

# Hanover Street School & Nursery



## Policy for Adult Volunteers/Helpers

<u>Relevant Performance Indicators</u>		
<b>HGIOS4 &amp; HGIOELC Quality Indicators</b>	2.1 2.5 2.7	Safeguarding and child Protection Family learning – engaging families in learning Partnerships – engaging parents/carers in the life of the setting
<b>Health and Social Care Standards (2017)</b>	3.5	As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.
	3.6	I feel at ease because I am greeted warmly by people and they introduce themselves.
	3.7	I experience a warm atmosphere because people have good working relationships.
	3.8	I can build a trusting relationship with the person supporting and caring for me in a way that we both feel comfortable with.
	3.9	I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me.
	3.20	I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.
	3.21	I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm.

Policy Written By	In Consultation With	Date(s) of Review	Date of Next Review	Changes Made	Signature(s)
Gillian Forbes, DHT	Alan Markey, HT & Donna Cuthill, ESO	October 2016 February 2019	August 2020	Links to School Vision and other relevant school policies	<i>Gillian Forbes</i>



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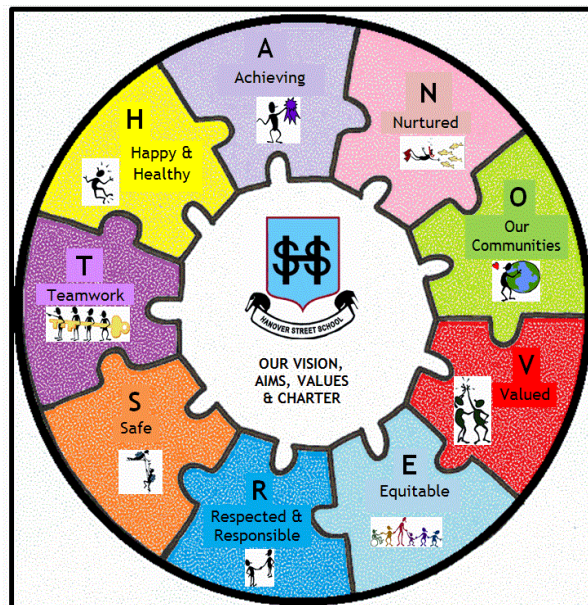
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## 1. Welcome and Introduction

Aberdeen City Council actively encourages the involvement of parents and other members of the community in enhancing experiences of children and young people within its schools. It is recognised in the 'Scottish Schools (Parental Involvement) Act 2006,' that when parents are involved, children do better in their education.

The staff at Hanover Street Primary School work positively to promote an ethos of partnership within our school. Such involvement by parents and other members of our community, appropriately directed, will benefit the whole school community, both enriching the curriculum, building further on our nurturing ethos and encouraging a wider understanding of schools and the education system in general.

We include these principles in our school vision, with, in particular, 'A – Achieving', 'N – Nurtured', 'O – Our Communities', 'V- Valued' and 'T – Teamwork.'



### **Who can volunteer?**

Volunteers do not need to be parents or carers. Grandparents and other people from the community may wish to be involved. Volunteers may help in school on a regular basis or may have a specific skill, knowledge or interest, which can be called upon intermittently.

Historically women have tended to offer their time to help in school more than men. Men, however, also have the opportunity to come into school and are encouraged and made to feel at ease. Volunteering is a good opportunity to work in a range of activities, which do not reflect stereo-typical norms. E.g. women helping with technology and men helping with baking...

Anyone who wishes to be a volunteer can be considered, providing they can fulfil all the Safeguarding/child Protection requirement. However, it is possible that an individual offering to volunteer may not be placed. This may be because there are no spaces. It may be because it is considered that acceptance may have a detrimental effect on a child (possibly the volunteer's) or on a member of staff. The Head Teacher will use their discretion. Their decision is final.

### **In which parts of school/education can they support us with?**

Adults are warmly welcomed to help in school, and with any age/stage/part of the curriculum, at times that are mutually agreed.

#### **- Helping In the Classroom**

As a classroom helper, you may be asked to support with:



- hearing children read
- supporting groups with activities
- school library
- P.E
- art
- design technology e.g. supervising a glue gun
- computers
- helping children with additional support needs
- infant help (setting up & clearing up)
- lunchtime/after school clubs
- science experiments, etc.

These are the suggestions; the list is by no means exhaustive.

