

Volunteering in school

2024/2025 – SEPTEMBER 2024



Thank you – you will make a HUGE
difference!

Thank you for
coming...
Please sign in

Agenda:

- ▶ Volunteer helpers in school policy and protocols
- ▶ Child protection and safeguarding training, team, policy and procedures
- ▶ Covid/health measures
- ▶ Protocol signing/DBS requirement
- ▶ How to get started

Resources:

- ▶ Volunteer helpers in school policy
- ▶ Identity documents letter
- ▶ Copies of the protocol for signing
- ▶ Annex A – Keeping Children Safe in Education
- ▶ PowerPoint – access via website – parent tab – parent workshops

Volunteer helpers in school policy

What we believe

At Russell Lower School we believe that our school should be open and welcoming to all who would like to support the children. We also 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.

Our Aims

- To support pupils in their learning.
- To ensure that volunteer helpers/parents are welcomed and valued as members of the school community

What you need to know

We would like to extend our thanks to all our parents/volunteer helpers.

At Russell Lower School we value the help we receive from parents/volunteer helpers enormously and realise that we would be unable to provide such quality experiences for the children without your time and expertise.

Protocol - school

Russell Lower School Parent/Volunteer Helper Protocol

THE SCHOOL

We will:

- Aim to keep you safe at school, by providing the information you need relating to health and safety
- Give you any skills needed to carry out or support tasks
- Explain the tasks/role
- Share the school Behaviour Policy (and any other relevant policies) with you
- Ensure that children learning with you behave well
- Treat you with respect and care; and ensure the children are expected to do the same
- Share relevant information about children with you as necessary
- Let you know in advance if we have changed the plan for the day and don't need you
- Treat anything you tell us with complete confidentiality

We will never:

- Leave you with children unsupervised by a member of staff
- Expect you to deal with difficult or challenging behaviour
- Ask you to carry out a task without explaining it first

Protocol – you

THE PARENT/VOLUNTEER

Name.....

I will:

- Keep myself and others safe by following the school's health and safety policies (including those relating to Covid), and safeguarding and child protection policies
- Report any concerns I have regarding safeguarding children immediately
- Respect the school's Behaviour guidelines and Parent/Volunteer Helper Protocols and inform the teacher/senior staff of any inappropriate behaviour
- Model appropriate behaviours, attitudes and language at all times
- Treat all children equally, fairly and with respect
- Treat any information with total confidentiality
- Let staff know if I can't come in. This may affect the teacher's planning.
- Respect and follow the guidance of the teacher at all times
- Understand the need for any safeguarding checks prior to working with children
- Respect the school's right to withdraw my ability to help without warning or a reason being given

I will never:

- Ignore concerns I have about safeguarding children
- Deal with behaviour issues myself
- Look at or compare any child's work books, records or staff notes
- Share any information or views about a child or member of staff with anyone outside the school staff or governors
- Speak ill of any child as a result of things I may have seen/heard in school

Signed: Date:

Please read this policy

Key points:

- ▶ Confidentiality and safeguarding
- ▶ All volunteers are accepted at the Headteacher's discretion
- ▶ Fire
- ▶ When volunteer helpers arrive in the school they must sign in at the school office signing in screen. They will be given a visitor's lanyard, which they must wear at all times
- ▶ The teacher must always have the last word on what happens in a classroom
- ▶ Having an adult to challenge the learning is very helpful. Questions like: "I wonder what would happen if we put it the other way up?", "Why do you think it does that?", "Where has that answer come from?", "How do you know you are right?", "How did you find that out?" and "What do you think?" (rather than us giving the children answers!)
- ▶ We aim to make our children as independent as possible
- ▶ It is important that all our own behaviours in school are always those we want the children to copy

Child Protection and Safeguarding

'All organisations must create a culture of safety, equality and protection'

Working Together 2018

Child Protection and Safeguarding

Safeguarding is everyone's responsibility

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"No single professional can have a full picture of a child's needs and circumstances, and if children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in:

- ➡ Identifying concerns
- ➡ Sharing information
- ➡ Taking prompt action

If in doubt -
**TELL and
SHARE**

4. Safeguarding

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.

