

### **Raising the Participation Age (RPA)**

In 2013 the government increased the age to which all young people in England must continue in education or training. This must be until the end of the academic year in which they turn 17 (from 2015 this will be until they turn 18).

This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16. When they complete Key Stage 4 they will need to pick from three options:

- full-time education, such as sixth form, FE college or home education;
- work-based learning, i.e. apprenticeships ([www.apprenticeships.org.uk/](http://www.apprenticeships.org.uk/));
- part-time education or training if they are employed, self-employed or volunteering full-time (defined as more than twenty hours a week for more than 8 weeks at a time)

This may cause an increase in demand among young people for volunteering roles, which they could do alongside part-time study, as well as fitting in part-time volunteering around full-time studies. Those who are working full-time will also have to continue with part-time education or training, so are likely to have little spare time. Volunteering opportunities will have to fit around their other commitments.

### **Parental consent**

Parental responsibility extends to the age of 18. You should always get the consent of the parent/guardian for under 16s before they start volunteering. It is also good practice to obtain permission from the parent/guardian for 16-17 year olds, unless they are married and/or living independently. If young people are volunteering through their school, then the school is responsible for getting parental consent. However, you will need to check with the school that this has been done before the volunteer starts.

### **Young people in care**

Decisions about 'day-to-day parenting', e.g. routine decisions about health/hygiene, education and leisure activities, including volunteering, would be delegated to the child's carer (e.g. foster parent or children's home). You must obtain their consent for the child to volunteer. It is important that your organisation routinely carries out risk assessments on the volunteering activity to ensure that there are no major risks. If the child's individual needs, past experiences or behaviour are such that some day-to-day decisions require particular expertise and judgement, then the foster carer or children's home may need to refer to the local authority. For example, where a child is especially vulnerable to exploitation by peers or adults, decisions about overnight stays may need to be referred. If the child is subject to a Care Order, Interim Care Order or Emergency Protection Order then the Social Worker in the Children's Services Department has parental responsibility and you should obtain their consent.

It is important that the young volunteer and their parent/guardian fully understand what the volunteering involves. Parents are much more likely to support their children in their volunteering if they understand your project's aims, and can see that you will take good care of their children. Make sure that you provide them with information about any time commitments, location of the volunteering, tasks to be performed, and how the young volunteer will be supervised, as well as checks conducted on adults working with their children and any other safeguarding measures. A sample parental consent form and letter is available at <http://greaterlondonvolunteering.org.uk/projects/youth>

### **Health and safety**

The Health and Safety at Work Act 1974 does not specify young volunteers, who are

different to young employees. However, organisations have a legal duty of care towards everyone that comes into contact with them, including young volunteers. The duty of care is a general legal duty to do everything reasonable in your power to protect people from harm, and applies regardless of size of the organisation, its income or whether the organisation has paid staff. The key in any case of liability is to be able to show that reasonable care was taken.

Young people can be at particular risk because they may lack experience, training and awareness. They need good advice, information and supervision as well as suitable, safe and healthy roles.

Organisations should ensure that young volunteers are not exposed to risk due to lack of experience, being unaware of existing or potential risks and/or lack of maturity.

An organisation should consider:

- the layout of the workplace
- physical, biological and chemical agents
- how they will handle work equipment
- how the work and processes are organised
- extent of health and safety training needed
- risks from particular agents, processes, work

These considerations should be straightforward in a low-risk workplace, for example an office. In higher-risk workplaces the risks are likely to be greater and will need more attention to ensure they're properly controlled. However, in most cases, young people will not be at any greater risk than adults. For higher risk workplaces it is likely there will already be measures in place.

Organisations need to consider whether the volunteering role the young person will do is beyond their physical or psychological capacity. This could be as simple as checking a young person is capable of safely lifting weights or remembering and following instructions.

They should also consider if the role involves risk of accidents that cannot reasonably be

recognised or avoided by young people due to their insufficient attention to safety or lack of experience or training. A young person might be unfamiliar with 'obvious' risks. An employer should consider the need for tailored training/closer supervision.

Do bear in mind that maturity can be relative and what is a reasonable level of support for one 17 year old may not be for another. You should assess the level of support, supervision and training needed when interviewing and inducting volunteers.

Young volunteers may be more vulnerable than adult volunteers. There are therefore some tasks that may be inappropriate for young volunteers, including making unaccompanied visits to clients' homes, physically demanding work, certain types of advice work, lone working and certain types of fundraising like house-to-house collections (prohibited by House-to-House Collection Regulations 1947).

Further information can be found on the Health & Safety Executive website [www.hse.gov.uk/youngpeople/](http://www.hse.gov.uk/youngpeople/). A risk assessment form and letter is available at <http://greaterlondonvolunteering.org.uk/projects/youth>

### Emergency contact

It is important to get contact details of a parent or guardian for young volunteers in case of emergency. A sample Emergency Contact form is available at <http://greaterlondonvolunteering.org.uk/projects/youth>

### Insurance and young volunteers

Ensure you have an insurance policy (Employer's and/or Public Liability) that covers young volunteers. Ensure that your policy mentions volunteers explicitly and that it covers volunteers aged under 16. Some policies have a minimum age of 16 or 18.

If your current policy has an age restriction, speak to your insurance company about the reason for this. Was it requested by your organisation? Would they require any

additional information or risk assessments in order to cover under 16s or 18s? If younger volunteers are volunteering in the same activities as older volunteers, there should not normally be an additional charge.

### **Young people as charity trustees**

Young people are under-represented on the boards of charities. Their experience, perspective and enthusiasm mean they have a great deal to contribute, and not just to charities 'for' young people. There are 11 million children under 18 in England. There are 180,000 registered charities in England and Wales, with nearly 850,000 trustees, but less than 1% are under 25.

