



Parent and Adult Volunteer Helper Policy

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Ratified by: Teaching and Learning Committee

Date of ratification: 19th September 2023

Date of next review: Autumn Term 2026

Signature: _____ Chair of Teaching and Learning Committee

Signature: _____ Headteacher

Minute number of ratification: TLC/19/09/23/6c

Parent and Adult Volunteer Helper Policy

Introduction

Ashbourne Primary School encourages parents to be involved in their child's education.

We believe that parents and carers can add enormous value to children's learning opportunities. This is why we encourage parents and other adults to help the school in a variety of ways. Our policy is to ensure that children benefit from as much help and support as possible, while being ensured of the safety and security of children in our care.

Aims

- To give clear guidelines on the ways in which parents can help in school.
- To provide current and prospective adult helpers with expectations and information on school procedures.
- To ensure good communication between teachers and parent helpers.

Volunteer helpers are:

- Parents or other adults working alongside teachers and support staff.

Volunteer helpers support the school in a number of ways:

- Supporting individual children within classrooms.
- Hearing children read.
- Helping with supervision of children on school trips.
- Helping with group work.
- Helping with art or other practical subjects (i.e. cooking etc.).

Volunteer helpers are not allowed to do the following activities:

- Take responsibility for all or some of the class.
- Supervise children changing.
- Supervise children engaged in PE or other specialist activities.
- Take children off the school site without a teacher in charge.

The responsibility for the health and welfare of the children remains with the class teacher at all times.

HEALTH & SAFETY

Helpers are subject to the school's Health & Safety regulations and are welcome to read the Health & Safety Policy. First Aid must only be carried out by a qualified member of staff.

SAFEGUARDING

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within our school who have specific responsibilities.

Designated Senior Leads: Mrs Paula Chisholm and Heather Davis (Head Teachers) or in her absence,

Deputy Designated Leads: Mrs Jayne Walters/Mrs Ali Blake (Child and Family Wellbeing Leader)

Designated persons: Vicky Howell (Assistant Headteacher) and Michelle Toone (EYFS Lead)

All staff and helpers in school have a responsibility to report any concerns they have, or any disclosures that are made to them, to the designated Person. If their concern is about a member of staff then they should also refer this to the Designated Senior Leads. If the concern is regarding the Head teacher then the person should report their concern to the Chair of governors.

If a volunteer helper has had any criminal convictions or allegations made against them, these must be disclosed to the Headteacher prior to volunteering in the school. If the volunteer is cautioned, questioned or arrested by the police whilst a volunteer at the school they should bring this to the attention of the headteacher. This will be dealt with in strictest confidence. The Headteacher has the authority not to accept the help of volunteers if he/ she believe that it is not in the best interests of the children.

CONFIDENTIALITY

Adult helpers are welcomed into the staff room at break times to enjoy a drink and a chance to relax, but we do ask everyone to be aware that items of a confidential nature are sometimes discussed there and to exercise discretion. We also ask that confidentiality be maintained in respect of children's:

- attainments
- attitudes
- behaviour.

Under NO circumstances should helpers share information about a child or member of staff with anyone outside the school staff team and if approached by other parents they should refer their concerns to the school.

SECURITY

For security reasons, please use the front door and sign yourself 'In' (and later, when you leave, 'Out') in the signing in folder register which is situated in the reception area. This enables us to know who is on the premises in case of fire or other emergency. Please also wear a visitor badge.

FIRE PROCEDURES

The fire alarm is a continuously ringing bell. When it sounds, the teacher will lead the children from the room through the designated exit.

SUPERVISION

Adults helping in school with the children are always under the supervision of the class teacher who will explain the task, what is required of the children and the helper's role in that setting.

Working in your child's class

Parent helpers are asked to be aware that their presence in the same classroom as their child can sometimes cause adverse reactions and to consider carefully the beneficial results of helping in a different classroom. The staff reserve the right to make this request if at any time they feel that difficulties are arising.

STAFF RESPONSIBILITIES

The following procedures for staff should ensure that there is clarity as regards the roles and responsibilities of all involved, being mindful of Safeguarding Procedures.

- Before approaching a potential helper or accepting an offer of help, the teacher should consider the effect that having the helper in class will have on the children; this is particularly important if the helper has their own child in the class.
- Prior to a helper starting volunteering they will meet with a member of staff and be given a copy of our policy and volunteer handbook.
The helper will be asked to read this policy and the information in the volunteer handbook and sign acknowledging that they have read and agree to work within the guidelines, particularly regarding confidentiality. The class teacher will talk them through these guidelines, discussing and answering any queries.
- A helper will be shown round the school, the staffroom, toilets, and break/lunch times will be explained. The helper will have the fire procedures and first aid procedures explained to them.
- When assigned a task working with a group of children, the teacher will ensure that the group is of a manageable size.
- The teacher will ensure that the assigned task is appropriate for the helper to carry out, being clear as to what is expected.
- The teacher will ensure that the adult helper works within their classroom and under their direction at all times.
- The teacher should ensure that the helper has the appropriate skills and has been given guidance on carrying out the task.
- Support of group work should generally be after children have received teaching input from the teacher.
- Helpers should be encouraged to give feedback to the children, although it is the teacher's responsibility to mark any work.
- Children will be expected to behave with courtesy and politeness and the teacher retains responsibility for discipline. The teacher will explain to the helper what the expectations of children's behaviour is, including the classroom code of conduct.
- It is of paramount importance that staff recognises the need for helpers to

understand the professional obligation towards confidentiality.

- All helpers will be informed that under NO circumstances should they discuss children outside the school and if approached by other parents they should refer their concerns to the school.

DBS checks

- For regular visits to school, volunteers must undertake a DBS check. This is the responsibility of the volunteer. This will be recorded on the Single Central Register.