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Definition of 'Safeguarding' – Updated

- ▶ The definition of 'safeguarding and promoting the welfare of children' has been updated to reflect the changes made in Working together to safeguard children (DfE, 2023a).
- ▶ The definition now includes the additional points of:
 - ▶ **providing help and support to meet the needs of children as soon as problems emerge**
 - ▶ **protecting children from maltreatment, whether that is inside or outside the home, including online.**
 - ▶ Preventing the impairment of children's mental and physical health or development
 - ▶ Making sure that children grow up in circumstances consistent with the provision of safe and effective care
 - ▶ Taking action to enable all children to have the best outcomes

And **on-line** –
both at school
and at home!

New emphasis in
induction in 2023
Updated again
in 2024

Key Principles of Effective Safeguarding

Children's needs are paramount

Needs and wishes of each child, regardless of age, **are put first** so that every child receives support before a problem escalates

All professionals are alert to their needs and risks of harm that individual abusers or potential abusers may pose

All professionals share appropriate information in a timely way and can discuss all concerns with colleagues and Local Authority Social Care

Our Safeguarding Team



The Designated Safeguarding Lead is Sarah Knight (Inclusion Lead)



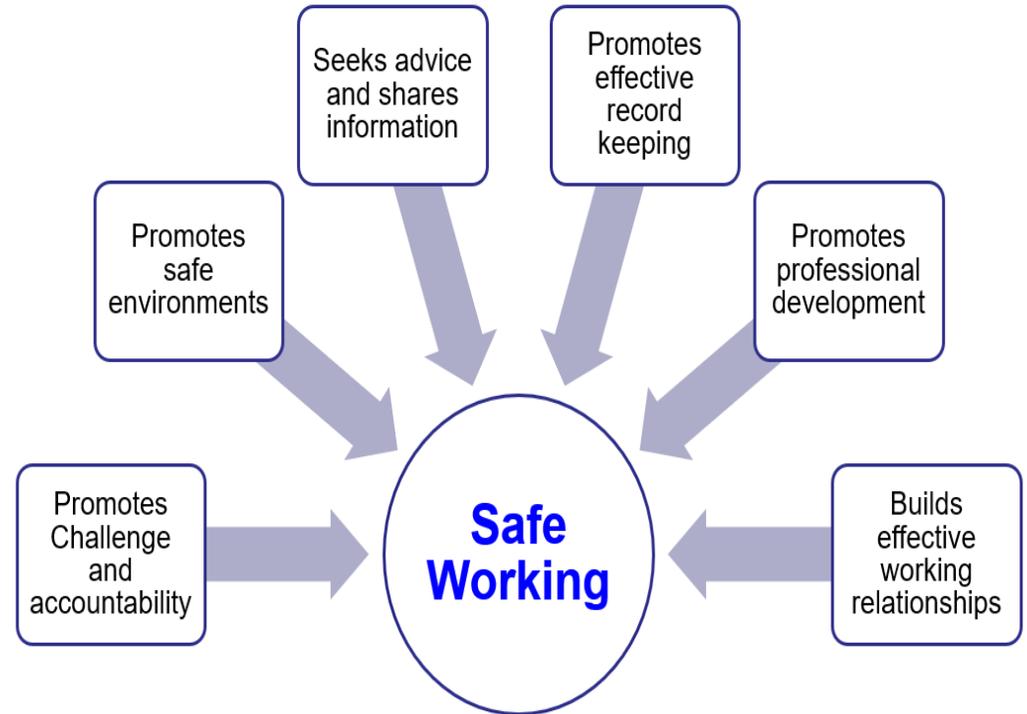
The Deputy Designated Safeguarding Leads are Louise Bunney (Deputy Headteacher) and Nicki Walker (Headteacher)



Louise Bunney



Nicki Walker



Hannah Leech is our Safeguarding Governor

LADO and Whistleblowing

Concerns or Allegations against people who work with children

Children can be at risk of abuse by those who work with them in any and every setting.

