



TON-YR-YWEN PRIMARY SCHOOL

ADULT AND STUDENT VOLUNTEER HELPERS – TYVA&SV

come the involvement of parents and other members of the volunteer helpers to help to enhance the experiences of the children within this school.

We work positively to promote an ethos of partnership within the school. Such involvement by parents and other members of the community will benefit the whole school community as it will enrich the curriculum.

We 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.

Aims

- To enrich the learning environment and give more opportunities for pupils to engage with adults.
- To promote an ethos of partnership within the school.

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

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

- teachers
- teaching assistants
- estates manager
- cleaners
- dinner supervisors
- office staff

Adult workers employed by another organisation:

- peripatetic music teachers
- trainee teachers
- LA advisers and inspectors
- health visitors
- grounds maintenance staff
- contract workers, e.g. an electrician or heating engineer
- School System leader
- EMTAS staff
- Specialist teachers
- Governors

Volunteer helpers:

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- parents or other adult helpers working alongside teachers
- students on work experience

This policy sets out the arrangements for volunteer helpers only.

Volunteer Helpers

There are many tasks which you may fulfil which will leave the teacher more time to give to focus tasks.

Volunteer helpers support the school in a number of ways, including:

- supporting individual pupils
- hearing pupils read
- helping with classroom organisation
- helping with group work
- helping with art or subjects involving other practical activities
- helping with ICT
- helping with a school improvement project determined by a senior leader

Volunteer helpers are not allowed to do the following activities:

- take responsibility for all or some of the whole class
- go into the toilets with children
- change very young children, or supervise them changing
- supervise children engaged in PE or other specialist activities
- take children off the school site without a teacher in charge
- be on their own with a child

We understand that all volunteers provide their time and commitment free of charge. Consistent help is much appreciated, however if for some reason you cannot come to school on the day and time agreed, it would be very helpful if you could let us know in advance, as the teacher will have prepared work for you.

Child protection

The responsibility for the health and welfare of the child remains with the class teacher at all times. However, if a child makes a disclosure to you, you should adhere to the following procedure:

Dealing with disclosures

1. Receive

- always stop and listen straight away
- listen to what is being said, without displaying shock or disbelief
- accept what is said, show that you take the allegation seriously
- do not interrupt or make the child repeat themselves
- take down factual notes using a pen

2. Reassure

- re-assure the pupil, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, "I'll stay with", or, "Everything will be all right now".

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- **Don't** promise confidentiality; you have a duty to refer.
 - **Do** reassure and alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame". "You're not alone, you're not the only one this sort of thing has happened to."
3. **React**
- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't 'interrogate' for full details.
 - **Do not ask** 'leading' questions, for example, "What did they do next?" (this assumes he did!), or, "Did he touch your private parts?" Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
 - **Do** ask open questions, like, "Anything else to tell me?", "Yes?", "And?".
 - **Do not** criticise the perpetrator; the pupil may love them, and reconciliation may be possible.
 - **Do not** ask the pupil to repeat it all for another member of staff.
4. **Record**
- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
 - **Do not** destroy your original notes in case they are required by a court.
 - Record the date, time, place, any noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
 - Draw a diagram to indicate the position of any bruising.
 - Record statements and observable things, rather than your 'interpretations' or assumptions.
 - Record the action taken following disclosure
 - Keep this record safely and confidentially
5. **Remember**
- Inform the headteacher or deputy headteacher, who are the child protection co-ordinator

Police Checks

For the children's safety, all volunteer helpers (18+) are required to have police clearance through the Disclosure and Barring Service (DBS) before they work in school. Those that are under 18 must make an application to the Headteacher via a college email address providing clear expectations of volunteer expectations.

The headteacher has the authority not to accept the help of volunteers if they believe it will not be in the best interests of the children.

Health and Safety

Accidents and Injuries

We have a number of suitably qualified First Aiders across the school. In the event of a child needing first aid, please inform the teacher you are working with who will

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advise you as to whom to go to the school office to ask for. You must not leave a child in need of First Aid unattended, or administer any first aid yourself. Send a different child to get 'More Help' if needed.

Security

Access to the school is controlled by an electronic door locking system. Staff are issued with key fobs to unlock doors. Please ensure you close doors behind you. Children are not permitted to open doors to visitors. Visitors must enter the school via the main entrance and report to the Secretary. The main entrance is monitored by CCTV. You must sign in and out at the main Reception.

Safety

All children and parents visiting the school should use the red pedestrian entrance/exit on Maes-y-Coed road. Children should NOT use the black gate. No vehicles, other than staff cars and delivery vehicles are allowed on school grounds at any time without prior agreement from the school office.

Fire Regulations

It is the responsibility of every member of staff and volunteer to make themselves aware of fire exits and to be vigilant. Should you detect a fire, your first responsibility is to get everyone to a place of safety. You must sound the alarm by breaking the glass, ring the fire brigade, evacuate the building and notify the Headteacher.

Fire-fighting should be left to the fire brigade. Only trained staff should consider using fire-fighting equipment. Extinguishers are identified on the emergency plans situated in every room.

Fire drills are held once each term. The fire alarm is a continuous bell. When this rings staff should lead their classes from the building by the nearest exit as displayed in every room. Children should be lined up at the assembly point and the register should be marked. The assembly point is on the field at the back of the school by the big trees. Children should be held at this point until dismissed by the Headteacher. Children should be regularly reminded of the importance of fire drills.

Deployment of Classroom Helpers

It is the policy of this school that parent helpers do not support in their own child's classroom (unless invited to do so on grounds of supporting a child with specific needs) or in a class where they have a close relative e.g. a sibling / cousin. This is because it can be distracting for the child, and perhaps place the class teacher in an uncomfortable situation. Helpers will be asked to support in classes in which there is the most need for individual support. If there is anything that you do not understand or that puzzles you, please ask any member of staff who will be pleased to help you.

