

Alston Moor Federation

VOLUNTEER HELPERS IN SCHOOL

Volunteer Helper Protocol

THE SCHOOL

We promise to

- Train you in any skill needed to carry out the task
- Explain the tasks carefully
- Ensure that children learning with you behave well
- Treat you with respect and care and expect the children to do the same
- Share relevant information about children with you as necessary
- Let you know in advance if we have changed the plan for the day and don't need you
- Treat anything you tell us with complete confidentiality

We promise never to

- Expect you to deal with difficult or challenging behaviour
- Ask you to carry out a task without explaining it first

Signed

THE VOLUNTEER Name

I promise to

- Use the school's Behaviour guidelines and inform the teacher of any inappropriate behaviour
- Treat any information with total confidentiality
- Let staff know if I can't come in. This may affect the teacher's planning
- Respect the guidance of the teacher at all times

I promise never to

- Share any information about a child or member of staff with anyone outside the school staff or governors
- Speak ill of any child as a result of things you may have seen them do in school
- Discuss things with parents which you may have access to as a result of your position in school

Signed

Date

Alston Moor Federation

Volunteer Helpers in School

Date of policy	
Person/s responsible	
Review date	

1. WE BELIEVE

- That our school should be open and welcoming to all who would like to support the children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care. This document sets out our school's policy, which is to ensure that the children benefit from as much help and support as possible and are provided at the same time with the best possible security.

2. AIMS

- To support pupils in their learning.
- To ensure that volunteers/parents are welcomed and valued as members of the school community.

3. WHAT YOU NEED TO KNOW

- We would like to extend our thanks to all our parent/volunteer helpers. We value the help we receive from parents/volunteers enormously and realise that we would be unable to provide such quality experiences for the children without your time and expertise.
- We know that for parents/volunteers to be happy and comfortable helping in school we need to share some important skills and information with you.
- All volunteers will meet with a member of the school's senior management team, who will explain relevant Health and Safety policies, including what to do in the case of a fire.
- When helpers arrive in the school they must sign in at the school office. The signing-in sheet will give the date and time of arrival.
- They must also sign out, stating the time they are leaving.
- Sadly, there will be occasions when the headteacher declines to accept the help of a parent/volunteer if she believes it will not be in the best interests of the school community and a teacher must always have the last word on what happens in a classroom.

- We also know that for staff and parents of other children to be confident about the role of the parent/volunteer helper you need to agree to a protocol about confidentiality and conduct - as do all staff who work in schools.
- There are lots of things we need help with in school. Some activities are in class with the children and some are out of class. Some are outdoor activities and some are making resources.
- You **MUST** let the teaching staff know of any inappropriate behaviour. If you let it go the children will learn that it is alright to behave less well for some people than others. That will make everyone's job harder and the child is less likely to develop a strong sense of respect!
- The teaching staff will also talk with you about the standard of learning they expect from the children so you can expect the same.
- We aim to make learning as exciting as we can so often lessons will be practical and that's when we need most help. There may not be a lot of writing down or recording because that's not where the learning is - it's in the doing. Having an adult to challenge the learning is very helpful. Being able to ask the children open questions is a great skill and brings out the thinking in children e.g. I wonder what would happen if we put it the other way up? Why do you think it does that? Where has that answer come from? How did you find that out?
- Helping to clear up is an essential part of learning too. We want all children to see clearing up as a natural part of the activity. A helper should never be the one who clears everything away - which would give negative messages to the children about your role and about their responsibilities.
- Children learn some things very quickly from the actions, words and attitude of the people around them, their role models. They are not always the things we plan for them to learn in the classroom e.g. they pick up good manners from the adults at home and from the adults in school. Therefore it's important that all our own behaviours in school are always those we want the children to copy.
- We recognise that and volunteers may wish to have their personal mobile phones for use in case of emergency. However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones have the potential to be used inappropriately. Personal mobile phones should be stored away from the classroom and only used away from the children. Parents/volunteers remain responsible for their own property and will bear the responsibility of any losses.
- Personal Mobile phones and cameras should not be used to take images of children at any time.

4. CONFIDENTIALITY

- The most sensitive issue around parent helpers in school is confidentiality. Parents hand their children over to the school for the best part of every week day trusting that they are safe and that their progress and welfare will be treated with complete confidentiality. It is therefore essential that anyone helping in school respects that confidentiality and follows the protocols. This school is a very trusting school and so we welcome you all in your offers of help. You all need to be able to trust the school and when you are helping in school you are part of the school. The use of mobile phones/cameras is strictly forbidden within the classroom and on any trips.
- There are other things as well as children's progress that need to be kept confidential. Some children have medical needs to which we have to attend - perhaps an allergy or a condition that affects their daily learning. Some families have complex circumstances which mean that a child is not able to join in some activities. Some children may be experiencing a traumatic time at home and their behaviour in school may be affected.
- As a helper in school you may be asked by other parents about their own or other children. It is not appropriate to pass this information without first discussing it with the class or Headteacher.
- Should you hear any information pertaining to the children this should be kept in the strictest confidence.
- It is also possible that a child will tell you something which is very worrying. Please always refer any concern immediately to the class teacher or Headteacher.

5. The Roles of the Parent/Volunteer Helper in School

There are so many things that we need you to help with but some of them are listed here:

- Assisting with design and technology work - cutting, sticking, sewing, sawing, nailing, constructing. There are lots of skills which children need on to one teaching with and guidance as they practise them.
- Art work in class often requires more adult support. They need help with colour mixing, layering materials, practising techniques with paint or clay, constructing sculptures, learning batik skills, textile work etc.
- Practical maths and science lessons benefit from parent helper support. Children need reminding of the task, guiding with the next steps, questioning in the right way to make them think. They also need to be regularly referred to the learning objective. For the class teacher to be with every group is not possible so another adult in class improves the quality of learning for all the children.

- Literacy support during language lessons enables some children to be more successful than they might be without adult intervention. Children often need to hear the instructions over a few times, or to have a task broken down into smaller steps for them, or to have someone close by to encourage them to stay on task or to reassure them that they are doing the right thing. Small groups or individuals benefit greatly from one to one support.
- Learning games - some of the most effective learning for children happens when children are playing a game and so we use lots of games in maths and literacy. An adult supporting the game is very helpful for the children and the teacher.
- Listening to children reading - this is a skill which has many levels and parents input can make a big difference to children's progress.
- Accompanying the children on educational visits enables the school to meet its legal requirements in terms of adult-pupil ratios and allows adult helpers to be part of there special times.