



**Love ~ Respect ~ Shine**

## Volunteers in School

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	P.Glynn	Full Governing Body	June 2021	Sept 2023	Changes made to First Aiders
V 2	P Glynn	Full Governing Body	Sept 2023	Sept 2025	

### **What we believe**

At Cheadle Catholic Infant School we believe that our school should be opening and welcome to all who would like to support our children. We also want to encourage parents and other adults to help children 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.

### **Our Aims**

- To support children in their learning.
- To ensure that volunteer helpers/parents are welcomed and valued as members of the school community
- To safeguard all children in our care.

### **What you need to know**

- We would like to extend our thanks to all our parent/volunteer helpers. At Cheadle Catholic Infant School we value the help we receive from parent/volunteer helpers enormously and realise that we would be unable to provide such quality experiences for the children without your time and expertise.
- In order for our parent/volunteer helpers 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 safeguarding & health & safety procedures including what to do in the case of a fire.
- When arriving at school all volunteers must sign in at the school office. The signing in system will give visitors a sticker with their photograph and name on.
- They must also sign out.
- For the children's safety, all volunteer helpers are required to have police clearance before they work in school. They are asked to complete a DBS (Disclosure & Barring Service) check which is then sent to the Local Authority for clearance. We also ensure that volunteers are known to the school or come through a reputable institution e.g the local High School or University.
- We also know that for staff and parents of other children to be confident about the role of the parent helper you need to agree to a protocol about confidentiality and conduct-as do all staff who work in schools. We will ask you to sign this to indicate your agreement and a copy will be kept in school.
- 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.
- 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 adults in school. Therefore it's important that all our own behaviours in school are always those we want the children to copy.

### **Fire Drill & Lock Down**

Please familiarise yourself with the nearest fire exit to where you are working.

If the fire alarm bell rings:

- You and the children must stop work immediately
- Tell the children to stop what they are doing and listen carefully to your instructions
- You must walk the children out of the nearest fire exit. Do not return to the classroom (unless this is the nearest fire exit).

### **First Aid**

If an accident occurs or a child feels unwell:

- Always draw the teacher's attention to the problem.
- If a child has a serious accident they must not be moved but help should be sought from a school first aider from the list below:

**Sue Boardman, Fiona Taylor, Elaine Noar, Tina Wigfield, Tina Golden, Bernie Roan, Lorraine Kilgallon, Collette Lynch, Lisa Mimmagh, Tammy Hunt, Julie Mellor, Jackie McMenamin**

### **General helping in the classroom**

Please ensure you always use a quiet voice, and if the teacher stops the children to re-focus and talk to them, please stop and listen too.

- Be generous with your praise and encouragement.
- Support the child, but do not complete the work for them.
- Do not hesitate to alert the teacher if a child is being uncooperative or misbehaving
- If you are working with a group/pair /individual on an activity please try to ensure you know the learning intention and success criteria for that activity, to enable you to fully support the child.
- Obviously we really appreciate your help but if you are unable to come one day, please do not feel guilty! If you can, please telephone to let us know that you will not be coming in.

### **Reading**

When you hear a child read, the aim is to increase the child's confidence and provide the opportunity for reading aloud for pleasure.

- Make yourself and the child as comfortable as possible. Relax, smile and chat with the child in order to put them at ease.
- Discuss briefly whether he/she enjoys reading books, finds it hard or difficult, etc.
- Say "let's have a go then" (meaning that you may join in sometimes).
- Always encourage the child to have a go at decoding new words, if they are unable to try asking the child to read on to ascertain if the context will help them to work out the

unknown word. Decoding of words will be different with a Reception child than an older child. In Reception they will be relying on individual letter sounds and pictures, but for older children they should concentrate on the phonemes or breaking words down into recognisable syllables.

- If the hesitation is prolonged try to give 'hints' like individual sounds, blends or read the word to the child, asking them to repeat it afterwards.
- Show your delight with the child's efforts, and indicate that you will be looking forward to seeing how he/she has got on by the time you see him/her next.

### **Educational visits**

Unless otherwise asked, please sit with your group of children on the coach, making sure they do not get out of or turn round in their seats and that they are wearing a seat belt at all times.

- If you do experience any problems with behaviour, please inform the class teacher immediately.
- Make sure you know where the toilets are and if you need to take a child to the toilet please inform the teacher or group leader.
- Please ensure you know if any of the children in your group have any medical conditions and require medication
- Please ensure you know the first aid and emergency procedures.

### **Confidentiality**

The most sensitive issue around parent helpers in school is confidentiality.

Parents hand their children over to 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 in the later document.

There are other things as well as the children's progress that need to be kept confidential. Sometimes children have medical needs to which we have to attend. Some families have complex circumstances which means that a child's learning or behaviour may be affected.

**If during your time working with the children you feel you have some general concerns about a child's welfare, please speak initially to the class teacher who will then take appropriate action.**

**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, Headteacher or Deputy Headteacher.**

Thank you for taking the time to read this guidance and for any help you are giving in the classroom.

