



I N C L U S I O N



Inclusive Volunteering - A Guide for Organisations

Contents

03

Introduction / What is Inclusive Volunteering? / Benefits of Volunteering

04

Benefits to Organisations / Ideas for Involvement

05

Ensuring Individuals Understand the Role / Induction and Training / Insurance / Assessing Risk

06

Travel Training

07

Hours and Type of Volunteering / Communication

08

Sexual Exploitation / Managing Allegations / Safeguarding Policies and Procedures

09

Volunteering Policies / Application Process

10

DBS Checks / Photo Consent

11

Practicalities and Coordination-Specific Target Groups / Giving and Receiving Feedback

12

Reward and Recognition / Expenses / Case Study Comments

13

Fact Sheets - Hearing Impairments / Autism

14

Fact Sheet - Visual Impairments

15

Fact Sheets - Mental Health / Lived Experience of the Prison System

16

Fact Sheet - Older Volunteering

17

Fact Sheet - Involving the Homeless or Recently Homeless

18

Fact Sheet - Ethnicities and Volunteering

19

Appendices

20

References

21

Template - Young Volunteers' Consent Form

24

Template - Role Description

Introduction

Using six weeks worth of 'Know Your Neighbourhood' funding, VAST carried out consultation and engagement work to further identify barriers to volunteering for people in Stoke-on-Trent. This is to inform our future work around supported volunteering opportunities for the city, and to find out what is needed to support people who are not confident to, or are otherwise excluded from volunteering, to participate in enriching volunteering opportunities and connect with others.

We already understand that we cannot underestimate the amount of support that people need and the time it can take to increase confidence and trust before people are ready to successfully volunteer.

Involving individuals that require extra support to volunteer can seem a challenging prospect for some organisations, but we would like to do is dispel some of the myths that surround 'inclusive volunteering,' and support organisations to navigate any barriers that they may face.

The benefits to organisations, individuals and the wider community are immense; with volunteering providing a platform to increase social skills, mental health, self-esteem, and confidence, as well as supporting the creation of a better work-life balance and giving an individual a sense of achievement and purpose.

1. What is Inclusive Volunteering?

"We can define inclusive volunteering as volunteering opportunities that are available to all people regardless of age, culture, gender, sexual orientation, ethnicity, religion, social status, or disability."^[1]

"Volunteering is for everyone, and anyone can be a volunteer"^[1]

2. Benefits of Volunteering

- Helps individuals to make new friends and feel 'part' of a community.
- Supports with feeling 'better about yourself' by improving self-esteem and confidence.
- Reduces loneliness due to the social impact volunteering provides.
- Is a platform to share talents, learn new skills and create a better work-life balance.
- Gives a sense of achievement and purpose.
- Creates experience for CV and/or character reference.





3. Benefits to Organisations

- Fresh ideas and enthusiasm.
- Feedback.
- Having volunteers from diverse cultures can improve awareness of different backgrounds for staff, which will mean that they'll be more equipped to understand each person's needs and relate to them.
- Experience - Volunteers will provide different skillsets that may be missing in your organisation.
- Volunteering promotes social responsibility.

4. Ideas for Involvement

Consideration needs to be given regarding inclusive volunteering as many marginalised groups may not attend existing events but prefer to engage with existing groups.

Do think about attending existing events that are organised by local organisations, targeting attendance to ensure engagement with individuals who may have different perceptions and encounter different experiences of, and barriers to, volunteering, including families, older people, younger people, different religions, and sexual orientation, ex-offenders, low-income areas, and physical and learning disabilities.

Consult with other member organisations offering existing or past local opportunities to gain an insight into and an understanding of barriers to inclusive volunteering.

Speak to existing volunteer networks and ask their opinions on what has worked well or not so well for their organisation regarding inclusive volunteering.

If you would like to have a fully inclusive volunteering offer for your organisation, it is important to ensure that the roles available will be appropriate to the individual.

To make your role seem attractive, you will need to have a high-quality role description. We have an easy-to-follow template that you can use, and a copy is available at the end of the document.

We are also happy to read over any role descriptions and offer our professional opinion. You may want to consider what the overall aim of your organisation is and how does this role fit into it? What will be the volunteer be doing? Will your volunteer require any additional support or equipment to be able to conduct their role in a safe manner? Will your volunteer require a translation service? Will your volunteer require support with accessing transport?



