

BOWES HUTCHINSON'S C OF E VOLUNTARY AIDED SCHOOL



POLICY DOCUMENT

ADULTS IN SCHOOL

School Vision

Love life, God, each other.

With love, I can and I will.

Together we will succeed.

Live courageously

Learn every day.

Date Revised: March 2021

Date for Review: March 2024

Signed: _____

BOWES HUTCHINSON'S C OF E VOLUNTARY (AIDED) SCHOOL

POLICY DOCUMENT - ADULTS IN SCHOOL

Introduction

The Governors and staff of Bowes Hutchinson's C.E. Aided School welcome the contribution which additional adults in school make. It is appreciated that not all of these adults are parents, that some assist on a regular basis and some only once or occasionally.

The purpose of this policy statement is to clarify the position of adults in school and provide guidance for both them and the staff.

Who are the Adults?

For the purpose of this statement 'adults' can be divided into two categories:

Volunteers

Checks are required only for those who have regular and unsupervised access to children and young people. Under the terms of the Protection of Freedoms Act 2012 where a volunteer is being adequately supervised, they are not considered to be working in regulated activity however often they do this, and the school does not need to request a DBS check.

Visitors

DBS checks are not required for visitors. Visitors do not have unsupervised access to children. The majority of our adults are also parents who are invited annually, by letter, to assist in school. Parents are requested to pass on the invitation to relatives and friends who may be willing to volunteer some of their time to help our children.

How do the Adults Help?

An adult can help by talking, listening, being interested, being an audience, helping, watching and keeping children "on task". The adult does not have to be an expert as he/she will be working under the supervision of the teacher who will be responsible for planning and setting up the learning situation. Often children are very competent at, for instance, setting up a computer but require help with reading and understanding instructions, and the very act of showing an adult what they can do clarifies procedures in the child's mind.

The list of activities which adult helpers have undertaken is long and includes:

- individual reading;
- group reading;
- helping children with a computer programme;
- assisting with creative work;
- assisting with a classroom activity;
- playing a game with a group of children;
- cutting and mounting work for display;
- taking down and putting up displays;
- baking;
- accompanying children on walks and educational visits;
- sharing areas of expertise, skills, hobbies;
- assistance with extra-curricular activities;
- assistance with transport for educational visits and inter-school competitions.

What do Adults need to know?

It is essential that all visitors read the safeguarding information provided in the office and follow the school's safeguarding procedures.

Our designated staff for child Protection and Safeguarding are:

Mrs C A Matthewman – Headteacher

Mrs S Scaife – Assistant Headteacher

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BEHAVIOUR GUIDELINES FOR STAFF AND VOLUNTEERS

DO NOT:

- use your position to gain access to information for your own advantage or another's detriment
 - intimidate, threaten, coerce or undermine anyone
 - engage in any sexual activity (even consensual) with a student under 18 years who is attending your educational establishment
 - play games or have physical contact that is inappropriate
 - jump to conclusions about people's behaviour without checking facts
 - investigate any allegations yourself
 - make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter
 - create a personal relationship with a student where one does not already exist
 - give any personal details about yourself or others to a student unless you have agreed this with a senior member of staff
 - allow any student to access any of your personal accounts on social networking sites
 - rely on your good name to protect you - it may not be enough
 - believe that an allegation could not be made against you, it could

DO:

- report all health & safety issues without delay
- keep students safe and protect them from physical and emotional harm
- look after yourself
- treat everyone with respect
- provide a positive example you wish others to follow
- work with another appropriate adult in all planned activities whenever possible
- risk assess all situations when you are working alone with a student and make sure you are seen and/or heard by others
- respect peoples' right to personal privacy
- create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- report and challenge all inappropriate and/or abusive activities, such as ridicule or bullying
- familiarise yourself with your school code of behaviour
- report any gifts you receive & ensure they are not of significant value or intention
- give gifts to students only as part of an agreed reward system
- follow procedures for reporting all allegations against staff, carers and volunteers See Appendix 5 of Local Safeguarding Children Board Child Protection Procedures www.durhamlscb.org.uk

Remember: someone may misinterpret your actions, however well intentioned. Ask yourself are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?

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In order that adult volunteers' time is used profitably, they need to know:

- exactly when the class teacher is expecting them to arrive;
- who they will be working with;
- what is to be covered and how;
- what questions to ask;
- what observations to make
- what help to give;
- what the outcome is expected to be;
- where they will be working;
- where to get equipment that may be required;
- what to do if any problems occur;
- any teaching points on safety which they need to stress regarding the activity which they are undertaking.

In addition they need to know:

- who to contact for First Aid;
- the fire drill;
- the code of conduct;
- who to contact if there are any concerns;
- how much the class teacher depends on them, and the need to inform of impending absence;
- that they are respected and valued;
- that confidentiality must be respected at all times;
- where the toilet is;
- where they can get refreshments;
- school routines e.g. playtimes.

How Can Teachers Help?

At the beginning of each academic year, teaching staff will be asked to look at their timetables and select times when a helper in the classroom would be useful. It is then the staff's task to match these times with the times that helpers have to offer.

In order to utilise the helper's time to the best advantage the class teacher should:

- note on the class timetable when help is available;
- if space other than the classroom is required, the hall and library timetables will need to be consulted;
- when planning lessons, the role of the helper should be noted;
- class lists are helpful for correct spelling of names, or if all class members are required to complete a task;
- allocate time before the lesson for a brief explanation of task;
- allocate time after the lesson for feedback;
- provide an explanatory sheet/worksheet if time is a problem;
- ensure that the helper is treated with respect by the children and knows what to do if problem behaviour presents itself;
- remember to let the helper know in good time if plans change e.g. unavoidable timetable changes.

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Further Information

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian believe and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.