

Cameley Church of England
Primary School

Volunteer Helper Policy

This policy is written with reference to the Christian Foundation of
the school.

'Nurturing Faith: Inspiring Learning'

Our vision has been inspired by Matthew 17:20

"Let the words of Christ, in all their richness, live in your hearts and make you wise."
Colossians 3:16

Ratified _____ Date _____ Nov 17__

Review Period _____ years. Next Review _____

CAMELEY PRIMARY SCHOOL POLICY FOR VOLUNTEER HELPERS

Rationale

Volunteer helpers are a great asset to the school. Everyone in the school values their work and contribution. We are very grateful to all those people who manage to come in and help us on a voluntary basis and as a school aim to:

- Build positive relationships with all the adults who help in school.
- Value and use to advantage the expertise, talents and interests of adults who come into school.
- Enable the children to meet and work with a wide range of people.
- Facilitate individual and small-group work under the teacher's supervision and guidance.

Who helps?

At Cameley, we welcome adults into school as helpers. Helpers could be parents, grandparents and other relatives of children in the school, family friends, members of the local community and university, college and school students. They could also be people who have a particular talent, expertise or interest in a class or school-based topic. We have fewer men on the staff than women and we particularly welcome male helpers who can provide good role models for the boys in school.

When?

Helpers are recruited at the beginning of each school year in response to an appeal in the Friday Note or through personal contact by the teachers. Replies are distributed amongst the staff. Individual teachers then contact their helpers and make their own arrangements. Helpers are welcomed throughout the school year and not just at the start of the academic year.

Some helpers might be new to school; others recruited from previous years. Potential helpers can approach the school throughout the year. Similarly, if a need arises for extra helpers or helpers with a specific expertise, a further letter will be sent out.

Adults help in school throughout the school day. They could be asked to help with a range of activities and tasks in and out of the classroom, depending on their preferences and skills. Arrangements can be made for adults, who are unable to come into school, to take tasks home.

Class helpers might stay with the same class teacher or move with their child's class in successive years.

All helpers are required to be familiar with the following school routines and practices.

- Helpers should sign in the Visitors' Book and wear a badge so that their presence on site is known. They should sign out on departure.

- Helpers should be supervised adequately whilst on site.
- Helpers should be provided with, and required to use, any personal protective equipment necessary to safeguard their health and safety.
- Helpers should be aware of the health and safety and fire safety procedures.
- Helpers should notify the school if they are unable to come in as work will have been planned for them.
- Confidentiality and discretion are very important. Helpers should not discuss a child's work or behaviour with the child's parents or anyone else outside the school.
- Helpers should be aware of the school's child protection procedures.
- Any problems or complaints should be dealt with by team leaders, the deputy head or Headteacher.

Safeguarding Children Procedure – Child Protection

It is a requirement that all staff and voluntary helpers are police checked through the use of the CRB form. The designated teacher for Child Protection is **Miss Hannah Maggs**. The deputy designated teacher for Child Protection is **Mrs Vivienne Lodite**. Any concerns should be reported in the strictest confidence. (see Child Protection Policy and Guidance for Safer Working Practice for Adults Who Work with Children and Young People.)

Professional Activities

Class teachers are responsible for introducing a new helper to other adults in the school and showing them around the premises. The Headteacher or School Business Manager will go through the induction depending on the type of volunteer.

Helping in school can sometimes be the first step to a career in education. If you are thinking about a future career please discuss it with us. We may be able to help with on-site training and award-bearing courses.

Conclusion

We aim to make working in school a positive and enjoyable experience. It can sometimes be the first stage in a return to work and, if this is so, the school will aim to support this process. We say a very big thank you to everyone who comes into help, for whatever reason, and in doing so enriches the education of all the children here at Cameley Primary School. This policy will be reviewed every 2 years.

Name of Helper.....

As a Volunteer Helper, I agree that all information which I have access to during my time in school will be kept strictly confidential.

I understand that if I break this agreement I will no longer be able to continue working as a volunteer within school.

I have read a copy of the Confidentiality Policy (attached) , Child Protection Policy, Guidance for Safer Working Practice for Adults Who Work with Children and Young People and the Health and Safety Policy which can be found in the Headteacher’s office.