5. Ensuring Individuals Understand the Role

When you first meet your volunteer, establish the individual's motivations and what they want to gain from volunteering. Ideally review the role description with the volunteer to make sure that all parties know exactly what is expected of them.

This initial assessment can help ensure that volunteers' expectations will be met, and that you have a baseline from which you can assess how your volunteer's performance has developed during their journey. It's also an excellent tool for compiling case studies and reporting to funding bodies.

Ensure that you explain and agree the timeframe in which you will be conducting the next assessment and what will happen during the session

6. Induction and Training

All volunteers should be given a comprehensive induction and regular training. It is important that you consider tailoring the induction process so that it is accessible for volunteers that require extra support and covers any additional requirements or questions they might have. It is not enough to just make the training available; you need to make sure that it has been undertaken, and that key messages have been understood. If appropriate to the role, a DBS check (Disclosure & Barring Service) should be conducted.

This training should include a basic introduction to health and safety, for example including first aid, fire and evacuation procedures, safeguarding (who to go to if concerns arise), professional relationships, equal opportunities, emergency procedures, and any other relevant and appropriate training based upon your volunteers' needs.

Insurance

You should check your employer's liability insurance to make sure that it covers your volunteers.

Assessing Risk

As with all voluntary placements, you should conduct a risk assessment to identify any potential safeguarding issues that might occur with the tasks that individuals are asked to undertake. These include:

- The potential risks for exploitation of vulnerable adults and/or young people.
- The possible emotional and physical impact of tasks.



Focus points while conducting the risk assessment are:

- To assess risks to all individuals before they start volunteering.
- Consider the layout of the workplace and the site where they will volunteer.
- Consider the nature of any physical, biological, and chemical agents they will be exposed to, for how long and to what extent.
- Assess what types of work equipment will be used and how this will be managed.
- Ensure your risk assessment considers that individuals may need extra support should they have a mental health condition.
- To introduce control measures to eliminate or minimise the risks, as far as is reasonably practicable.
- To identify what age group you feel the role is suitable for, and the level of oversight or supervision that is required.
- Disabled access-does your building have suitable access and use.^[16]
- Wheelchair access- does your volunteer require wheelchair access? Although a minority among disabled people, wheelchair users need quite a lot of space to move around comfortably and safely, while those who walk with two sticks can occupy a greater width than someone using a wheelchair
- Travel - see below^[15]

Travel Training

Travelling for individuals that may require extra support can feel complex, daunting, and a little bit overwhelming.

Travel training will support your volunteers to become more confident in using public transport, buying tickets, and using timetables.

Please consider asking your volunteers some basic initial travel questions to ensure that they do not encounter any issues during their journey. This will ensure that the volunteers attendance remains consistent throughout their placement with your organisation.

A travel questionnaire will support your organisation to gather essential information.

Please see below considerations: Please see [Appendix K](#)

- Can your volunteer travel independently?
- Is your volunteer a confident pedestrian, and do they have an awareness and understanding of road safety?
- Can your volunteer recognise signage?
- Awareness of dangers/hazards when out and about.^[14]
- Ability to respond to dangers/ hazards appropriately.^[14]
- Ability to respond appropriately to verbal instructions and directions.^[14]



- Ability to learn to make their own decisions and act upon them. [14]
- Ability to learn to communicate their needs – for example to the bus driver or train guard. [14]
- Ability to learn to seek and accept help from an appropriate source. [14]
- Ability to negotiate kerbs, steps, lifts, buses, and trains. [14]
- Understanding of the need for socially acceptable behaviour. [14]
- Sense of personal safety and security of belongings. [14]
- Ways of identifying basic numbers. [14]
- Ways of identifying basic colours. [14]
- Identifying different money values. [14]
- Capacity to be motivated. [14]
- Wheelchair users - Please see [Appendix L](#)



Also consider how you will reward your volunteer once they become an '**Independent Traveller**.' A certificate may be something that you can give to your volunteer to show how far they have progressed.

Hours and Type of Volunteering

There is no specific legislation about individuals volunteering for a not-for-profit organisation. You should consider whether they are able to volunteer and have everything they need to complete tasks. Your assessment should consider their circumstances, and any additional support needs they might have.

Communication

You need to consider how you are going to communicate with your volunteers. Again, this should be considered on age and ability, and you must follow your organisations communication policy. For example, you may want to communicate via a support worker should your volunteer have support in place.