Broadly a charity can currently take one of four legal forms - a company, a Charitable Incorporated Organisation (CIO), a trust or an unincorporated association. The directors of a charitable company are its charity trustees. Under company law (since October 2008), the minimum age for company directors is 16. The trustees of a Charitable Incorporated Organisation (CIO), a new legal form, must have a minimum age of 16. The trustees of a trust or of an unincorporated association are in a different position because under trust law the minimum age for trustees is 18.

There are different ways of involving young

### **Young Volunteers on benefits**

As a general rule, volunteering should not affect benefits as long as it is in a not-for-profit organisation and only out-of-pocket expenses are reimbursed. Young volunteers on benefits are the same as adult volunteers that receive the same benefit. More information can be found in the DWPs leaflet 'Volunteering while getting benefits' ([www.dwp.gov.uk/docs/dwp1023.pdf](http://www.dwp.gov.uk/docs/dwp1023.pdf))

people in governance. They can be recruited as full board members, advisors on working groups or sub-committees of the Board, or as representatives of users and stakeholders. These roles don't have same responsibilities of trustees, but allow for people to work alongside trustees and be involved in decision-making which may mean they want to progress into trustee roles when the time comes. The Charity Commission website (<http://www.charitycommission.gov.uk/detailed-guidance/trustees-staff-and-volunteers/involving-young-people-in-running-a-charity/>) explores several issues and includes some good practice guidelines on involving under 18 year olds as trustees, including a checklist for charities.

# Safeguarding and child protection policies and processes

This section is not here to scare you. It provides the information that you need to keep children safe and challenges some of the myths that exist. Your organisation has a duty of care to everyone, but there may be some additional things to think about when involving younger volunteers.

## A Child Protection Policy Statement

A Child Protection Policy Statement and procedures should be easily available to all staff and volunteers. It states your organisation's commitment to child protection, and allows you to clarify and develop procedures, good practice and areas of responsibility. A sample Child Protection Policy is available at <http://greaterlondonvolunteering.org.uk/projects/youth>

## Statement and Procedure

It should include the following:

- Having a 'named person' to be responsible for Child Protection issues
- Codes of conduct expected from both adults and young people, including use of the internet and social media
- A training plan or regular opportunities for all those in contact with young people to learn about child protection and their own responsibilities
- The provision of accessible information or training to empower young people and encourage them to speak up
- Safe recruitment of all new members of staff who come into contact with young people and DBS checks for staff or volunteers who work in eligible positions
- Dealing with suspicions; an open and well publicised way in which anyone adults, young people, parents or carers can report suspicions of abuse or raise concerns about an individual, and a clear system for dealing with these concerns. This may include abuse that has happened outside of the volunteering role e.g. at home or at school.

## Codes of Conduct

Child protection should be everyone's responsibility. A written code of conduct for anyone working with young people should outline good practice. Staff and volunteers must agree to boundaries within which a safe professional relationship can occur.

They must agree to:

- Not engage in, or allow toward them, inappropriate verbal or physical contact, suggestive remarks, gestures or touching
- Always be visible
- Avoid spending excessive time alone with an individual young person
- Familiarise themselves with and follow procedures for what to do if they suspect a young person is being abused, if a young person discloses abuse or if an allegation of abuse is made against them

A sample Code of Conduct for Adults and for Children is available at <http://greaterlondonvolunteering.org.uk/projects/youth>

## A named person

This person should receive information from anyone who has child protection concerns and record all details, sign, date and keep these. The named person will assess this information promptly and carefully, clarifying and obtaining more information as necessary, consult with and formally refer to a statutory child protection agency, such as the local social services department or NSPCC Helpline, or the police. It is NOT their role to decide whether a young person has been abused. This is the task of the relevant social services department, or of the Police. They do not investigate, but refer to experts.

## DBS checks

A Disclosure and Barring Service (DBS) check (formerly 'CRB check') provides information about a volunteer's criminal history. The check helps Volunteer Involving Organisations determine whether a person is a suitable candidate for the role for which they are applying, and prevents unsuitable people from working with vulnerable groups, including children. It forms one part of the wider volunteer safeguarding process. Careful consideration should be given to

whether it is necessary and legal to conduct a DBS check or whether other safeguarding measures, including ongoing management, are more appropriate. Don't forget that recruitment, training and supervision can act as more effective safeguarding tools than DBS checks.

The key principles related to DBS checks for safeguarding children are described below. Please read this in conjunction with fuller information on the different types of DBS checks, which roles are eligible for a DBS check and the process for applying for checks which can be found on VCTH factsheet on DBS ([www.vcth.org.uk/files/factsheet7-DBSChecksforVolunteers.pdf](http://www.vcth.org.uk/files/factsheet7-DBSChecksforVolunteers.pdf))

There are three levels of DBS check:

**1. Standard Check;** the role must be specified in the Exceptions Order to the Rehabilitation of Offenders Act 1974. The list of positions can be found on the DBS website.

**2. Enhanced Check;** the role must be specified in the Exceptions Order to the Rehabilitation of Offenders Act 1974 and regulations made under the Police Act 1997. This includes work with vulnerable persons, including children. Positions falling within the current definition of 'Regulated Activity' (see below) and the old definition of 'Regulated Activity' (see the Safeguarding Vulnerable Groups Act 2006) are eligible for an Enhanced Check.

**3. Enhanced Check with Children and/or Adult Barred List check;** determines whether a potential volunteer is barred from working with vulnerable persons, including children. To be eligible for an Enhanced Check with Children's and/or Adults Barred List check, the position must meet the DBS definition of 'Regulated Activity'.