There are procedures to follow in all cases in which it is alleged that an adult who works with children has:

- **behaved in a way that has harmed, or may have harmed, a child**
- **possibly committed a criminal offence against, or related to, a child**
- **behaved towards a child or children in a way that indicates they may not be suitable to work with children**

The Local Authority Designated Officer (LADO)/ Allegations Manager provides support and guidance and will be contacted by your Designated Lead

See Local Authority websites for further information

Report all concerns or allegations as soon as possible

Ensure all staff are aware of your setting's "Whistle Blowing" policy

Policies

Local policies and procedures set out by the LSCB can be found at:

www.bedfordscb.proceduresonline.com

The NSPCC has lots of resources to help with writing or updating policies

<https://learning.nspcc.org.uk/safeguarding-child-protection/writing-a-safeguarding-policy-statement>

What is abuse? – Update 2021

A form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Update 2021 – Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

We all have a responsibility to keep children safe on-line safety - 2023

The 4 categories of abuse

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

Neglect

- The ongoing failure to meet a child's basic needs.
- The most common form of abuse.

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.

A child may be put in danger or not protected from physical or emotional harm.

They may not get the love, care and attention they need from their parents.

A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Emotional

- ▶ The ongoing emotional maltreatment of a child.
- ▶ Sometimes called psychological abuse
- ▶ Can seriously damage a child's emotional health and development

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

It is also emotional abuse to make a child witness the harm of someone else

Physical

- ▶ Deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.
- ▶ Not accidental

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them.

Shaking or hitting babies can cause non-accidental head injuries (NAHI).

Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).

Sexual

- ▶ Being forced or persuaded to take part in sexual activities.

Sexual Abuse - A child is sexually abused when they are forced or persuaded to take part in sexual activities.

This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse.

They may not even understand that it's wrong. Or they may be afraid to speak out.

Signs and Indicators of abuse

Signs and Indicators of Child Abuse

The following signs and indicators are intended as examples and are not exhaustive. Equally, just because a pupil is demonstrating one or more of the signs indicated, it does not necessarily mean that they are being abused. If you have any questions, concerns or doubts about a child's safety or wellbeing, **speak to your DSL immediately.**



Physical Abuse

- unexplained marks or bruising
- multiple bruises
- explanation of injuries that aren't consistent with the injury
- burns or scalds
- bite marks
- broken skin
- flinching from physical contact or touch
- not wanting to get changed

Emotional Abuse

- rocking
- sulking
- hair twisting or pulling
- being unable to play
- experiencing sudden speech disorders
- being fearful of making a mistake
- being withdrawn, anxious or depressed
- self-harm
- being fearful of a parent being spoken to about their changes in behaviour

Sexual Abuse

- pain, itching, bruising, bleeding or infection in the genital area
- stomach pains
- discomfort sitting down or walking
- having inappropriate sexual knowledge for their age
- sexual drawings or language
- bed-wetting
- having secrets which they say they cannot tell anyone

Neglect

- being unclean or 'smelly'
- being hungry frequently
- losing weight or being underweight
- wearing inappropriate clothing
- reports of a child being left alone or unsupervised for a period of time that is unsuitable for their age or stage of development
- untreated injuries, medical conditions or dental issues
- poor language, communication or social skills
- not having many friends
- regularly complaining of tiredness
- not asking for medical help, e.g. when they have fallen over on the playground

Radicalisation and Extremism

- being unwilling to listen to different points of view or expressing unusual views
- changes in appearance, clothing or hobbies
- converting to a new religion
- being secretive
- spending a lot of time online or on the phone
- changing friends or becoming isolated
- showing an interest in extremist organisations or accessing extremist content online
- making discriminatory comments
- becoming unwilling to engage with people from different groups, religions, etc.

Exploitation

- not attending school or declining school performance
- going missing or travelling for unexplained reasons
- using drugs or alcohol
- in a relationship with a power or age imbalance
- having unexpected gifts or money that they will not explain the source of
- being involved with gang activity or exhibiting signs of this
- becoming isolated from family and friendship groups
- declining emotional wellbeing

Child on Child abuse – a new category in 2021, a new name 2022 (formerly peer on peer)

- ▶ absence from school or disengagement from school activities
- ▶ physical injuries
- ▶ mental or emotional health issues
- ▶ becoming withdrawn – lack of self esteem
- ▶ lack of sleep
- ▶ alcohol or substance misuse
- ▶ changes in behaviour
- ▶ inappropriate behaviour for age
- ▶ abusive towards others

Confidentiality

- ▶ Maintaining confidentiality means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care.
- ▶ Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child

Data Protection – and volunteers too!

