



Saint Mary's Catholic Primary School

Adult Volunteer/Student Helpers Policy

1 Introduction

1.1 We want our school to 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 safeguarding.

1.2 The school has a variety of adults working on the premises at any one time. They can be categorised as follows:

1.2.1 Paid full or part-time staff employed by the school:

- Teachers
- Senior Teaching Assistants
- Teaching Assistants
- Cleaner in Charge – Christine Brown
- Cleaner – Zoe Waite
- Breakfast Club – Jessica Percival and Chloe Greig
- Mid-day Supervisors
- School Administration Staff
- Site Manager

1.2.2 Adult workers employed by another organisation:

- Peripatetic Music Teachers
- Trainee Teachers
- LA Advisors and Inspectors
- Health Professionals
- Grounds Maintenance Staff
- Contract Workers (for example: - electrician or heating engineer)

1.2.3 Volunteer helpers:

- Parents or other adult helpers working alongside teachers
- Students on work experience

This policy sets out the arrangements for volunteer helpers only.

2 Volunteer Helpers

2.1 Volunteer helpers support the school in a number of ways. These include;

- Supporting individual pupils
- Hearing pupils read
- Helping with classroom organisation
- Helping with the supervision of children on educational visits
- Helping with group work
- Helping with Art or subjects involving other practical activities
- Helping with Cookery/ICT

2.2 Volunteer helpers are **NOT** allowed to do the following activities:

- Take responsibility for all or some of the whole class.
- Change very young children, or supervise them changing (*see Intimate Care Policy*).
- 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 CHILD REMAINS WITH THE CLASS TEACHER.

3 Signing In

3.1 When helpers arrive in the school they must sign in at the main entrance. They will be given a visitors badge, which must be worn at all times. The signing in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving, and return their badge before they leave.

4 Police Checks – Disclosures (previously CRB Checks)

- 4.1 For the children's safety any adult not supervised by a teacher is required to have a DBS check before they can work in the school.
- 4.2 The head teacher has the authority not to accept the help of volunteers if he/she believes it will not be in the best interests of the children.

5 Deployment of Classroom Helpers

5.1 It is the policy of this school that a teacher's parent helper does not support in their own child's classroom. This can be distracting for the child and place the teacher in an uncomfortable situation. Helpers will be asked to support in classes where there is the

most need for individual support. However, the head teacher's discretion will be used to decide whether a parent helper can support their own child in their classroom.

6 Monitoring and Review

- 6.1 The day-to-day monitoring of this policy is the responsibility of the head teacher. The head teacher will report to the governors annually, stating the number of adult volunteer/student helpers in the school, and summarising their impact on school improvement.
- 6.2 This policy will be reviewed by the governing body every two years or earlier if considered necessary.

Signed: Executive Headteacher: *S.L. Slack* **Mrs S Slack**

Signed: Governor: *G. Duncan* **Mrs G Duncan**

Date: Updated October 2021



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Practical Advice for Volunteer/Student Helpers in School

Welcome to our outstanding school. We are very grateful for your help.

To make this the best possible experience for you and the school, please adhere to the following requests:

- It is the head teacher's discretion as to which class you will work in.
- Confidentiality is paramount. Any issues discussed out of school will result in cessation of your school placement/experience.
- The staff room is also used as a conference room. Please refrain from using it between the times of:
8.30am – 9.00am
12.00pm – 1.00pm
3.15pm – 4.00pm
- You are welcome to buy a school lunch at a cost of £2.30 per meal. Please pay Mrs Dyer or Miss Wallace when you place your lunch order before 9.15am. You may eat your lunch in the school hall with the children.
- Please do not walk around the school with hot drinks. Safety mugs are permissible.
- There are basic photocopiers available in the EYFS area, library and school office. For more sophisticated copying the machine in the staff room and/or the office is available when not in use. Only use the colour copying facilities when absolutely necessary. Please check with the class teacher.
- Seek guidance. Ask the teacher for help if you are stuck.



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Helpful Do's and Don'ts for Volunteer/Student Helpers

DO	DON'T
Explain to the children from the outset of the task they are going to do, how long they will be doing it, working arrangements and the expected outcome.	Let the children loose on the resources i.e. a computer without clearly defining the parameters of the task. It is likely that chaos will ensue if group organisation is not explained.
Encourage the children to try the task themselves.	Always demonstrate how to do the task.
Encourage the children to problem solve by working together.	Tell them not to help each other.
See mistakes as a necessary part of the learning process.	Criticize children when they get it wrong.
Be flexible on time taken to complete a task (within reason).	Allocate the same amount of time spent on a task to every child.
Encourage children to ask and answer questions. Find the answers together.	Be worried if you don't know an answer.
Intervene if a group is clearly stuck.	Intervene if the group is involved in a problem solving discussion.
Stress the need for all the children to participate. Organise all the group in a way that ensures all children have a role to play e.g. turn taking.	Leave it to the children to decide on the roles each will play unless this is the specific objective of the task.
Listen to children's ideas. Ask questions that might take their thinking further e.g. <i>'Why do you think that?'</i> <i>'What will happen if...?'</i> <i>'How do you know?'</i>	Tell them the answers or answer their questions with phrases such as: <i>'If you do it that way you won't ...'</i> <i>'There is no point in trying to ...'</i> <i>'You need to change...'</i>
Ensure dominant children don't take control. It is important to do this without damaging their self-esteem. A good idea is to pre-empt their answer by saying something like <i>'I know you know the answer to this so I am going to ask someone else'</i> .	Tell dominant children to be quiet or to stop being so enthusiastic. This is often demonstrated by jumping up and down or waving their hand.
Ensure withdrawn or quiet children are not ignored. Target questions to individual children so that all children are involved.	Ask random questions that the same few children answer.
Praise success. There will be opportunities to do this with each individual even though the class maybe mixed ability e.g. working through the task, concentration, presentation, completing the task as well as well as obtaining correct answers.	Criticize failure. Remember children often learn by making mistakes.
Compare an individual's work with what they have done previously. Stress the progress they are making e.g. <i>'this is presented much better than you did last week. Is this because you have learnt to...?'</i>	Compare children's responses with each other. Avoid statements such as <i>'Look at Jon's work; he has done this much better than you'</i> .
Ask the teacher for help if you experience difficulties.	Be embarrassed if you don't know an answer.