### Regulated Activity

Regulated Activity is work that a person who appears on the DBS barred lists is prohibited from doing. The recent changes involved reducing the scope of Regulated Activity, so that some roles that previously needed a

### Definition of "supervised"

- there must be supervision by a person who is in regulated activity
- the supervision must be regular and day-to-day (must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time); and ;
- the supervision must be "reasonable in all the circumstances to ensure the protection of children"

Consider the following factors in deciding the specific level of supervision that is required in an individual case:

- ages of the children, including whether their ages differ widely;
  - number of children that the individual is working with;
  - whether or not other workers are helping to look after the children;
  - the nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children);
  - how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity);
  - how many workers would be supervised by each supervising worker
- You can find the statutory guidance on supervision at [www.education.gov.uk/aboutdfe/statutory/g00213977/supervision-guidance](http://www.education.gov.uk/aboutdfe/statutory/g00213977/supervision-guidance)

barred list check no longer do so. However, those posts taken out of Regulated Activity remain eligible for Enhanced Checks.

Regulated Activity with Children means unsupervised activities carried out regularly, like teaching, training, instructing, caring for or supervising children, or providing advice/guidance on well-being, or driving a vehicle only for children. Regulated Activity also includes working regularly for a limited range of establishments ('specified places'), with opportunity for contact, for example schools, children's homes and childcare premises. 'Regularly' means carried out by the same person frequently (once a week or

more) or on four or more days in a 30-day period (or in some cases overnight). Work carried out by volunteers supervised to a reasonable level, in accordance with the statutory guidance on supervision, in specified establishments is not regulated activity.

Activities like relevant personal care (for example washing or dressing; eating, drinking and toileting or teaching someone to do one of these tasks; or health care by or supervised by a professional) and registered child minding and foster-carers are considered Regulated Activity, even if performed only once.

### The following points apply specifically to working with young volunteers

- Individuals aged 16 years or over are eligible for a DBS check. Individuals aged under 16 are not eligible for a DBS check
- You should carry out a DBS check on a young person aged 16-17 if they undertake 'Regulated Activity' with adults or children while they are volunteering with your organisation
- For the purpose of DBS checks, 16 and 17 year olds who are volunteers or employees are not considered vulnerable, and therefore staff or volunteers working with them are not eligible for Enhanced with Barred List checks
- Staff that perform Regulated Activity with volunteers who are under 16 should be checked on the same basis as if they worked with children who are service users. Contrary to popular belief, it is not necessary to perform DBS checks on the entire staff or volunteers who are unlikely to end up in Regulated Activity with a young volunteer. For example, in a youth club, a sports coach

#### Example 1. Volunteer, in a specified place

Khalid, a new volunteer, helps children with reading at a local school for two mornings a week. Khalid is generally based in the classroom, in sight of the teacher. Sometimes Khalid takes some of the children to a separate room to listen to them reading, where Khalid is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in Regulated Activity. The head

teacher who has regular and unsupervised contact with young volunteers would need a DBS check. An Activity Assistant who is supervised to a 'reasonable' level by the sports coach may not need a check. The youth club managers decide whether the coach's supervision is such that the Activity Assistant is not in Regulated Activity.

### Definition of reasonable

Within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case: ages of the children, including whether their ages differ widely; number of children that the individual is working with; whether or not other workers are helping to look after the children; the nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children); how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity); how many workers would be supervised by each supervising worker.

### DBS checks – Dos and don'ts

- DO check 16-17 year old volunteers if they will be doing 'Regulated Activity' (under 16s cannot be checked)
- DO check staff and volunteers that perform Regulated Activity with volunteers under 16
- DON'T check staff or volunteers who work with 16 -17 year olds volunteers or employees (not considered vulnerable)
- DON'T check the entire staff or volunteers who are unlikely to end up in regulated activity with a young volunteer

teacher decides whether their supervision is such that Khalid is not in Regulated Activity.

#### Example 2. Employee, place not specified

Jane starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in Regulated Activity. The youth club managers decide whether the leader's supervision is such that Jane is not in Regulated Activity.

## Safer Recruitment

If your organisation is involving young volunteers for the first time, you may want to re-examine your procedures for the recruitment and selection of paid staff and adult volunteers who work alongside them. This is about more than just DBS checks. Ask prospective volunteers to complete an application form that asks about their work/volunteering history. Interview candidates and take up two references.

When recruiting volunteers who are under 16 remember that they are not eligible for a DBS check, so you will need to screen them using the safer recruitment methods mentioned above.

## Ongoing staff and volunteer management

There are clear measures you can take to help your organisation, service users, staff and volunteers to stay safe. You should have clear task descriptions that define the volunteer's responsibilities, conduct risk assessments for each volunteer role and re-assess these regularly, and hold information sessions for staff and volunteers to ensure that everyone is clear about boundaries and processes.

You should also consider having a clear induction process for new staff and volunteers, having a trial period for volunteers and staff and ensuring vigilant, ongoing, day-to-day supervision, in order that unusual or concerning behaviour is picked up at the earliest opportunity.

## A safeguarding culture

A safeguarding culture minimises the risk of abuse occurring and makes it easy to deal with concerns about possible abuse. A safeguarding culture puts young people's interests first and encourages and assures

them that their concerns will be listened to and taken seriously. A safeguarding culture contributes to policies and procedures being followed and being seen as an integral part of how everyone in your organisation works with young volunteers and service users.

