



## Parent/Adult Helper Policy

POLICY TYPE	NON-STATUTORY
OWNER	HT
APPROVING COMMITTEE	RESOURCES
REVIEW EVERY	3 YEARS
APPROVED BY	
POSITION	
DATE	<del>6<sup>th</sup> November 2013</del> <u>3<sup>rd</sup> July 2017</u>

Formatted: Superscript

## VISION STATEMENT

A school where:

- The uniqueness of individuals is respected and valued.
- The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.
- Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.
- All achievements are recognised and children learn to value their own successes.

All within the loving support of our Lord Jesus Christ.

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

## **St Christopher's CE Primary School**

### **Vision Statement**

*'Our vision is for every child to reach their full potential within a stimulating, healthy and safe environment.'*

*'We will ensure that every child has the skills to grow into a confident and happy adult through the guidance of Our Lord, Jesus Christ.'*

St Christopher's CE Primary School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school.

## **THANK YOU**

The first thing to say is how much we value and appreciate the help of parents at St Christopher's School. We welcome their help with many different aspects of the life of the school, from reading with children and supporting group work, to preparing resources and helping with school trips.

SCL Parent and Adult Helper Policy - Jul 17~~SCL Parent and Adult Helper Policy~~ (Version 1.0-2)

Formatted: Left

Formatted: Font: 12 pt, All caps

Formatted: Space After: 0 pt, Line spacing: single, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: Italic

Parents are one of the biggest groups of people who give freely of their time to help the school deliver to the pupils an education of the highest standard. Some are able to help regularly and others can only spare time now and then.

This policy has been written to help provide current and prospective parent helpers with expectations and information on school procedures. Hopefully it will help make the voluntary work both enjoyable and valuable to both the helper and the children. It also sets out the expectations of the school staff.

We welcome any comments or suggestions about how it could be made more useful.

## **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 schools and the LA who have specific responsibilities.

Senior Designated Person: Mr Shaw Goodwin (Head Teacher) or in his absence,

Deputy Designated Person: Mrs Wendy Clements (Senior Teacher)

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 Senior Designated Person. If the concern is regarding the Head teacher then the person should report their concern to ~~Mrs Judy Scotcher~~ the (Chair of Governors).

All parents/adults who help in school

- are provided with a copy of this "Parent/Adult Helper Policy"
- are asked to sign a copy of the "Guidelines for Parent/Adult Helpers" attached in appendix 1.

All parents/adults who volunteer on a regular basis or work in school with a child or group of children not directly supervised by a member of staff must be willing to complete a full check by the Disclosure and Barring Service (formerly CRB).

## **HEALTH & SAFETY**

Helpers are subject to the school's Health & Safety regulations and are welcome to read the Health & Safety Policy and Emergency plan. First Aid must only be carried out by a qualified member of staff. In school there are very firm guidelines about what can be given to or done for children and who is entitled to do it.

## **SECURITY**

~~SCL Parent and Adult Helper Policy - Jul 17~~ SCL Parent and Adult Helper Policy (Version 1.0-2)

For security reasons, please use the front door and sign yourself 'In' (and later, when you leave, 'Out') in the signing in folder in the office. This enables us to know who is on the premises in case of fire or other emergency. We will issue you with a 'Volunteer' badge. Please wear it where it can be seen, as it shows that you are authorised to be in the building.

## **FIRE PROCEDURES**

The fire alarm is a continuously ringing bell. When it sounds, the teacher will lead the children from the room in silence through the designated exit. If you are working with a small group in another part of the school, make sure that all the children are there, and then take them out by the nearest fire exit and into the playground. Do not let them go back to their classroom for personal belongings. Take the children to join the rest of their class and tell the teacher that you are there.

## **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

whilst operating in school as a helper. Any matter of concern should be discussed with the headteacher immediately in order for any misunderstandings or difficulties to be addressed as a matter of urgency.