Data Protection

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All staff should be aware of what:

- personal data is (**Any information relating to an identified, or identifiable, living individual.**)
 - ‘processing’ means **Anything done to personal data, such as collecting, recording, organising, structuring, storing, adapting, altering, retrieving, using, disseminating, erasing or destroying.**
 - their duties are in handling personal information
 - the processes are for using personal information
 - is permitted usage of that data
 - the risks are if data gets into the wrong hands
- their responsibilities are when recognising and responding to a personal data breach (ie. Safeguarding information being made available to an unauthorised person, theft of a school laptop containing non-encrypted personal data about pupils)
- the process is for recognising and escalating information rights requests

For more information see [Russell’s Data Protection Policy 2024- 2026](#)

DISCUSS ANY CONCERNS WITH Nicki, Louise or Sarah

What to do if you have concerns



- Recognise
- Respond
- Report
- Record
- Re-refer and challenge if the situation does not seem to be improving



- Ignore
- Dismiss
- Investigate
- Examine a child
- Take photographs of injuries
- Attempt to resolve in isolation

Never be out of sight of others with a child. Never carry a child. Never 'restrain' or 'hold' a child (even holding their hand if you think they may 'bolt'). Avoid prolonged cuddles. These things protect you.

What Does the Designated Safeguarding Lead Need to Know?

- ▶ Who is the child – full name?
- ▶ Where were you in school when they disclosed to you?
- ▶ Was anyone else with you?
- ▶ What did they say – their words and descriptions?
- ▶ What did you do or say?
- ▶ Did they show you an injury?
- ▶ Where is it, colour, size what does it look like?
- ▶ What else do you know about the child?

School Procedures



CPOMS or Black Safeguarding Folders

- ▶ Niggle Sheet (Blue)
- ▶ Full Sheet (White)
- ▶ SKs box file in 'The Nest' – but don't leave it if urgent – find SK, LB or NW.
- ▶ Safeguarding 'trumps' **everything** else that happens in a school!

To safeguard you, avoid...



- ▶ Alone with a child
- ▶ Administering first aid
- ▶ Restraining a child (SK, ZH, FD are TeamTeach trained)
- ▶ When a child seeks affection
- ▶ Providing intimate personal care

No use of mobile phones in the presence of children

- Not to use yourself
- Not to take photos
- Not to let anyone else take photos

Child friendly version

Child Friendly Safeguarding Policy

In our school all children and adults have:

- The Right to be **Safe**
 - The Right to **Learn**
 - The Right to be **Happy**
 - The Right to be **Included**
- We respect all children and adults and help to protect their rights.
 - We do our best to help all children to make good educational progress.
 - We want to teach you how to recognise risks in different situations and how to protect yourselves and stay safe.
 - We all learn the Russell Values and celebrate them

How do we protect you at Russell Lower School?

We provide a safe environment for you to learn in
where everyone has the right to feel **SAFE**;
the right to **LEARN** without undue distraction or disruption;
the right to **RESPECT**

We help you learn the words you need to express and manage your feelings and emotions

We help to ensure children remain safe, at **home** as well as at **school**, both on-line and in person.

People should never hurt children

Unfortunately, some people do hurt children by hitting them, abusing them, shouting at them or not caring for them.

We do not allow bullying at Russell

Tell an adult if someone hurts you, or is mean to you, **Several Times On Purpose**

We are a Telling School!

We think it is important for our children to know where to get help if they are worried or unhappy about something.

If someone hurts you or if you see someone hurting another child, please tell an adult.

Do you need to talk?

You can talk to any adult in school if you need to, you can talk to your teacher, use your Network Hand, but Mrs Walker, Mrs Bunney, Mrs Knight and Mrs Clark will ALWAYS be there for you – just tell them what's worrying you.

If you find it difficult to speak to an adult in school, leave a note into your classroom worry box and your teacher will read it.

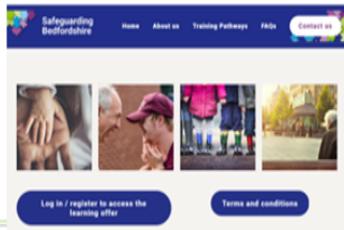
You can also contact ~~ChildLine~~ who will listen to you and give you help and advice.