## Introducing safeguarding measures retrospectively

If you have a long running volunteer programme but are just starting to involve young volunteers, here are some tips for working with staff and current volunteers:

- Explain the changes and reasons
- Give them the opportunity to ask questions and raise concerns (including on a 1:1 basis in private)
- Give individuals the opportunity to declare past convictions. Explain it will not necessarily stop them working or volunteering. Each individual case will be discussed and reviewed with the volunteer.
- Provide training for all staff and volunteers on safeguarding procedures
- Ensure that your current volunteers feel valued

## Adult to child ratios for supervising children

The following table shows recommended adult to child ratios for voluntary sector organisations ([www.safenetwork.org.uk/help\\_and\\_advice/best\\_safeguarding\\_practice/Pages/adult\\_children\\_ratios.aspx](http://www.safenetwork.org.uk/help_and_advice/best_safeguarding_practice/Pages/adult_children_ratios.aspx))

Child's Age	Amount of adults	Amount of children
0-2	1	3
2-3	1	4
4-8	1	6
9-12	1	8
13-18	1	10



## Creating rewarding roles for young volunteers

### Asking young people

Perhaps the most important thing is to ask young people how they would like to be involved. Giving young people a say shows you respect their opinions and want to listen to them. Getting them involved in shaping roles, projects or even the organisation can give them a sense of ownership and create a real connection with your organisation's aims, their role and the benefiting community.

You can consult young people during an informal chat when they enquire about volunteering, during one-to-one or group supervisions by having one or more young volunteers as a representative at team meetings, or as an advisor to your Board of Trustees or by forming a Youth Forum to enable your young volunteers to come together to offer feedback and advice.

If a young person enquires about your opportunities but you don't feel you have anything suitable, ask them what they can do or what they had in mind. As well as

### FLEXIVOL

FLEXIVOL is a useful acronym developed by Katherine Gaskin in 1998 outlining what young people have said would encourage them to volunteer:

- Flexibility – in both time and commitment – have a range of opportunities both one-off and ongoing
- Legitimacy – they need to know it's worthwhile
- Ease of access – there are barriers, many young people don't know how to start volunteering or who to contact
- Experience – young people want relevant, useful experience and the chance to learn new skills to add to their CV. Think employability; i.e. roles that are similar to paid roles like reception and administration, or roles that help students getting closer to a career they'd like
- Incentives – what's in it for them? Skills and experience as well as awards and accreditations
- Variety – both the type of work and the level of commitment
- Organisation – volunteering needs to be efficient but not bureaucratic
- Laughs – volunteering must be fun

enthusiasm and energy, young people have many skills that would be valuable to your organisation, sometimes they just forget to mention them.

It is important for the organisation and the young volunteer to have realistic expectations. Be open and honest with the volunteer if their expectations cannot be met, and discuss solutions that might meet some of their needs. If their needs cannot be met, suggest other organisations or refer them to the local Volunteer Centre.

### Motivations

Young people volunteer for many reasons, and this should shape the roles that you are offering them so that both your organisation and the volunteers benefit. Here are two examples of research on what motivates young people to volunteer.

A Satisfaction Survey carried out by Youthnet in 2011 investigating primary motivations for volunteering shows that 16-25 year olds volunteer to:

- gain work experience (83%)
- gain or improve skills (78%)
- help other people (75%)
- learn new things (71%)
- do something positive in spare time (64%)

A different survey by Brewis, Russell and Holdsworth in 2010 on student volunteering and the community, on motivations for volunteering shows that:

- 95% desire to improve things or help people
- 88% want to develop skills
- 83% wish to gain work experience
- 49% are looking to enhance learning from their university course through volunteering
- Women, younger students and students from less advantaged backgrounds are more motivated to volunteer to enhance their employability

Learn from other organisations with similar projects or activities that successfully work with young volunteers. Most organisations are happy to share learning. Your local Volunteer Centre may have networking events or could signpost you to relevant organisations.

### Example roles

Here are some examples of roles that might be rewarding for young volunteers and useful for your organisation. Some require a few hours and others are longer term:

#### Short term or one-off roles

- Event volunteer – to help with set-up and clear-up before and after an event, stewarding, running the information point, assisting with the distribution of questionnaires, collecting audience feedback, and email addresses for the mailing list
- Gardening/conservation – to volunteer for a few hours to work in a local green space, community garden or gardening club
- Photographer – to take photos of an event
- Film making volunteer – to produce a short film
- Graphic design – to create posters and artwork
- Holiday club volunteer – to assist in the setting up of and delivery of club activities with younger children, such as games, arts and crafts, storytelling
- Festival volunteer – one-off roles to assist with preparation for a particular festival (e.g. wrapping presents for service users for Christmas)
- Focus Group – inviting young people to a one-off focus group meeting to give their views on a particular issue
- Micro-volunteering - doing small, short-term voluntary actions that benefit a good cause, usually in less than 30 minutes. Examples include sending photos for charities to use in their publicity materials, completing campaign actions or on-line surveys for charities. For examples relevant to young people, see: [vinspired.com/categories/17-micro-volunteering](http://vinspired.com/categories/17-micro-volunteering) or <http://helpfromhome.org>

#### Long term or ongoing roles

Young volunteers may be able to undertake many of your current volunteer roles, unless there is a specific reason why this is not appropriate. You can also create volunteer roles to help your organisation recruit and support more young volunteers.

- Youth Ambassador/Champion – to help spread the word about your organisation and inspire other young people to get involved
- Mentor – to mentor a young person, once a

week for 6 months

- Social Media Co-ordinator – to promote the organisation and volunteering opportunities via Facebook and Twitter. This could be done from home.
- Youth Forum – a group of young volunteers who advise your organisation on developing services/activities for young people
- Trustee (over 16s only)
- Administration volunteer – useful for young people to gain office experience
- Entertainment volunteer – to engage with service users by leading discussion groups, playing card games, providing manicures, helping on days out, and other activities
- Virtual volunteering – doing a volunteer activity remotely. This may be especially suitable for young volunteers who are not able to come to your office due to busy

study/work schedules.