Volunteers should have a named person within your organisation of who they can speak to if they cannot attend their volunteering session.

Think about the structure of any tasks given to a volunteer. This might be to provide your volunteer with a timetable or breakdown of tasks so that they are clear about what their tasks are and what they need to work on following the completion of those task(s).

Ensure that any paperwork is easy to read, in plain English and the volunteer is able to understand what is written. Pictures and/or photographs are often a useful tool to support any written information.





Sexual Exploitation

Forming healthy working relationships with peers is an important part of being a volunteer. However, you should be aware of the risks of grooming and other inappropriate behaviour. Measures you can take to mitigate risk include:

- Having a code of conduct that sets out how you expect volunteers and anyone working with them to behave.
- Making sure volunteers know who they can talk to if they have a concern and that they feel safe to do so.

Managing Allegations

Ensure that you have a procedure in place for managing any allegations made against a volunteer. These might include, allegations that they have behaved in a way that has harmed, or might have harmed, another person or member of the group. Any allegations must be taken seriously and dealt with sensitively and promptly.

Safeguarding Policies and Procedures

Your organisation should have written safeguarding policies and procedures, setting out your commitment to protecting children and young people, and vulnerable adults from harm, explaining how staff, volunteers and service users can raise a concern if they are worried about a concern about their role, or any other aspect relating to safeguarding.

Brief your team that when working with young people at least one person should be always present who has a successful DBS clearance. Young people should not be left alone with members of the public or other staff who are not DBS checked. To ensure all staff, have a clear understanding of safeguarding procedures and professional boundaries. ^[2]

If your volunteer has a social worker supporting them, ensure that the volunteer always has the Duty Social Workers' contact details to hand should they need support.

Raising concerns should be within your Volunteer Policy/Handbook, but make sure you specifically talk it through with your volunteers. They should have access to your complaints and whistleblowing procedures.

If you do not already have these policies and procedures in place, VAST can support you to develop policies that will be relevant for your organisation. We can also check existing policies to make sure they are fit for purpose.



Volunteering Policies

Your organisation should also have a volunteering policy in place before you accept any volunteers.

It should include:

- An overview of your organisation.
- An overview of expenses guidelines, complaints procedures, confidentiality procedures, and any other relevant procedures.
- Volunteer agreement.
- Induction and training process.
- Supervision and support.
- Volunteer involvement, and how they can feedback to your organisation.
- Insurance and health and safety.
- Equal opportunities.

VAST has pre-made templates and can offer support in helping organisations develop new and/or update pre-made policies.

You will need to make sure that your policies are written in clear and simple language, to avoid overcomplication or unnecessary jargon. You may also want to consider going through the policy with the volunteer to ensure they have understood everything within it.

Application Process

You may want to consider adapting your usual volunteer recruitment process to meet the needs of individuals that require extra support or may require a translator. This could be a slightly different application form or a more informal interview. You could also offer for the individual an informal chat before they apply for the role.

You may want to consider asking for references, but do consider that some individuals such as young people may have less access to suitable references other than through their education.

Although an individual might have agreed to their involvement, there might be specific activities that they feel uncomfortable taking part in and you should discuss with them what alternative arrangements would be appropriate.



DBS Checks (Disclosure and Barring Service)



What are DBS checks?

Some volunteering roles will require a DBS check to be completed. (Disclosure and Barring Service).

The types of DBS check are:

- A basic check, which shows unspent convictions and conditional cautions.^[17]
- A standard check, which shows any spent and unspent convictions, cautions, reprimands, and final warnings.^[17]
- An enhanced check, which shows the same as a standard check plus any information held by local police that's considered relevant to the role.^[17]
- An enhanced check with barred lists, which shows the same as an enhanced check plus whether you're on the list of people barred from doing the role.^[17]

Under 16s:

People who have not reached their 16th birthday cannot have a disclosure check under any circumstances. Any young person who is volunteering in a role which would ordinarily need a DBS check cannot get a certificate in their own name. Organisations must think of other ways to keep their clients safe, and make sure that the under sixteens are safe in their role too.

16 – 18-year-olds:

The same rules apply to 16- and 17-year-olds as they do to older workers. The work they are doing must fall under the legal definition of regulated activity for them to need a DBS check. Employers are not allowed to exempt them from the checking process purely because of their age.