## **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. Guidelines for adult helpers are attached to this policy.

## **WORKING IN CLASS WITH OWN CHILD**

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. Parent helpers should treat their child as they would treat the rest of the class. The headteacher reserves the right to make this request if at any time they feel that difficulties are arising.

[SCL Parent and Adult Helper Policy - Jul 17](#)~~SCL Parent and Adult Helper Policy~~ (Version 1.0-2)

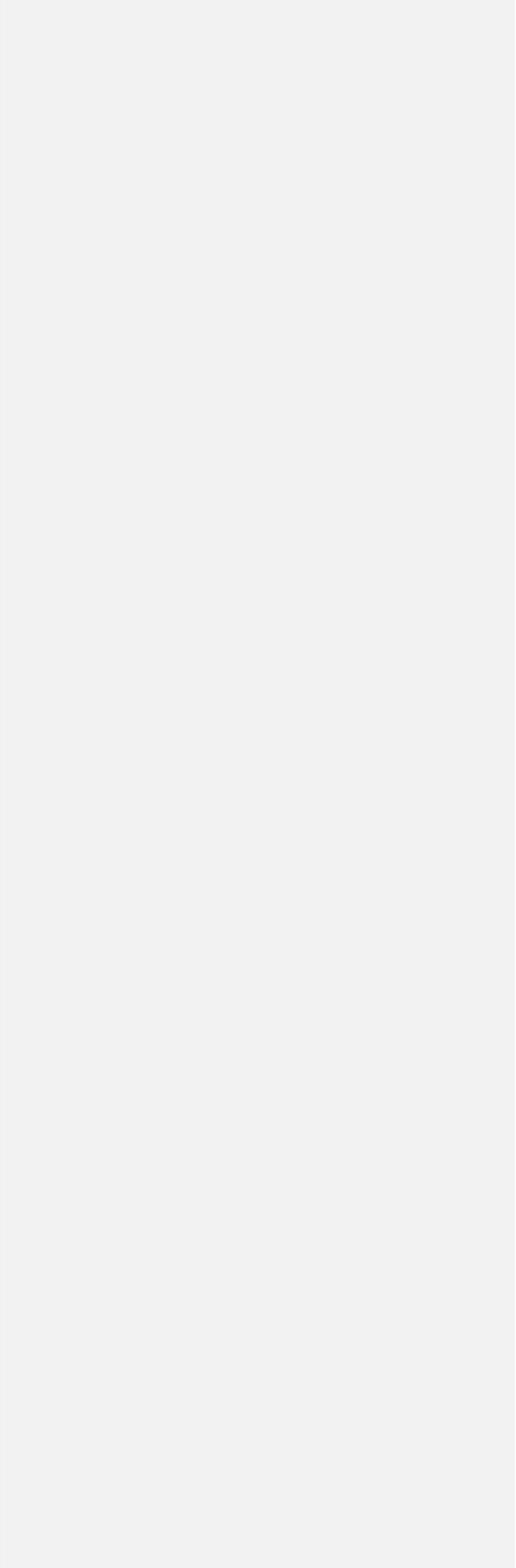
## STAFF RESPONSIBILITIES

In accordance with this policy, we welcome involvement in school life by parents and other interested members of the community. 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 guidelines. The member of staff will talk them through the guidelines, discussing and answering any queries. The helper will be asked to sign an agreement acknowledging that they have read and agree to work within the guidelines laid down, particularly regarding confidentiality.
- 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.
- A helper may be assigned a task with or without children within the school. If with 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:
  - 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 beyond basic spelling and times table tests.
- The teacher will explain any given task, being clear as to what is expected of the helper e.g. supervising a craft activity, tidying up at the end of the activity etc.
- 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.
- A helper may be asked to do preparatory/secretarial type duties out of the classroom. Such activities would usually be undertaken alone or with another helper, again the teacher will carefully explain what is required.