View sample role descriptions at <http://greaterlondonvolunteering.org.uk/projects/youth>

### **Inappropriate tasks for young volunteers**

For health and safety reasons, there are some tasks that may be inappropriate for young volunteers (see page 8).

In addition, some tasks may be inappropriate if they do not offer opportunities for personal or professional development.

Boring or routine tasks (although it's fine to have some regular elements alongside more interesting activities) can put young people off, as well as tasks that require working alone without interaction with other people.



## Recruiting young volunteers

Now that you have developed volunteer roles, here are some tips on finding young volunteers to fill them. You can advertise your volunteer opportunities through your local Volunteer Centre. Young people on the Earn Your Travel Back scheme will be asked to contact their local Volunteer Centre to find volunteering opportunities.

You can make contact with organisations that already engage young people, like schools, colleges, youth clubs, Scout and Guide units, youth networks, job centres, youth offending services, social services and many more. Ask if you can speak to the young people about your opportunities, take along all relevant information and application packs for them to take away. You can also target education institutions which offer courses that are particularly relevant to your roles, where young people can gain practical experience of, say, the health sector or working with children.

There is a variety of methods you can use on-line (e.g. do-it.org.uk, Team London, VInspired, social media). You can contact your local Volunteer Centre, put up a poster in local places where young people go (e.g. sports and leisure centres) or hold an open day and offering taster volunteer sessions. Consider using your current young volunteers to do outreach (in person, film, photos, quotes, via social media). You can access Target Audiences templates at <http://greaterlondonvolunteering.org.uk/projects/youth>

### Power words you can use in adverts

Sign up, get involved, join in, be special, come forward, help out, speak up, stand up, step forward, a chance, an opportunity, a place, a position, participate, make a difference, campaign, assist, support, engage, devote, offer, pitch in, try, a challenge, share, lead, link up, get active, give time, get experience, have fun

## Common barriers to volunteering for young people

Many of these apply to working with volunteers from any age group, so tackling them can improve your recruitment generally.

Barrier	What you can do
They don't know how to start	Have clear and accessible information. Reach out to young volunteers using different methods
Lack of time or misunderstanding that they need to give a large amount of time	Have a range of roles including short-term and one-off opportunities Have some roles that offer a 'taster' Make it clear how many hours you would like volunteers to give, e.g. "You can volunteer for as little as 3 hours a week or as much as 30 hours during office hours – the choice is yours"
Too much pressure to study or get paid work	Discuss volunteers' existing commitments and accommodate them Acknowledge academic and financial pressures on young people Be clear on the benefits of volunteering, particularly gaining work-focused skills that complement their academic courses Explain to parents how volunteering can help their child get ahead
Don't see why they should give their time for free	Be clear on the immediate and longer-term benefits of volunteering Offer to reimburse expenses so they are not out-of-pocket Tell them how volunteering roles are often more interesting and enjoyable than stacking shelves or working in a fast food outlet
Feel they can't make a commitment	Have some roles that offer a 'taster' Start small and build up – ask the volunteer to think about how much time they want to give, then halve this figure. It's better to start with a few hours and build on this success than to set unachievable targets
No one asked them	Publicise your volunteer roles through your (and their) networks. Word of mouth/peer recruitment is an effective method.
Don't know what they'll gain	Be clear on the benefits of volunteering, both practical and social Have some roles that offer a 'taster'
Don't feel needed	Be welcoming when a young person approaches your organisation Thank them for contacting your organisation Make sure young volunteers feel supported and valued by listening to them and acknowledging their contributions
Can't afford/lack of transportation	Make it clear in your publicity that you reimburse travel expenses Encourage volunteers to claim expenses and reimburse promptly Many young people will already have access to free travel from TfL
Don't think it's 'cool'	Encourage them to speak to your current young volunteers Get feedback from young people on your publicity materials Ensure your publicity materials show you involve young volunteers Be clear on the benefits of volunteering
Have been asked to volunteer (e.g. by their school or through the Earn Your Travel Back scheme) and are reluctant to do so	Offer short-term or one-off roles that provide a taster Allow young people to volunteer in groups with friends and family Make the young volunteer feel welcome Never force a young person to volunteer against their will – it should be their choice. If you sense reluctance or disinterest, ask them to have a think about it, then come back if they really want to volunteer. Allow the young people to talk through their lack of motivation and decide whether they still want to volunteer

Consider your existing publicity material. Do your leaflets appeal to young people? Are your activities geared towards older volunteers? Do you, in any way, show or state that you are seeking younger volunteers? Young people will often assume that your activities are not for them, unless you actually say otherwise. So tell young people what you are doing, say what the lower age of your volunteers can be and highlight the benefits of the opportunities that appeal to young people.

Advertisements should be clear, accessible and specific. Explain how the volunteer role fits into the work of your organisation and the needs of the service users. Identify the difference the young volunteer could make. The language and tone should be active, fun and exciting. However, don't try to sound and pretend to be young, as it can look awkward. Go for clarity of message and simple language, but don't 'dumb down' the concept.

### **First contact with your organisation**

When a young person approaches your organisation to ask about volunteering, respond immediately to enquiries. Many young people will give up and move on if they don't hear back from you within 48 hours. Be approachable and welcoming and value what they have already done. Encourage them to speak to your current young volunteers and find out how they like to keep in touch (for tips on sending free text/sms messages visit [www.moneysavingexpert.com/phones/free-text-messages#web](http://www.moneysavingexpert.com/phones/free-text-messages#web)). Be family friendly, answer questions from parents, allow family members to attend info or induction sessions.