Photo Consent

If you want to use photos of volunteers for publicity purposes, you need to obtain a volunteers signed permission (consent). It is good practice to get this consent in writing, signed and dated, and you should also be aware that they can withdraw consent at any time.

If your volunteers are under 16, the permission of their parent/carer will also be required.



7. Practicalities and Coordination-Specific Target Groups

In this section we look at some of the main practicalities and coordination of managing volunteers that may require extra support. Please also look at the 'Fact Sheets' at the end of this document for further support information.

*"The social model of disability is a way of viewing the world, developed by disabled people. Scope's '**Everyday Equality strategy**', is based on this model of disability. The model says that people are disabled by barriers in society, not by their impairment or difference. [3]*

Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things. [3]

The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice, and control. Not everyone uses the social model and that's ok. How anyone chooses to talk about their impairment is up to them". [3]

8. Giving and Receiving Feedback

As you would with paid members of staff, it's vitally important to have a supervision with your volunteer at regular intervals to discuss any development opportunities and/or training, and to ensure that your volunteer feels a part of the team and is given the opportunity to discuss any issues that they would like to raise away from their desk.

It's a good idea to set a framework for your supervision to ensure that your volunteer knows what to expect, but please reiterate to your volunteer that you have an 'open door' policy should they wish to discuss anything and/or any concerns at any point rather than waiting for a particular set date.

Asking your volunteer for feedback is also worthwhile as your volunteer may see areas for improvement that paid staff might not. Please ensure that should your volunteer offer suitable ideas for improvement, that the idea is acted upon as appropriate.



9. Reward and Recognition

It is extremely important to show recognition to your volunteers. This does not have to be a grand gesture or anything costly.

A certificate of recognition, a ‘volunteer of the month’ on your staff noticeboard or intranet, and a simple and genuine “thank you” can make all the difference.

If a volunteer hits a landmark with their progress, you may want to consider writing your volunteer a thank you card to promote their progress.

10. Expenses

Many volunteers will rely on public transport to travel to their volunteering placement which can become a barrier should the individual struggle with travel costs.

If you can reimburse travel costs, this may mean that your volunteer is able to attend and support your organisation more regularly.

11. Case Study Comments

At **VAST** we love writing case studies to evidence a volunteer’s progression during their time with us. By recognising your volunteer’s contribution to your organisation will ensure that the volunteer stays engaged and feels part of the team.

Individuals from various organisations contributed their comments below on why they felt they did not want to volunteer.

“Fear of the unknown”

“It was the fear of doing jobs that no one else wanted to do.”

“I have no confidence around people.”

12. Fact Sheets



Fact Sheet - Hearing Impairments - Key Facts. Please see Appendix A.

12 million adults in the UK are deaf or have hearing loss – but we can all play our part to be more deaf aware, both at work and in daily life. ^[4]

Considerations:

- **Re-phrase what you said.** If someone does not understand you, repeat what you said or phrase it differently and use plain language. ^[4]
- **Face the person to whom you are speaking.** Make sure you are facing the person you are talking to and speak clearly. Avoid shouting, speaking too fast or unnecessarily slow. ^[4]
- **Use an interpreter.** You should always follow the advice of the person with communication needs. That might be booking an interpreter or speaking to a friend or relative. ^[4]
- **Write it down.** Ask the individual if it would help to write it down.
- **Get their full attention.** Use simple gestures such as pointing or waving to get someone's attention. ^[4]
- **Reduce background noise.** In a noisy place, move to a quieter area if possible. ^[4]



Fact Sheet - Autism - Key Facts. Please see Appendix B.

- Autism, also referred to as autism spectrum disorder, constitutes a diverse group of conditions related to development of the brain.
- Around 1 in 100 children have autism.
- Characteristics may be detected in early childhood, but autism is often not diagnosed until much later.
- The abilities and needs of autistic people vary and can evolve over time. While some people with autism can live independently, others have severe disabilities and require life-long care and support.
- Evidence-based psychosocial interventions can improve communication and social skills, with a positive impact on the well-being and quality of life of both autistic people and their caregivers.
- Care for people with autism needs to be accompanied by actions at community and societal levels for greater accessibility, inclusivity, and support.



Fact Sheet - Visual Impairments - Key Facts. Please see Appendix C.