Signed.....

Date.....

Guidelines for Volunteer Helpers

These are some of the tasks which may be carried out by class helpers:

- Reading 1:1 with a child or with a group
- Reading a story to an individual, a group or the class
- Supporting children with art activities
- Supporting children with writing activities – editing, supporting independent working
- Supporting children with maths activities
- Promote independence
- Joining in with dance, drama, games
- Talking with children
- Supporting Sports activities – especially swimming
- Accompanying classes on school trips
- Making resources, photocopying, laminating
- Keeping a professional working relationship with the children
- Ensuring that **ALL** children are treated equally

Guidance for Volunteer Helpers when working in school

.

What should I do?

If a pupil discloses something to me (e.g. tells me something that has happened to them which is cause for concern):

- ✓ Tell either Miss Maggs or Mrs Lodite
- ✓ Remind the child of your role and suggest they talk to the class teacher or another adult who works in the school.
- ✓ Tell the child that whatever they tell you, you cannot promise **NOT** to tell someone else.
- ✓ Try not to make judgements about the people involved in the disclosure – you do not know the facts.

If I'm not sure what I should be doing:

- ✓ Please check with the teacher; never be afraid to ask for clarification.
- ✓ Ask another adult in class, or the children!

With the information I discover about school when I am working as a volunteer helper:

- ✓ Keep discussions and thoughts about 'issues' and 'events' which occur in school within the context i.e. keep it in school – only discuss it with the people concerned.
- ✓ If you cannot discuss it with the people concerned seek support and advice from the Head or Deputy Designated adult.
- ✓ Remember that you have signed an agreement to keep school life confidential – you can use this when other parents, grandparents and interested parties approach you to discuss your work in school and what you observe happening.
- ✓ Remember that it is a privileged position to be a volunteer in school and that the relationship between staff and helpers is based on trust.

If I observe pupils misbehaving:

- ✓ Whatever you observe – you need to report to the class teacher what you actually **SAW** without making judgments.
- ✓ You need to be clear about what is expected of you by the class teacher – what does he/she expect you to do and say.
- ✓ You need to have good line of communication with the staff – you will need to find out and follow the school behaviour policy and also any individual behaviour targets for particular children.
- ✓ If you are worried about what you observe and cannot discuss it with the class teacher, you need to keep it within the school context and seek support/advice from a Head or Deputy.

If I can not come in for my agreed session:

- ✓ Please telephone school in advance, so that alternative arrangements can be made.

STAFFROOM

Voluntary helpers are welcome to use the staffroom during morning and afternoon breaks and at lunchtime. Confidentiality must be respected at all times.

Placement / Volunteer Induction

Name:

Checklist

Volunteer Helpers/'O'/2017-2018/2017-2018 Policies

- Dates of your visits/working time
- Tour of premises
- Introduction to class teacher/relevant staff
- Explanation of your role and tasks □ What happens if you are sick?
- What to do if you have a problem or complaint
- Confidentiality
- What to do to keep you, colleagues and work place safe
- Paper work
- What support you will be offered
- What to do at playtimes
- Lunch arrangements
- Dress code
- Tutors or supervisors – names and visiting arrangements
- Child protection/ safeguarding issues
- Policy issue – Child Protection, Health and Safety and Guidance for Safer Working Practice for Adults Who Work with Children

Comments on above:

Remember: if you are unsure about anything please ask. We are here to help you.

Confidentiality Policy (Volunteers)

Aim

- To protect the child at all times and to give all staff and volunteers clear, unambiguous guidance as to their legal and professional roles and to ensure good practice throughout the school, which is understood by pupils, parents/carers and staff.

Rationale

- Cameley Primary School seeks to put the child at the heart of the learning process and to provide a safe and secure learning environment. It seeks to implement the underlying principles of the Every Child Matters Agenda and to address the issues, which may arise about confidentiality. It is committed to developing creative and positive ways for the child's voice to be heard whilst recognising the responsibility to use, hold and safeguard information received.
- Sharing information unnecessarily is an erosion of trust.
- The school is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional approach will be used in all matters of confidentiality.