### **Applications and interviews**

Make any application forms as short as possible. Don't ask for CVs – lots of young

people won't have these yet and may be completely put off by this request. When interviewing young volunteers, consider having at least one young person on the interview panel if possible. Make it friendly and informal. If the young volunteer needs to undergo a DBS check, explain this to them thoroughly and help them complete the form.

### **Reassuring parents**

Reassuring parents of prospective young volunteers is important – to get parental consent but also so they can support their child when they are volunteering. This can be done through providing information on your organisation, encouraging parents to come to information events or visit your organisation and providing copies of your policies and processes on request. View sample Parents' Information Sheet at <http://greaterlondonvolunteering.org.uk/projects/youth>

### **Young people moving from being service users to being volunteers**

Occasionally young service users become volunteers. In this scenario you should ensure that they are clear on the volunteer role and the difference between being a service user and being a volunteer. You should discuss the boundaries between the volunteer and service users and any Code of Conduct. Discuss any concerns that they might have (e.g. not being 'one of the gang' any more) and also any concerns that you might have. Provide an induction – don't assume that they know everything just because they've been involved as a service user. Tell the service users, in an appropriate manner, that the person is now a volunteer and explain what their role will be. Discuss what you will say with the volunteer before any announcement.



## Managing and retaining young volunteers

Once you have recruited a young person it is important, from the outset, that they have a fulfilling and enjoyable experience. Good practice is similar to supporting any volunteer, but here are some specific tips.

### Induction

Give them a relevant and appropriate induction, so that they understand the bigger picture of where their volunteering role fits in. Introduce them to staff in other teams so that they can start to build networks.

Some young volunteers will be experiencing a workplace environment and culture for the first time. Many things such as timekeeping, meeting etiquette or using a diary will be completely new to them. Explain systems and expectations.

During staff or volunteer meetings avoid using jargon or language that a newcomer might not understand, as this could lead to young people feeling alienated.

Try not to give reams of induction paperwork to read. Even the brightest of young volunteers may not always be keen to read 50 pages of policies, as this is quite a passive activity. Some young people may have dyslexia, mild learning disabilities, or be disaffected with learning. Try to find creative and interesting ways for your young volunteers to find out the essential information they need, such as having induction quizzes or “treasure” hunts.

### Support, supervision and mentoring

Ensure that young volunteers have a dedicated supervisor or contact person. Make sure this person is readily available and that the young volunteer knows how to contact the person. You may want to consider having a mentor for a young volunteer. This could be a more experienced young volunteer to offer peer support. With effective mentoring you can develop a volunteer’s strengths and ensure that they grow in confidence. By sharing knowledge and experience the mentor becomes the volunteer’s point of contact and a friendly face. This can help reduce the concerns of young people when becoming a part of something new.

When appointing volunteer mentors you should ensure that they show some, if not all, of the following qualities:

- A positive role model
- Supportive
- Friendly
- Approachable
- Enthusiastic
- Patient
- Able to motivate others

### Progression

Consider why they are volunteering. Is it to gain new skills? Make friends? Add to their CV? Give something back and feel they are making a difference? Can you help fulfil these needs by offering training and the chance to develop their roles or create new ones? Make sure they don't get stuck in a rut doing the same thing. If they are bored, they are likely to leave. Give young volunteers the chance to progress to more demanding or responsible roles as they gain experience and confidence.

### Flexibility

Flexibility of volunteering (time and commitment) is important to reflect the diverse range of things which may be happening in a young person's life. For example, students may need to take a break from their volunteering when revising for or sitting exams. It's also worth thinking about the length of commitment you ask young volunteers to make. For example, a commitment of 12 months may feel a lot longer to a 16 year old than a 36 year old.

### Expenses

Most young people survive on very low incomes. Some young volunteers will be living on welfare benefits, or earnings from poorly paid part-time jobs, or they may live with their parents and have no income of their own. Others are parents themselves and have young children to support. Volunteers in these situations cannot wait until the end of the month, or even the end of the week, to be reimbursed their expenses. This makes the prompt reimbursement in cash of expenses for travel, meals (and childcare) absolutely vital. Remember that

not all young people are confident asking for things, so prompt them to claim expenses.

### Problem solving policy and procedures

It is good practice to have a problem solving policy for all volunteers, regardless of age. During young volunteers' induction, explain the policy and encourage them to discuss issues as they arise (as they may lack the confidence to do so). Talk to their supervisor or mentor about supporting the volunteer to raise problems. A problem solving policy is available at <http://greaterlondonvolunteering.org.uk/projects/youth>

### Support for adult volunteers

If you are bringing in a few young volunteers, you may want to offer your adult volunteers some support in working with young volunteers. For example some adults may lack confidence and feel that they are not able to engage with or offer anything to young people. Others may have fears or prejudices about young people, based on past experiences or stereotypes. Consider having some team building activities so that all volunteers (older and younger) can get to know each other.

### Accreditation

Most young volunteers will be keen to attend training courses, especially those that provide certificates or accreditation that they can add to their portfolios. They can be particularly valuable to young people with no previous qualifications, or who are applying to university or college. The following accreditation schemes provide a range of options to suit young people's interests and motivations.