RNIB, the Royal National Institute of Blind People, is the UK's leading sight loss charity. ^[6]

They offer practical and emotional support to blind and partially sighted people, their families, and carers. ^[6]

They raise awareness of the experiences of blind and partially sighted people and campaign for change to make our society more accessible for all. RNIB want to change our world so there are no barriers to people with sight loss. ^[6]

More than 2.2 billion people have sight loss worldwide - of these, more than one billion are living with preventable, or treatable, conditions because they cannot get the care and support they need. This number is only set to increase. ^[6]

Staffordshire Sight Loss Association

Staffordshire Sight Loss Association (SSLA) is a small local charity based in Hanley supporting people living with sight loss in North Staffordshire. They offer welfare, practical, and social support both through groups and individually. SSLA offer monthly social groups in Hanley, Newcastle, Biddulph, and Leek. They also have a resource centre in Hanley which is open every Tuesday.

SSLA will also host guiding training and sight loss awareness training for organisations if they wish.

Practical tips that may help people with sight loss are:

- Ask people what format they prefer documents to be in - SSLA offer their newsletter in 3 font sizes and as an audio file.
- Many people with sight loss can use technology but may need to use it in a different way, all smartphones come with accessibility features built in.
- If you are including pictures in a document, social media posts, or on your website, including a description of the image means that a visually impaired person will be able to access the image.
- Different coloured edges on things like steps make obstacles easier to see.
- For more advice contact SSLA on hello@ssla.org.uk



Fact Sheet - Mental Health - Key Facts. *Please see Appendix D.*

When you're living with a mental health problem, or supporting someone who is, having access to the right information is vital.^[7]

The Influence and Participation Toolkit has been developed by Mind, and is recognised as a valuable resource for anyone whose organisation or workplace wants to engage with people with mental health problems in a meaningful way.^[7]

It is available publicly and anyone can use it. Its aim is to enable you to meaningfully involve people with lived experience in the development of your work and organisation. Organisations are encouraged you to use the templates and tools in the toolkit, as well as creating your own to support^[7] your work.



Fact Sheet - Lived Experience of the Prison System - Key Facts. *Please see Appendix E.*

Recruiting and supporting more volunteers with lived experience of the prison system is needed.^[8]

Why is it needed? We believe we will improve services if they are informed, delivered, and shaped by people who have lived experience of the criminal justice system, whether as prisoners or as family members.^[8]

What better way to achieve this than engaging people in prisons, reformed former prisoners, and their families as volunteers.^[8]



Fact Sheet - Older Volunteering - Key Facts. Please see Appendix F and G.

Older people are a diverse population group. They are characterised by a growing diversity in health, lifestyles, values, opportunities, and challenges. Because people are now remaining healthier and living longer lives, this pool of potential volunteers could be a huge asset for volunteer-involving^[9] organisations.

Some of the reasons your organisation might like to consider involving older adults as volunteers are to:

- Widen and diversify their pool of volunteers.^[9]
- Gain access to highly skilled individuals who have a wealth of life experience, commitment, and maturity.^[9]
- Involve individuals who can offer flexibility, e.g., daytime availability.^[9]
- Reflect and embrace the intergenerational aspects of their community and provide role models for young people.^[9]
- Act as a model for other organisations in the community in terms of openness and inclusivity.^[9]

After three fantastic years the funding for our Vintage Volunteers project has concluded. We would like to say a massive thank you to The National Lottery Community Fund for supporting our project which has made a real difference in the local community and influenced the way we view volunteering. We would also like to thank all the organisations and fabulous volunteers we have worked with over the life of the project.

All the experience and knowledge we have gained through this project is now embedded in the volunteering support we will continue to provide via **VAST Volunteering**. This website will remain as a legacy of the Vintage Volunteers project, celebrating our learning, sharing our resources and some of the stories from our wonderful volunteers.

*Vintage Volunteers was a project of registered charity **VAST***



Fact Sheet - Involving the Homeless or Recently Homeless - Key Facts.

Please see Appendix H and I.

Volunteers with lived experience can bring an enormous amount of expertise into your service. Their experiences give them invaluable insight into the experience of homelessness and how services operate.

If they have moved on with their lives, they can provide inspiration to other people using their services. In addition ^[10], volunteering can empower current service users and help them to move forwards.

It is difficult to determine how many homeless people there are in the world because countries have different legal definitions of homelessness. According to the UN, around 100 million people worldwide were homeless in 2005.

The fundamental problem of homelessness is the lack of shelter, warmth, and safety. Homeless people often face many social disadvantages, such as reduced access to private and public services, among other vital necessities. They often experience physical abuse, and they can be ignored or ridiculed, spat upon, and called names.