#### **- Helping Outside the Classroom or at Home**

Whilst we appreciate help of a regular nature in the classroom working with the children, there are a variety of tasks that can be done either outside of the classroom or at home that are of equal benefit to the staff and children.

This is commonly as volunteering with school trips/educational visits. However, volunteer help is also welcomed in the library, health-promoting work and in our EcoSchool work, including gardening. Opportunities exist for reading aloud, helping make/laminate/cut out resources, sharing knowledge and advice about jobs, assisting in sports, music, language, craft or other after-school clubs. We are always open to suggestions for improvements and offers of help.

#### **Which classes can adult helpers support?**

For regular helpers, we suggest that volunteers do not help in the class where his or her own child works. Volunteers are however given the choice of the age groups that they work with. The school however reserves the right to prevent a parent being a Volunteer Helper in a particular class if it is felt it could be detrimental to either the volunteer's own child or any other.

#### **What do you do if you wish to volunteer?**

Contact the school. This can be via telephone/email or a short discussion with your child's teacher. The query will be passed onto the Senior Leadership Team. They are the coordinators for all volunteer helpers.

#### **How will my details of being a Parent Helper be held at school?**

We have a Parent Database form which requests parents to register the skills which they are prepared to offer to the school. Members of the wider community (e.g. BP student tutors) are also registered on the database and we value their voluntary help in order for our children to have the best possible provision for their learning. The database is stored securely in the School Office.

From this database, requests for assistance are made on an individual basis as the need for that skill arises. Sometimes we will ask for a volunteer to complete a specific one-off job via the regular school newsletter.

We are keen to ensure that time spent in school by helpers is as enjoyable and beneficial as possible. We endeavour to involve helpers as fully as possible in school life whilst ensuring safe boundaries for all involved.



## 2. Adult Volunteers/Helpers Policy and Procedures

### **Child Protection**

The first duty of care and priority for our children is safety. If you witness anything that causes you concern, or if a child discloses something, please report this to your teacher or the school's Leadership Team **immediately**. They will then follow the school's Child Protection Policy & Procedures.

### **Induction and Security Checks**

All adults who help on a regular basis in school are provided with a copy of our Policy for Volunteer Helpers. They will be asked to fill out a form to complete the Disclosure Scotland -Protection of Vulnerable Groups checks and, once that is complete, they will also be asked to attend a short induction meeting with the Head Teacher or Depute Head Teacher.

**\*No volunteer(s) will be left unsupervised with a child(ren). This means in a room without a teacher or pupil support assistant in the area/vicinity.**

### **Health and Safety**

When working with children it is imperative that the strictest standards of health and safety are maintained. At Hanover Street School, all visitors are given a badge to wear unless they already have another form of identification – e.g. council badge or university/college badge.

Visitors will not be allowed to enter unsupervised work areas unless accompanied by an appropriate member of staff and must observe any safety rules.

### **Evacuation Procedures**

In the event of an emergency situation, visitors are in the care of the teacher with who their business is connected and they must be directed to a place of safety whilst the employee reports to the assembly point.

**Signs displayed around the school indicate to visitors where they should assemble in the event of a fire alarm. Please see your teacher about the evacuation procedures.**

**Please note, the fire alarm is tested weekly.  
Please see the sign at the main entrance for when this takes place.**

### **Accidents & First Aid**

If a child is ill or has an accident, please tell the nearest teacher at once. Most Pupil Support Assistants are First Aiders, and someone will come to support the child. Volunteers can offer to comfort the child, but not touch wounds, vomit or other bodily fluids.

### **Dress Code**

Please come comfortably and practically dressed. Remember you are a role model for the pupils and an advert for the school. Make sure all items of clothing meet any health and safety requirements (e.g. trainers used for physical activities and no unsafe footwear).

### **Responsibility and Behaviour Management:**

Children at Hanover Street School are very well behaved and work hard. We promote positive, respectful and nurturing relationships (**see school policy [here](#)**) and expect children to behave with the same respect and politeness to any visitors/helpers in the school, as they would all staff members.

The role of the helper is one of support to the class teacher. However, the teacher remains responsible for all pupils. While the teacher may delegate some authority to the helper, for example within a group work situation, ultimate responsibility for discipline and behaviour management lies with the teacher at all times.