Community Volunteering Qualifications (CVQ) are for anyone over the age of 14 who chooses to give their time for the benefit of the community without payment. The qualifications reward volunteers for their contribution to particular projects and organisations and can help students to develop skills for learning, employment and life through their volunteering roles. As a nationally recognised qualification at Levels 1

to 3, CVQ can enhance CVs and applications. The Level 3 qualification has been ascribed UCAS points (50 for the full Certificate and 30 for the smaller Award). [www.asdan.org.uk/Qualifications/CVQ](http://www.asdan.org.uk/Qualifications/CVQ)

NOCN (the National Open College Network) offers accredited training for anyone over the age of 14 from Entry level to Level 4. They have a number of courses for volunteers: Preparing to be a Volunteer; Preparation for Event Volunteering; Learning from Volunteering, etc. [www.nocn.org.uk/qualifications\\_and\\_units](http://www.nocn.org.uk/qualifications_and_units) search for “volunteer”

The Duke of Edinburgh’s Award has a Community Section, which is typically gained through a volunteering placement. [www.dofe.org](http://www.dofe.org)

Volunteers can also benefit from accredited training in other topics such as emergency first aid, health and safety, food hygiene, safeguarding children and young people, sign language, equality and diversity, and counselling.

When considering whether to offer accredited training, consider the following issues. There are often costs to register your organisation and/or the learner. The paperwork can be time-consuming. There is the potential for the process to detract from enjoyment. Staff may lack experience of assessing at required levels, and providers can misjudge the depth of work required to achieve an award. You will need to weigh these issues up against the benefits to young people of gaining accreditation/qualifications and also consider how rewarding your staff may find it to take on a tutoring role.

### Recognition

You can thank young volunteers in the same ways that you thank any volunteer. Some specific tips for young people include;

- Volunteer events (involve young volunteers in the planning to keep them relevant and young person friendly)
- Certificates on completion of a specific number of volunteer hours (keep the number of hours reasonable eg 20 hours, 50 hours)
- If there are internal issues affecting volunteers, they should be involved in the process. Young volunteers can bring a fresh perspective and new ideas.
- Youth focused awards e.g. V Awards (<http://vinspired.com/awards>), Diana Awards (<http://diana-award.org.uk/the-award>), Jack Petchey Awards ([www.jackpetcheyfoundation.org.uk/achievement-awards](http://www.jackpetcheyfoundation.org.uk/achievement-awards)), Team London Awards ([www.london.gov.uk/priorities/volunteering/award-and-recognition](http://www.london.gov.uk/priorities/volunteering/award-and-recognition))
- Making sure they have enough tasks to do every day. Some young volunteers may lack confidence to say that they do not have anything to do or have completed the tasks allocated
- Profiling young volunteers on your website, newsletters or via social media (e.g. a tweet about the achievements of young volunteers)
- Including them in social events e.g. going out for lunch. Consider whether the social events are appropriate for all ages.
- Providing references once young volunteers have spent a reasonable amount of time with your organisation. Offering references, where appropriate, shows that you are also committed to helping them further their career or education.
- Provide support with developing or updating their CV to include the work, new skills and achievements from their volunteer role. It can help to keep a Volunteer Record Form noting tasks achieved, skills learned, training courses attended, and hours spent volunteering. If you do this as you go along, it will make writing references so much easier and more accurate.

View a sample Volunteer Record Form at <http://greaterlondonvolunteering.org.uk/projects/youth>



## Monitoring and evaluating young volunteers

Good practice in monitoring and evaluation is the same as for evaluating any volunteering programme. A useful toolkit on evaluating your volunteering programme can be found on the Greater London Volunteering website. Here are some tips on evaluating young volunteers:

- It is important to gather information on what your young volunteers are doing, the impact on them and on the service users. Look out for unexpected outcomes as young volunteers may do things in different ways to adult volunteers.
- Look out for the benefits of working with young volunteers.
- Think about gathering evidence in creative ways. Ask young volunteers for views on how to gather evidence. This could include photos, video, blogs, facebook and tweets.
- If your service users include young people, it may be appropriate for your young volunteers to conduct the interviews or help facilitate a feedback session. However, make sure that the young volunteers have enough training and support to do this.

## Family volunteering

An excellent way of involving under 16s is to enable them to volunteer with parents and family members. Some young people on the Earn Your Travel Back scheme may be as young as 11 years old, so family volunteering would be a good option for them.

### Before starting

Here are a few things to think about before you start including families in your volunteering programme;

- Think about your organisation's objectives and what needs to be done. How could families help you?
- Ask families to get involved in planning what you would like to do. They can offer a unique perspective and help ensure that what you offer is appealing
- Be sensitive to the needs of families when designing your offer. Is your proposition flexible? Have you thought about timings and the variety of tasks? Could transport be a problem? Is it going to be fun?
- Be open. Does anyone involved have any concerns around working with families in this way?
- Does what you are looking to do require any training for your staff and volunteers?

- Ensure there is a dedicated person overseeing administrative tasks associated with family volunteering. Correspondence with families should be as efficient as possible
- Be organised. As long as activities and events are planned properly they will be fun and safe
- Don't forget to reward your family volunteers. Depending on the level of involvement this could be anything from a cup of tea and a slice of cake to a family certificate/photograph.
- Take time to evaluate. This will ensure that you can identify any improvement needed

### **Health and safety for families**

- Within each family group a responsible person should be identified. If appropriate to the task that person can fill in a registration form. It can be made clear in a relaxed and sensitive way that this person or people are responsible for the children in their care.
- All family volunteering tasks should be risk assessed in the standard way. Other risks may be added to the risk assessment relating to children
- Suitable information on activities should be sent out beforehand letting families know what they will be doing and what they might need to bring with them
- Families should be briefed clearly about what is expected of them in their role. If you are working with a group of families this can be informal and similar to a short team talk
- It is good practice to communicate with staff or volunteer teams about what you may be doing with families. This might involve providing them with additional support or training about child protection and working with family groups
- Check that your insurance policies cover family volunteering
- Check if staff or volunteers running activities should have a DBS check. This depends on the level of access and responsibility leaders have. A risk assessment should be carried

out before making a decision on this. View a sample family volunteering registration; <http://greaterlondonvolunteering.org.uk/projects/youth>