As a consequence, they may lack self-esteem and self-confidence, feel useless to the community, be unable to establish contact with other people and the community, becoming isolated. While many countries have developed social policies for working with homeless people, not many have ^[11]recognised the power of volunteering as a tool for social inclusion.

Some volunteer coordinators, and people working directly with homeless people, may find it hard not to involve themselves in the difficult life stories they hear about. Therefore, ^[12]additional support, including regular supervision, is recommended for volunteer coordinators.



Fact Sheet - Ethnicities and Volunteering - Key Facts. Please see Appendix J.

“Without meaningful change, the sector as it stands cannot be fit for purpose” [12]

Promote diversity amongst volunteers.

Having a diverse group of volunteer's benefits organisations and the communities they serve.

- It brings new ideas and perspectives to organisations.
- It opens the benefits of volunteering, such as skills development, to everyone.
- It helps people from different backgrounds to work together and understand each other.
- It makes organisations more representative of the communities they serve.

To improve diversity among your volunteers:

- Value and embed diversity at all levels of your organisation and invest in ways to improve it.
- Have processes that are easy to understand and that welcome all volunteers.
- Reach out to those under-represented among your volunteers and help them get involved.
- Encourage and support volunteers to be themselves and listen to what matters to them.
- Create flexible volunteer roles that you can adapt to people's needs.
- Collect data and information to understand who volunteers for you and why.
- Seek out any barriers that may exist for volunteers and take action to remove them.
- Use language and images that reflect and welcome diversity.
- Offer and provide training and development opportunities to volunteers.

13. Appendices

A RNID Deaf Awareness & How to Communicate with Someone Who is Deaf or has Hearing Loss

Deaf awareness - RNID accessed June 2023

How to communicate with someone who is deaf or has hearing loss - RNID accessed June 2023

B World Health Organisation - Autism Awareness

Autism (who.int) accessed June 2023

C RNIB

About us | RNIB accessed June 2023

D Mind

Information and support - Mind accessed June 2023

Influence and Participation Toolkit - Mind accessed June 2023

E PACT

Prison Advice and Care Trust accessed July 2023

F Volunteer-Ireland-Inclusive-Volunteering.pdf accessed July 2023

G Home - Vintage Volunteers (vast.org.uk)

H Involving and recruiting people with lived experience | Homeless Link

I Volunteer-Ireland-Inclusive-Volunteering.pdf accessed July 2023

J Equity, diversity, and inclusion in volunteering | NCVO accessed July 2023

K 76144 Independent Travel Training Manual.pdf (northyorks.gov.uk) accessed July 2023

L Inclusive Mobility. A Guide to Best Practice on Access to Pedestrian and Transport Infrastructure (publishing.service.gov.uk)

14. References

- 1 Inclusive Volunteering - opportunities and projects - Voluntouring.org accessed June 2023
- 2 NSPCC Learning homepage - safeguarding training and resources [accessed June 2023](http://NSPCC.org.uk)
- 3 Social model of disability | Disability charity Scope UK [accessed June 2023](http://Scope.org.uk)
- 4 Deaf awareness - RNID [accessed June 2023](http://RNID.org.uk)
How to communicate with someone who is deaf or has hearing loss - RNID [accessed June 2023](http://RNID.org.uk)
- 5 Information and support - Mind [accessed June 2023](http://Mind.org.uk)
Influence and Participation Toolkit - Mind [accessed June 2023](http://Mind.org.uk)
- 6 About us | RNIB [accessed June 2023](http://RNIB.org.uk)
- 7 Information and support - Mind [accessed June 2023](http://Mind.org.uk)
Influence and Participation Toolkit - Mind [accessed June 2023](http://Mind.org.uk)
- 8 Download.ashx (prisonadvice.org.uk) [accessed July 2023](http://prisonadvice.org.uk)
- 9 Volunteer-Ireland-Inclusive-Volunteering.pdf [accessed July 2023](http://Volunteer-Ireland-Inclusive-Volunteering.pdf)
- 10 Involving and recruiting people with lived experience | Homeless Link [accessed July 2023](http://HomelessLink.org.uk)
- 11 Volunteer-Ireland-Inclusive-Volunteering.pdf [accessed July 2023](http://Volunteer-Ireland-Inclusive-Volunteering.pdf)
- 12 Emily Burt, Third Sector editor. Article published on 03/08/2020 [accessed July 2023](http://www.thirdsector.co.uk)
- 13 Equity, diversity and inclusion in volunteering | NCVO [accessed July 2023](http://NCVO.org.uk)
- 14 76144 Independent Travel Training Manual.pdf (northyorks.gov.uk) [accessed July 2023](http://northyorks.gov.uk)
- 15 Inclusive Mobility. A Guide to Best Practice on Access to Pedestrian and Transport Infrastructure (publishing.service.gov.uk) [accessed August 2023](http://publishing.service.gov.uk)
- 16 Access to and use of buildings: Approved Document M - GOV.UK (www.gov.uk) [accessed August 2023](http://www.gov.uk)
- 17 Disclosure and Barring Service: UK Government [accessed August 2023](http://www.gov.uk)