If a volunteer is working with children who are displaying challenging behaviours, the volunteer is asked to remind them calmly that they are expected to do the task sensibly. If pupils do not respond, volunteers



should seek advice from the teacher. Volunteers are there to guide and support, encourage and motivate. It is vital that volunteers do not take it upon themselves to discipline the children.

### **Confidentiality and Data Protection**

Confidentiality is extremely important. It is essential that all helpers appreciate and support the necessity for confidentiality. All helpers are requested to exercise discretion.

We ask that confidentiality be maintained in respect of the children's attainment, attitudes and behaviour. Everyone should be aware that items of a confidential nature are sometimes discussed in the staffroom or displayed on noticeboards. Any matter that is of concern should be discussed with the Head Teacher immediately in order for any misunderstandings or difficulties to be addressed as a matter of urgency.

Thus, all information and comments made in school remain confidential to school. It is unprofessional for staff, visitors or volunteers to comment on individual children to others outside school, including the child's parents except through the appropriate and official channels.

If required, volunteer helpers will be directed to the council/school's Data Protection Policy. They are reminded of their responsibilities NOT to divulge any information to a third party. If in doubt they must check with the Teacher/Senior Leadership Team.

### **Internet Use and Social Media**

Volunteers will be made aware of the "Use of the Internet Policy" [here](#).

All volunteers are reminded to be careful about what they publish on social media, through e-mail and otherwise on the internet. It is easy to break confidentiality or to be accused of inappropriate publication due to unnecessary comments.

### **Educational Visits/Trips**

Educational visits/trips are a regular and important part of the educational programme at Hanover Street School. It is important that the children get the maximum value from the experience. A vital supporting role for volunteer helpers is when asked to accompany children on a visit/trip.

Sometimes professional guides are available to explain what the children are looking at. More often than not however the adults accompanying the visit have to act as the guide helping to interpret to the pupils what they are seeing.

It is good practice that volunteer helpers accompanying such a visit you should expect to receive information from the class teacher indicating:

- the objectives of the visit
- a list of which children are with which adult
- how specific children should be assisted (if applicable)
- what the pupils are allowed to do and where they can go
- what the pupils are not allowed to do and where they cannot go, and
- how to proceed when there are a number of attractions to view.

### **Health & Safety for Education Visits/Trips - Dealing with Risks/Hazards**

All visits are risk assessed. If there are any hazardous areas linked with the visit the teacher must inform the volunteer helper. Providing everyone is alert to the dangers of traffic, machinery, water and other environmental factors there will be no danger associated with a visit.

Volunteers need therefore to ensure that children are being sensible, keeping together, and listening attentively at all times. If not, the child is putting themselves and others at risk and must therefore be returned to a teacher.

General guidelines include:

- keep children away from traffic, walking in single file or in twos where necessary



- keep children away from any water's edge
- ask children to keep their hands by their sides or in their pockets if near moving machinery
- remind children not to put their fingers in their mouths if they have been touching animals
- take the first opportunity to allow children to wash hands after touching animals, and
- do not allow children to go off to the toilet on their own, go as a group and wait outside.







# APPENDICES



## **Appendix A – Volunteers/Helpers in School: Procedures for Staff**

In accordance with our 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 Child Protection Procedures.

Prior to a helper starting a session(s), they will meet with a member of the senior management team and be given a copy of our guidelines. The member of SMT 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 around 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 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 are, including the classroom code of conduct.

A helper may be asked to do preparatory/secretarial type duties out with 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 if they have completed a PVG Disclosure Check.

A helper should not be left alone with a single child.



**Appendix B - Example School Letter / Volunteer Form for Parents**

**Becoming a Helper at Hanover Street School**

We welcome parents and friends to become involved in school life, particularly to share interests, experiences or skills with the children. We know that everyone is busy, but it may be that you could support the school by sharing a special interest or skill maybe once a year thus helping your own child or other children in school. You may have a morning free where you could help the school with displays, craft activities or general support within a classroom. We would love to hear from you if you feel that you could support us in any way.

I would be interested in becoming a Helper in Hanover Street School in the following way(s)

- A single visit to discuss an item of interest or offer a particular skill e.g. what life was like when a grandparent was a child, helping plant trees, helping with a coffee afternoon etc.
- Secretarial type duties – photocopying, helping with displays etc.
- Gardening
- Baking / craft activities.
- Assisting with school trips.
- Other (please state)

I would be willing to be Disclosure checked.            YES             NO

I already have a Protecting Vulnerable Groups Scheme (PVG Scheme) Disclosure and understand the need for another check, in line with Aberdeen City Council Policy.