### **Marketing family volunteering opportunities**

- The concept of family volunteering may not be something that families immediately understand, as it's not a 'usual' family activity. Be mindful of this when marketing your activities. Experiment with language to make it more attractive and relevant for them
- Be brave; push yourself out of your comfort zone, think about creative ways to market your offer, ones that will reach families directly. Don't rely on posters and leaflets
- Face-to-face marketing is an incredibly effective way to market family volunteering opportunities
- Partner with a local family involving organisation, it's likely they will be keen to offer your opportunities to their family groups
- Use local schools to promote your activity. This is a good way of getting families along and forming a relationship with a school. Speak to the schools community coordinator, run a family volunteering activity at a school fair, or talk at an assembly
- Link in with special events (e.g. National Family Week or Volunteers Week). Invite local press to come along and cover your opportunity
- Ensure information is available for people to find out about what you are doing during an activity. Visitors will be curious about what's going on so make sure you have details on hand about how they could get involved too
- Keep in contact with families and ask them to help you promote your offer. Get a mailing list going and ask families to send information to people they know
- Don't be put off by the extra work you need to do initially to market your offer. Once you have established your marketing method you will find that families are keen to come along again and tell their friends too!



# Checklist

The following checklist outlines the key policies and actions that you should consider before starting the activity.

Before starting. Legal & practical issues	Creating rewarding roles	Recruiting	Supporting, retaining, celebrating
Agreement from your managers to involve young volunteers	Volunteer role descriptions	Parental consent form	Support for staff and adult volunteers
Child Protection	Risk assessments for roles	Named volunteer manager/supervisor at your organisation	Policy on references
Policy and processes	Clarity on which roles require a DBS check	Induction process	
Codes of conduct for adults and young people	Policy on paying expenses		
Health and Safety policy, that has been reviewed for young volunteers			
Volunteer Policy			
Insurance policy covering young people			
Problem solving policy and procedures			

## Further support

If your organisation is based in Greater London, you can get advice and support on engaging young volunteers until March 2015 by emailing the Earn Your Travel Back Good Practice Helpline at [youth@glv.org.uk](mailto:youth@glv.org.uk)

Your local Volunteer Centre can offer support on volunteer management and signpost young people to your organisation, including those on the Earn Your Travel Back scheme. You can find your local Volunteer Centre on [www.do-it.org.uk](http://www.do-it.org.uk)

Online resources on general good practice in volunteer management are available on the

Greater London Volunteering website  
<http://greaterlondonvolunteering.org.uk/legacy/online-resources/>

Experts in Evaluation is a toolkit for evaluating your volunteering programme:  
<http://greaterlondonvolunteering.org.uk/projects/>

## Other sources of information

You can advertise your volunteer opportunities on the Team London website. Young people on the Earn Your Travel Back scheme will be signposted here to find volunteering opportunities  
[www.london.gov.uk/priorities/volunteering](http://www.london.gov.uk/priorities/volunteering)

The Safe Network offers advice and resources on safeguarding young people. [www.safenetwork.org.uk/RESOURCES/Pages/default.aspx](http://www.safenetwork.org.uk/RESOURCES/Pages/default.aspx)

Department for Education offers guidance on parental responsibility [www.education.gov.uk/schools/pupilsupport/parents/a0014568/parental-responsibility](http://www.education.gov.uk/schools/pupilsupport/parents/a0014568/parental-responsibility)

A good guide to volunteering and training accreditation is available from Brighton and Hove Volunteering Centre

### **Good practice on working with young people with different needs**

Guidance on good practice in delivering non-formal learning to young people who are not in education, employment or training (NEET) is available at [www.nfer.ac.uk/nfer/publications/LIN01/LIN01.pdf](http://www.nfer.ac.uk/nfer/publications/LIN01/LIN01.pdf)

A guide to working with young disabled people as volunteers is available from [www.scope.org.uk/sites/default/files/pdfs/Volunteering/can\\_do\\_it\\_volunteering\\_toolkit.pdf](http://www.scope.org.uk/sites/default/files/pdfs/Volunteering/can_do_it_volunteering_toolkit.pdf)

You can also consult 'working with young people with communication difficulties (page 8)': [www.nacro.org.uk/data/files/speech-language-communications-954.pdf](http://www.nacro.org.uk/data/files/speech-language-communications-954.pdf)

Working with young refugees and asylum

seekers: [www.childrenslegalcentre.com/index.php?page=migrant\\_children](http://www.childrenslegalcentre.com/index.php?page=migrant_children)

Guidance on working with young people with issues such as anxieties and worries, behavioural difficulties, depression, being bullied, who self harm etc, is available from [www.londonyouth.org.uk/sites/default/files/Somewhere\\_to\\_talk\\_-\\_someone\\_to\\_listen\\_information\\_sheets.pdf](http://www.londonyouth.org.uk/sites/default/files/Somewhere_to_talk_-_someone_to_listen_information_sheets.pdf)

### **Sample policies and forms referenced in this guide are available on the GLV website: [www.glv.org.uk](http://www.glv.org.uk)**

1. Sample Volunteer Policy
2. Sample Volunteer Agreement
3. Sample Role Description
4. Sample Parental Consent Letter
5. Sample Parental Consent Form
6. Sample Emergency Contact Form
7. Sample Risk Assessment
8. Sample Child Protection Policy Statement and Procedure
9. Sample Code of Conduct for Adults
10. Sample Young People Code of Conduct
11. Sample Target Audience Template
12. Sample Confidentiality Policy
13. Sample Problem Solving Policy
14. Sample Volunteer Record Form
15. Sample Family Volunteering Registration Form
16. Sample Parent Information Sheet

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