Further information and training?

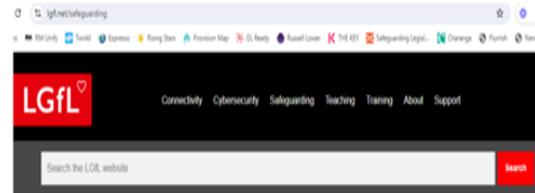
<https://www.safeguardingbedfordshiretraining.co.uk/>

Further training can be accessed via the online portal at:
www.safeguardingbedfordshiretraining.co.uk

There is both attended training and free online courses available for all staff members, and access to a large amount of further information.



<https://lgfl.net/safeguarding>



SafeguardED
Keeping
children safe



‘Safeguarding is everyone’s responsibility’

If you feel that you have gaps in your knowledge or understanding or just want to talk something through, please speak to Sarah, Louise or Nicki.

Our Safeguarding Team



The Designated Safeguarding Lead is Sarah Knight (Inclusion Lead)



The Deputy Designated Safeguarding Leads are Louise Bunney (Deputy Headteacher) and Nicki Walker (Headteacher)



Louise Bunney



Nicki Walker

Who can help?

Multi Agency Safeguarding Hubs

All staff need to be aware of how to share information, seek guidance and make a referral to Children's Social Care.

Central Beds Access and Referral Hub 0300 300 8585
Luton Mash 01582 547653

Bedford Borough Integrated Front Door 01234 718700

Bedfordshire Emergency Duty Team 0300 300 8123

For further information see relevant local authority websites

Hannah Leech is our Safeguarding Governor

Health measures

We need to ensure that we do not increase the risk of Covid/Flu/Strep A/S&D coming into school and disrupting education as much as humanly possible. As a result, we request that anyone wishing to volunteer:

- ▶ Attends a short induction session to inform you about child protection, health measures and our Parent Volunteer Protocols
- ▶ Does not volunteer if they have any symptoms of Covid/a temperature/S&D (24 hours)
- ▶ Already has, or is prepared to have a DBS (disclosure and barring) with **Russell Lower School's name** on it (ones from previous years are still fine)
- ▶ Everyone **MUST** attend an induction session and **MUST** have a DBS in place before working with the children.

Always required

- ▶ Good hand hygiene – washing hands for 20 seconds/sanitiser
- ▶ Good respiratory hygiene – catch it, bin it, kill it. Sneeze or cough into crook of elbow or a tissue
- ▶ Good ventilation – opening windows/doors where possible to balance air flow and temperature
- ▶ Minimal skin to skin touch (safeguarding!)
- ▶ Sit side by side rather than face to face
- ▶ Stand behind
- ▶ Avoid getting down to their level

DBS process

- ▶ Simply bring in the forms of identification needed to the school office
- ▶ We generate a link to a DBS document that will be emailed to you. You will then need to follow the link and complete the electronic form at home with your details
- ▶ Your details are then verified with the school
- ▶ Your DBS certificate will arrive by post at your home
- ▶ You need to bring this into school so we can record the number and see that there have been no convictions
- ▶ WHAT IF I AM PART OF THE UPDATE SERVICE? – Then we need you to bring your DBS certificate into the school office and complete a CONSENT FORM so we can look at it.

You can then begin volunteering!

- ▶ The DBS is then valid for the whole time your child is in school, or until you are contacted with a request to update it

When and how do I start?

- ▶ If you already have a DBS, please begin volunteering at a mutually convenient time. Please just tell the class teacher you are ready to start and agree a time.
- ▶ If you do not yet have a DBS, please get that process started first. It will take a little while to come back (usually 1 – 2 weeks). Once this is back, please bring the certificate in to the school office and then liaise with the class teacher to arrange your volunteering slot
- ▶ Can I volunteer in a class/year group that my child is NOT in? YES!!! Just let us know and we will liaise with a suitable teacher for you.

Finally...

- ▶ Any general questions?
- ▶ Please sign and leave one of the protocol sheets
- ▶ Thank you for coming