YES             NO

Number (if known): \_\_\_\_\_

Date of check: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

***Please give this to the Head Teacher***





## Appendix C

### **GUIDELINES/AGREEMENT FOR HELPERS IN HANOVER STREET SCHOOL & USEFUL DOs AND DON'Ts for VOLUNTEERS**

At Hanover Street School, we are delighted to welcome people to come and join the life of our School, especially if they have a particular interest or skill they want to share with the children.

Nowadays, however, we need to make sure that when helping you are not leaving yourself vulnerable, so here are a few *Do's* and *Don'ts* to ensure a safe and happy experience for everyone.

#### **Do:**

- ✓ treat children with respect and in the same sort of way that you would expect them to treat you;
- ✓ be friendly towards them but maintain a professional distance/relationship;
- ✓ ensure you are clear as to your role and that you have discussed the activities to be carried out with a teacher;
- ✓ work at the children's level – both in conversation and in physical size;
- ✓ encourage all the pupils to follow class/school rules;
- ✓ help children finish and tidy up after a task;
- ✓ direct a child to the teacher if you are unsure of something;
- ✓ ask open-ended questions which involve them in conversation;
- ✓ encourage the children to explain their work and show that they understand;
- ✓ encourage independence, use questions such as “what do you think you should do next?” Children learn by doing and therefore must be allowed to have a go even if the end product doesn't look right;
- ✓ encourage children to work quietly, reinforce this by using a quiet voice yourself;
- ✓ encourage children to move quietly and calmly within the school without running;
- ✓ encourage children to speak you respectfully using your correct title. e.g. Miss Smith or Mr Ali. please do not encourage children to use first names;
- ✓ comment on good behaviour and reward it with appropriate praise/telling the teacher for recognition later;
- ✓ let us know if you are delayed or can't come to school;
- ✓ just ask any member of staff if you are not sure about anything; we'll be glad to help;
- ✓ join us in the staff room at break times. 😊

#### **Don't:**

- ✗ get yourself into a situation where you or the child feels uncomfortable/ever be left alone with a child;
- ✗ hold on to or hit a child either within or out with the classroom;
- ✗ be left in sole charge of the class;
- ✗ treat any cuts or other injury; get help from a qualified staff member;
- ✗ give the children any form of punishment, either verbal or physical. (If you feel you have not been treated in an appropriate or respectful way while the children have been under your supervision, tell the staff about this.)

#### **Health & Safety**

- Please sign in and out of the building and wear a visitor's badge at all times.
- Please make sure that you are familiar with the evacuation procedures which are displayed in every classroom.
- If you are concerned about any safety issue, please tell a staff member.

#### **Child Protection**

If you have concerns about a child's welfare or direct evidence of a child being at risk, then the only way you can help the child is to report the matter. You should tell your concerns to the staff member in charge.

#### **Confidentiality**

Please remember that anything you hear within the school should not be repeated to anyone else. If you hear anything of a sensitive nature which causes you concern, then discuss it with a member of staff before you go home so action, if appropriate, can be taken. At times, confidential/sensitive issues may need to be discussed in the school office/staffroom. So please do not be offended if you are asked to leave while this takes place.

***Thank you for volunteering. We really appreciate your help. We hope that we can work in partnership, within the school, in a safe, welcoming, friendly and happy environment.***



Appendix D

**GUIDELINES/AGREEMENT FOR HELPERS IN HANOVER STREET SCHOOL  
& USEFUL DOs AND DON'Ts for VOLUNTEERS  
(signed agreement)**

As stated previously these guidelines are to ensure the health, safety and enjoyment of all concerned.

If you feel that you can work within these guidelines, please fill in and sign the form below. Thank you for being involved and participating. We hope you enjoy helping us!

**ADULT HELPER DETAILS**

I have read, understand and agree to work within the Hanover Street School Policy for "Adult Helpers in School."

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

**SENIOR LEADERSHIP TEAM MEMBER DETAILS**

I have met with the adult helper, discussing the policy, ensuring child protection, health and safety, roles and guidelines have been discussed.

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

***\*Once signed, this agreement should be photocopied; one copy to be retained by the adult helper and the other for the school to file in the school office database.***