YOUNG VOLUNTEER'S CONSENT FORM

| | |
|--------------------------|--|
| Name of the organisation | |
| Volunteer start date | |

Personal Details:

| | |
|-----------------------|--|
| Young person's name | |
| Date of Birth | |
| Address and post code | |

Parents' and carers' permission:

I give permission for my son or daughter to take part in the volunteering above, including all the activities involved. I have ascertained what activities are involved and this permission extends to all activities involved in this event.

I understand that although staff or leaders in charge of the activities will take all reasonable care of the party members, they cannot necessarily be held responsible for any loss, damage, or injury my son or daughter suffers as a result of their volunteering activity.

| | |
|---|------------------|
| Your name | Signature |
| Relationship to the young person | |
| Address and postcode (if different from the young person's) | |
| Phone (day) | Mobile (evening) |

If there is an emergency and we are not able to contact you, please give the details of someone else we can contact and sign below.

| | |
|------|-------|
| Name | Phone |
|------|-------|

If your child becomes ill or has an accident requiring emergency hospital treatment, please authorise the organisation named above, or someone acting on their behalf, to sign any hospital written consent form needed if contact with you cannot be obtained and the doctor has recommended that such treatment is in the child's best interests.

| | |
|----------------|------|
| Your Signature | Date |
|----------------|------|

Medical Details:

Has your son or daughter ever had, or do they still suffer from, any of the following? This information will be kept confidential among the staff and/or volunteers in charge of the activity your child is participating in.

You are not obliged to give this information, but it is your responsibility to disclose any information that relates to your child's health, and we are not responsible if we have not been informed of a health-related matter.

Asthma or Bronchitis

| | |
|-----|----|
| Yes | No |
|-----|----|

Heart condition, fits, fainting or blackouts

| | |
|-----|----|
| Yes | No |
|-----|----|

Severe headaches or migraine

| | |
|-----|----|
| Yes | No |
|-----|----|

Anxiety or depression

| | |
|-----|----|
| Yes | No |
|-----|----|

Diabetes

| | |
|-----|----|
| Yes | No |
|-----|----|

Epilepsy

| | |
|-----|----|
| Yes | No |
|-----|----|

Allergies to any known drugs

| | |
|-----|----|
| Yes | No |
|-----|----|

Please list any allergies:

Any other allergies, such as food?

| | |
|-----|----|
| Yes | No |
|-----|----|

Please list any allergies:

Other illness or disability not named above

| | |
|-----|----|
| Yes | No |
|-----|----|

Receiving any medical treatment

| | |
|-----|----|
| Yes | No |
|-----|----|

If you answer 'yes' to any of these, please give full details

GP Details

| | |
|---|--|
| Name and address of the young person's doctor | |
| Phone | |

Dietary requirements:

Does the young person have any specific dietary needs such as vegetarian, low cholesterol, gluten-free or halal?

| | |
|-----|----|
| Yes | No |
|-----|----|

If yes, please give full details:

| |
|--|
| |
|--|

Photo permission:

May we use images of your young person for publicity?

| | |
|-----|----|
| Yes | No |
|-----|----|

ROLE DESCRIPTION TEMPLATE

| | |
|--|--|
| Name of organisation | |
| Brief description of organisation | |
| Roles and Responsibilities | |
| Skills & Experience desired | |
| Benefits to the volunteer <i>E.G Training, Expenses, Volunteer social events etc.</i> | |

Looking for further support? Contact VAST's Volunteering team at Volunteering@vast.org.uk or visit the VAST Vault for further resources.