- At the end of a session involving a helper the teacher will express thanks on behalf of the school.
- A helper may only be left alone with a group of children or a single child if they have completed a Disclosure Check.

|



|

## APPENDIX 1: GUIDELINES FOR PARENT/ADULT HELPERS

Thank you for your offer to help. We are very grateful to so many friends, carers and parents who give of their time and expertise to help the children in our school. We welcome parents and other adult helpers into our school to assist in a variety of ways. We recognise the importance of you as part of our home/school partnership, our role in the community and our overall school ethos.

We try to ensure that at all times you are engaged in activities that are meaningful and appropriate and that you are fully aware of the school's expectations. We would like you to feel confident about helping and we realise that you may have many questions to ask. We will be happy to give you any guidance you require.

Helpers play a vital part in our school life and enable us to provide an enriched curriculum for the children. The list below details some of the areas in which we invite parents to help: -

Reading	Swimming
Sports	Clubs
Sewing	School trips and visits
Cookery	Art, Craft and Technology

In order to ensure that adults helping in school do so in a safe environment we ask them to be aware of the following:

- We have to follow very careful guidelines on aspects of physical contact with children.
  - Please remember not to initiate contact with children - let them take the lead but discourage over-familiarity.
  - Please do not lift, carry or move a child in any way.
  - If a child asks to go to the toilet, refer them to the class teacher rather than take them yourself.
  - If you are asked to help supervise changing for PE or swimming, encourage the child to do as much as possible for themselves. Do not physically help unless another adult is in the room.
  - No adult in school is permitted to remove or insert earrings.
- We have well defined procedures for informing parents of what has happened whilst the children are in school and we will be the first to discuss any issues where we have concerns. Please do not be tempted to relay anything you have seen or heard in a classroom to other parents. We need to be assured that you will exercise total discretion in all respects when you are helping in school. Helping in the classroom means you are privy to "inside information", especially when staff are talking together. Please exercise the utmost discretion in all respects.
- If a child does or tells you something that causes you concern you must tell the class teacher or Headteacher as soon as possible after the disclosure in an appropriate setting so that others cannot overhear.

Formatted: Line spacing: Multiple 1.15 li, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

- Arrange your time in the classroom with the teacher in advance - it is helpful if you can also agree what you feel able to help with (there are lots of ways we can use your expertise to support the children's learning). If you are unsure of what you have been asked to do, please check immediately - either with the teacher or the teaching assistant.
- You should never be left in the classroom on your own with a large group of children. If you have been DBS checked you may be asked to work with a small group or an individual child outside the classroom.
- Children will sometimes "push the boundaries" with a parent/adult helper. If a little reminder does not elicit an immediate improvement, please refer to the teacher.

Whilst you are in the classroom you will sometimes see a child disciplined. However sorry you feel for them, please do not give them any comfort or support. You will not always be aware of what has happened previously or the warnings they have been given.

- If you have concerns at any time about the way a child has been treated or any aspect of classroom practice, please raise the issue immediately with the headteacher.
- Occasionally children become a little unsettled when their parents are working with other children in the classroom. Most children soon get used to their parent helping in class and settle down after a few weeks. If this does not happen we may ask you to help in a different class for a while. This is entirely at the Headteacher's discretion. It is helpful if you can explain to your child that you will be coming into school to help all of the children and that he/she will not always be able to work with you.
- Please encourage the children to be independent - we expect children to try everything themselves before we help them.
- The welfare of the children is paramount so in the unlikely event that the policy/guidelines are not followed or that other concerns are raised and substantiated the school reserves the right, following discussions, to prevent further voluntary work at the school.

#### Declaration

- I agree to follow the guidelines above
- I am willing to have/have had a full DBS check by the school
- I am willing to complete a Disqualification by Association questionnaire
- I agree to receiving a safeguarding briefing from the designated safeguarding member of staff.

**Formatted:** Font: Calibri, 12 pt

**Formatted:** Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

**Formatted:** Font: Calibri, 12 pt

**Formatted:** Font: Calibri, 12 pt

**Formatted:** Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Signed: \_\_\_\_\_ Name (please print) \_\_\_\_\_ Date: \_\_\_\_\_