Objectives:

- 1 To provide consistent messages in school about handling information about children, once it has been received.
- 2 To foster an ethos of trust within the school.
- 3 To ensure that staff, volunteers, parents and pupils are aware of the school's confidentiality policy and procedures.
- 4 To reassure pupils that their best interests will be maintained.
- 5 To encourage children to talk to their parents and carers.
- 6 To ensure that pupils and parents/carers know that school staff cannot offer unconditional confidentiality.
- 7 To ensure that there is equality of provision and access for all including rigorous monitoring, cultural, gender and special educational needs.
- 8 To ensure that if there are child protection issues then the correct procedure is followed.
- 9 To ensure that confidentiality is a whole school issue and that in lessons ground rules are set for the protection of all.
- 10 To understand that health professionals are bound by different code of conduct.
- 11 To ensure that parents have a right of access to any records the school may hold on their child but not to any other child's records for whom they have no responsibility.

Guidelines

- 1 All **information** about individual children is private and should only be shared with those staff that have a need to know.
- 2 All social services, medical and personal information about a child should be held in a safe and secure place which cannot be accessed by individuals other than school staff.
- 3 The school continues to actively **promote a positive ethos** and respect for the individual.

- The school has appointed a senior lead teacher for child protection who receives regular training.
 - There is clear guidance for the handling of child protection incidents. All staff have regular training/update on child protection issues.
- 4 **Staff, volunteers, parents/carers and children need to be aware that the school cannot guarantee total confidentiality and the school has a duty to report child protection issues.**
 - 5 The school prides itself on **good communication with parents.**
 - Staff are always available to talk to both children and parents/carers about issues that are causing concern.
 - 6 All children have a right to the same level of confidentiality irrespective of gender, race, religion, medical concerns and special educational needs.
 - 7 The school has appointed a senior member of staff as **Child Protection Officer**. Child protection procedures are understood by staff and training is undertaken regularly for all staff.
 - 8 **Confidentiality is a whole school issue.**
 - Clear ground rules must be set for any classroom work such as circle time and other PHSE session dealing with sensitive issues such as sex and relationship and drugs.
 - Strategies are in place and all children are aware of them for dealing with sensitive information which may fall outside the boundaries of child protection procedures.
 - School needs to be pro-active so children feel supported but information is not unnecessarily revealed in a public arena.
 - Even when sensitive information appears to be widely known it should not be assumed by those immediately involved that it is appropriate to discuss or share this information further.
 - 9 **Health professionals** have their own code of practice dealing with confidentiality. Staff should be aware of children with medical needs and the class information sheet should be accessible to staff who need that information but not on general view to other parents/carers and children.
 - 10 **Photographs** of children should not be used without parents/carers permission especially in the press and internet.
 - 11 **Information** about children will be shared with parents but only about their child.
 - Parents should not have access to any other child's books, marks and progress at any time especially at parents evening. However parents should be aware that information about their child will be shared with the receiving school when they change school.
 - All personal information about children including social services records should be regarded as confidential. It should be clearly understood by those who have access to it, and whether those concerned have access to all, or only some of the information.
 - Information regarding health reports such as speech therapy, medical reports, SEN reports, SEN minutes of meetings and social services minutes of meetings and reports will be circulated in envelopes and once read should be returned for secure filing.

- Logs of administration of medication to children should be kept secure and each child should have their own individual log. In all other notes, briefing sheets etc a child should not be able to be identified. Addresses and telephone numbers of parents and children will not be passed on except in exceptional circumstances or to a receiving school.

Monitoring and Evaluation

- The policy will be reviewed as part of the schools' monitoring cycle.
- The PSHE scheme of work, Sex and Relationship policy and Drug Policy will enable identified opportunities to deliver aspects of this policy in specified year groups.
- The Headteacher has responsibility for monitoring this policy. Following any curriculum monitoring a positional statement is written which contributes to the School Development Plan.

Conclusion

Cameley Primary School has a duty of care and responsibility towards pupils, parents/carers and staff. It also needs to work with a range of outside agencies and shares information on a professional basis. The care and safety of the individual is the key issue behind this document.