



Hasland Infant & Nursery School

Classroom helpers/volunteers and student placements policy

Reviewed By	Charlotte Lavender/ Amanda Daykin
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AIMS

- To create consistency in the management of classroom helpers and volunteers
- To gain maximum benefit from classroom help
- To promote home-school partnership through parental involvement in children's learning
- To support partnership with senior schools and training establishments

PRINCIPLES AND PRACTICE

Parent helpers and volunteers are giving their time, and we want to show them that we value their support.

Students - a mutual commitment is essential for success in these placements. The school is committed to providing support and training/experience whilst the student is committed to being part of the whole-school team with appropriate roles and responsibilities throughout the placement.

We can help both parents, volunteers and students by:

- Induction training to ensure they feel confident and safe
- Introducing them to the children and other adults using the appropriate form of address at the start of their first session. Thereafter always acknowledge the arrival of the volunteer
- Helping the volunteer to become part of the class: showing them where to sit during "carpet time" (introduction and plenary) and involving them appropriately in group/individual work
- Taking the volunteer to the staffroom for a drink and thereafter give a verbal invitation
- Establishing the importance of sharing all concerns and queries as soon as possible
- Ensuring they read the guidance in the Annexe 1.

Classroom helpers/volunteers work under the supervision of the class teacher and should be either in the classroom or in the corridor where staff are in close proximity to supervise and support. It is important that volunteers take their lead from the class teacher e.g. expectations in terms of behaviour and how to manage children.

Teachers need to ensure that the volunteer is clear about the task they are doing and why, giving specific guidance as necessary, pointing out anything they would like feedback on and possibly suggesting appropriate questions the volunteer may use. As well as preparing the volunteer for the session the teacher will also monitor their work.

Staff and children should thank the volunteer at the end of each session. Children could make a thank-you card at the end of each year. Regular volunteers should be invited to join educational visits.

Hasland Infant School is committed to safeguarding and promoting the welfare of children

ANNEXE 1 GUIDANCE FOR VOLUNTEERS WORKING IN OUR SCHOOL

Introduction

Thank you very much for your help in our school. Your valuable support is much appreciated enabling us to enrich the experiences we can offer to our children. These notes have been produced to provide you with some guidelines and useful information so that your time in our school is as enjoyable and productive as possible. If you think of helpful hints and tips which we could add please let us know and we can amend future editions.

Helpers need to be reminded of the following essential requirements -

- Must have a full DBS check if you are working with children
- Reference from a professional
- Sign in and obtain a badge from the school office
- Sign out and return your badge when you leave
- Read and sign the Safeguarding Information leaflet on your first visit
- Switch your mobile phone off whilst in school

Finding your way round

At playtimes you are welcome to join us in the staffroom for a cup of tea or coffee. The ladies toilets are at the end of the main corridor and men should use the disabled toilet situated in the Reception block. Please check the fire-safety notice in the room you are working in and confirm with the teacher what to do and where to go if you hear the fire-alarm.

Working with children

When you are working in a classroom you are initially responsible to the class teacher who will guide and direct you. Please discuss any concerns or questions about your work in school with the class teacher.

When you are first in the classroom it is important to observe the way that the teacher and children work together. It is important to take your lead from the teacher, but much of what you do will involve common sense. The teacher will explain what she wants you to do and with which children. There will also be helpful notes about specific activities. If you are unsure about any part of the activity, please ask.

In managing children, we try to focus on the positive. We believe that children and adults learn best when they are happy, enthusiastic and enjoying success.

One of our priorities is encouraging them to be as independent and confident as possible. You can help in this process by:

- Making sure that they have a go at doing things by themselves first
- Valuing their efforts and praising them
- Avoiding the temptation to do things for them in order to save time or cut corners
- Encouraging them to think and decide how they will solve problems e.g. "How do you think you will do that?" rather than "Oh you are going to need some scissors and card"

- Avoiding simply telling children that they are wrong instead you could say “That’s a good try, shall we work through it together now?”

At the end of the session the teacher will welcome your comments on how the task went, who did what etc.

It is important for children to see that all adults working in the classroom share the same expectations about behaviour. It is normal for young children to test the limits with anyone new just to check whether their expectations do match those of their teacher. When this happens you could try one of the following:

- Appear to ignore the inappropriate behaviour and praise someone else in the group who is getting on sensibly. This emphasises your expectation of good behaviour and shows that you give your attention to this. As most young children like to please and enjoy attention this is usually successful.
- Distract the child by drawing his/her attention to something else of interest and then together look at what he/she is going to do next
- Praise something the child has done/said earlier that session and then together look at what to do next.

If a child persists in being uncooperative then a quiet but firm reminder about appropriate behaviour is necessary.

If a child ignores this warning and continues to be uncooperative then he/she should be sent back to the class teacher with a message of explanation.

Confidentiality

Please regard everything you see and hear in school as confidential. Never discuss children or staff with anyone outside school. If other parents ask you about their child or any school issue suggest that they see their child’s class teacher, a member of staff or the Headteacher. It is a privilege and a pleasure to work with young children and we often enjoy amusing incidents with them. If you want to talk about these to your family and friends please avoid naming the children or adults involved. If you see or hear anything that concerns you, it is your duty to report it to your class teacher, a senior member of staff or the Headteacher.

Finally

Thank you again for your help in school and for reading these notes. We hope you will enjoy your time working with us. If you’re not happy tell us and we will try to resolve any issues you have.

ANNEXE 2 GUIDANCE FOR STUDENTS IN OUR SCHOOL

Welcome to Hasland Infant School, we hope your time here will be purposeful and enjoyable. It is important for everyone working in the school to care for children in the same way. These guidance notes have been written to help make your placement successful.

Please remember –

- You must bring to school a recent DBS check from college
- Sign in and obtain a badge from the school office
- Sign out and return your badge when you leave
- Read and sign the Safeguarding Information Folder on your first visit
- Switch your mobile phone off whilst in school

Working with the children

It is important for the children to see you as a member of staff. When you are first in the classroom observe the way in which the teacher and children work together. Treat the children in the same way as the teacher does and don't allow them to become over friendly.

Placements are partnerships. Make sure that as you begin your placement you tell your class teacher of specific activities you are required to complete. Your class teacher will plan for you to work with groups of children at appropriate tasks and will give you guidance but we hope you will show initiative and suggest ideas of your own to try out.

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General duties

Whilst on placement you are considered as a member of staff at our school. Your responsibilities are not only to the class you are working with but to the whole school. Take time to have a look around the school and find out where things are, who everyone is and how things work. Read your class teacher's copy of the Staff Handbook and particularly note that you know what to do if you hear the fire alarm.

Your general duties may include -

- Playground duty
- washing-up

Other information

The school day is 9.00 a.m. - 3.20 p.m. but it is expected that you will spend an additional half-hour at the beginning and end of the day preparing resources and discussing your work with the class teacher so your day will be 8.30 a.m. – 3.45 p.m.

Find out from your class teacher the length of the lunchtime break. You are free to leave the premises but should be back at least 10 minutes before the start of the afternoon session.

If you are absent for any reason please let us know as early as possible and by 9.00 a.m. that morning at the latest.

Your appearance needs to be neat, clean and tidy. Remember you are setting an example for the children.

Please discuss any queries about these notes or about any issue with your class teacher, School Business Manager or the Headteacher as soon as possible. Together we can make your placement successful.