Confidentiality

Whilst in school you might hear things that should be considered confidential. You must not:

- Discuss teachers or any other staff with the children or anyone outside school

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- Discuss individual children or the children as a whole with anyone outside school

The Headteacher is responsible for taking action if a member of staff or voluntary helper is identified as having disclosed confidential information regarding school practices or personal information regarding a pupil or member of staff.

Behaviour and Discipline

Treat All Children Fairly

Remember appearances may be deceiving and it is easy to jump to wrong decisions. Always take time to talk to the children. Your attitude to the children will, in turn, affect their attitude towards you, e.g. 'now, calm down and tell me what happened. One at a time and we'll sort it out. Take a deep breath, etc.'

Adopt a Friendly and Approachable Manner

It is very important that a child sees you as someone who is approachable. Children always respond well to people with warm, understanding natures, but a stern and distant manner will prevent them from approaching you.

Be Polite

Speak politely to the children in order to show them, by good example, how they should talk to you. If you do lose your temper or make a mistake don't be afraid to say you are sorry.

Look Out for Loners

Try and notice any children who seem to be always on their own and try to chat with them. See if you can involve them with other children. If you're really worried about an isolated child have a chat with their teacher or Headteacher.

Always be Positive

It is important to remember when dealing with behaviour problems that **PRAISE IS MORE EFFECTIVE THAN CRITICISM**. Catch them when they're good rather than continually criticising a child who is always misbehaving. Try and break this 'pattern' by noticing the good things that they do. Praise (usually) works wonders!

Show How Pleased You Are

Very often a smile or an encouraging comment can be very beneficial. If a child has really pleased you, consider telling their teacher. The award of a sticker or Do Jo points can considerably increase self-esteem and should be used frequently.

Be Trustworthy

You are in a responsible position of trust. Be careful not to tell parents about incidents that happen in school. Please allow class teachers to pass on any key

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messages or news. A careless word at the wrong moment can lead to unwelcome situations.

Sanctions

Having found out from the class teacher what sanctions you can use, don't be too ready to impose a punishment. Use it as a last resort after you have tried a firm, but fair approach.

Sometimes a Word in Time Helps

When children break the school rules, e.g. running in the corridor, etc. a gentle reminder is often all that is needed. The positive 'walk' rather than the negative 'don't run'.

Rudeness

If you consider that a child has been deliberately rude to you, ask them to repeat what was said. This will give the opportunity to retract the statement and apologise. Accept an apology nicely and don't continue scolding.

Arguing

Don't argue with a child. Repeat your request politely and if the child continues to ignore you, warn them that unless they comply, they will be reported. This allows the child another chance before you carry out this action.

Don't Raise Your Voice

Don't shout at the children, either in anger, or to be heard above their noise. The former will set a bad example and in the latter instance it is far better to wait and insist they are quiet before you speak.

Avoid Sarcasm

Avoid sarcasm and try not to show a child up in front of friends; this will cause resentment. If you have to tell a child off, take them to one side away from the other children.

Avoid Labels

Condemn unacceptable behaviour, but not the child. Don't label the child as a bully, rude, a thief, etc. You can tell them quite firmly that their behaviour (not personality) is unacceptable. Remember that labels often stick, e.g. 'pushing James over is a dangerous thing to do', **NOT**: 'Oh blimey, not you again – you really are a nasty bully'.

Give Responsibilities

Most children respond well when given responsibility. Give them simple tasks. Stress how helpful their assistance is to you. This can be especially useful with a 'naughty' child as it then gives you the opportunity for lots of praise and encouragement. Monitors are used for litter, helping clear up and other little duties.

Know the School Rules

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Remember, when you first start as a volunteer, some of the children will test your limits to see how far they can go with you. Make sure you know all the school rules. (Refer to TRAILS) If you are clear about these rules before you begin, you will find it easier to deal with the children whilst they are testing you out.

Note: Further advice for volunteers can be found in the appendix.

Monitoring the Effectiveness of this Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Headteacher and the nominated governor sub-committee and the necessary recommendations for improvement will be made to the Governors.

Equality Impact Assessment

This policy has had an equality impact assessment and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:	Annette James-Griffiths	Date:	09/10/'24
Chair of Governing Body:	James Aubrey	Date:	09/10/'24

Appendix 1:

Working with a group – Volunteer Guide

Managing a group of children is a particular skill. It can be very rewarding. It is also easy to become tense, in fear of losing control when working with small or larger groups.

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Tips to aid successful group control include:

- Be clear on what the intended learning outcome of an activity is before starting. (Talk to the class teacher for clarification if needed).
- Keep the activity moving at a fairly brisk pace
- Direct most of your talk/questioning to individuals – the other children will usually listen
- Direct eye contact is very powerful
- Relax, smile and make yourself and the group comfortable
- Join in the activity yourself
- Encourage expressive reading
- Draw the group together at the beginning and end and sometimes during the session, with an informal chat to discuss the intention
- Show your enjoyment by making encouraging remarks to the group as a whole and also to individual children
- Help any child who gets into difficulties
- If a child becomes disruptive feel free to remind the child of TRAILS and that if they continue you will need to ask them to return to their class
- Discourage laughter from the children due to another's mistakes
- Be mindful of the school's values in all your volunteering work: Courage / Honesty / Kindness / Respect / Responsibility / Teamwork – referring to and reflecting these in your interactions with those in the school community.

**Diolch / Thank you
for giving up your time to volunteer in Ton Yr Ywen Primary School.**