



**STREATHAM
& CLAPHAM
PREP SCHOOL**

Parents/Helpers in the Foundation Stage

Person(s) responsible for this policy		Head of Prep Assistant Head (Pastoral) EYFS Class Teacher	
Last review by	H Loach A Nicholson P Gollob	Review date	September 2026
Date of next review		September 2027	

1. Introduction

Streatham and Clapham Prep welcomes help from parents, carers and other adults connected with the school community. Parent helpers enrich pupils' experiences and strengthen the partnership between home and school.

The policy applies to parent/carer and other adults who support pupils in Early Years Foundation Stage (EYFS), whether on a one-off or regular basis. It is aligned with the school's Whole School Volunteer Policy and must be read alongside the school's safeguarding arrangements.

The safety and welfare of pupils is the overriding priority. The class teacher and EYFS staff retain responsibility for the organisation of the class, curriculum, assessment, care routines and supervision of pupils at all times.

Students undertaking observations or work experience may be permitted to attend EYFS provision only following the school's approval and safeguarding checks appropriate to their role. They are not treated as parent helpers and must follow the school's arrangements for students and work experience.

This policy works alongside key documents such as:

Volunteer Policy 2026

KCSIE 2026

EYFS Framework 2026

2. Aims

The aims of this policy are to:

- enable parents/helpers to make a positive contribution to EYFS provision
- provide parents, helpers and staff with clear expectations and boundaries
- ensure all adults working with or around pupils understand their safeguarding responsibilities
- ensure that the level of checking, supervision, induction and risk assessment is proportionate to the role
- ensure that arrangements comply with the EYFS statutory framework, KCSIE 2026 and the school's Whole School Volunteer Policy
- maintain clear professional boundaries, confidentiality and appropriate conduct

3. How volunteers may be used

Parent/helpers may, where approved by the Headteacher/Head of EYFS or designated member of staff, support activities such as:

- listening to pupils read or sharing stories;
- supporting creative, practical or curriculum activities under staff direction;
- supporting individual pupils or small groups where this has been agreed by the class teacher;
- helping with specific EYFS events or school activities such as 'craft afternoon'
- accompanying educational visits, subject to the school's arrangements for volunteers and trips.

Parent/helpers must not:

- take responsibility for a class, group or individual pupil in place of a member of staff;
- undertake duties that normally fall within a teacher's or support staff member's role;
- cover staff absence;
- make independent decisions about pupils' learning, behaviour, welfare or safeguarding;
- take pupils to the toilet or supervise undressing, changing or intimate care;
- administer medication unless specifically authorised and trained under the school's medical procedures;
- use physical intervention
- be placed in a position where they are alone with pupils unless the school has formally assessed the role and the required checks are in place

4. Approval and suitability checks.

All parent/helper involvement must be approved by the school in advance. The Headteacher or delegated senior leader may decide whether a proposed role is suitable and whether it should be treated under the school's volunteer arrangements.

Occasional parents/carers helping at a one-off school activity or day visit will not automatically require an enhanced DBS check with pupilren's barred list information. The school will decide what checks and supervision are appropriate.

Where a parent/helper undertakes teaching, training, instructing, caring for or supervising pupils frequently, or undertakes such activity overnight, the school will assess whether the role is regulated activity. From 1 September 2026, the removal of the supervision exemption means that such activity can constitute regulated activity even where the person is supervised. Where the role is regulated activity, an enhanced DBS check including pupilren's barred list information must be obtained before the person starts that role.

Where the role is not regulated activity, the school may require an enhanced DBS check without barred list information or another appropriate check, depending on the risk assessment.

No parent/helper for whom the required checks have not been completed will be left unsupervised with pupils or permitted to undertake regulated activity.

Volunteers are classed as being in regulated activity if they are working with pupils more than 3 days within a 30-day period. This includes other settings.

Where a parent/helper volunteers across more than one setting, the school will take account of the cumulative frequency of relevant activity when assessing regulated activity.

Regular parent volunteers should normally follow the application, meeting, references, identity-checking, safeguarding-training and recording arrangements set out in the Whole School Volunteer Policy. Relevant details will be recorded on the school's safeguarding/volunteer records, including the Single Central Record where required.

Where a role involves supervising girls in EYFS, the school will consider whether a Pupilcare Disqualification Declaration or other disqualification checks are required.

5. Safeguarding

Safeguarding is the responsibility of every adult in the school. Parent/helpers must read and follow the school's safeguarding expectations and must immediately report any concern about a pupil to the Designated Safeguarding Lead (DSL), Deputy DSL or the member of staff responsible for them.

Parent/helpers must never investigate a safeguarding concern themselves, promise confidentiality to a pupil, or discuss a concern with parents or other people. Concerns must be passed to the appropriate school safeguarding lead.

Any allegation or low-level concern about a parent/helper will be managed under the school's safeguarding procedures and relevant GDST procedures.

Parent/helpers must maintain professional boundaries and must not:

- engage in private or secret communications with pupilren;

- exchange personal contact details or social-media accounts with pupils;
- contact pupils through personal social media, messaging services or other private channels;
- photograph or video pupils on personal devices;
- discuss individual pupils, families or staff outside the appropriate school channels;
- use their position to favour, discipline or disadvantage their own pupil or another pupil.

Parent/helpers must follow the school's Online Safety Policy and any instructions relating to mobile phones and electronic devices.

6. Induction, supervision and training

Before starting, parents/helpers will receive an appropriate induction from the member of staff responsible for them. This will include, as relevant:

- safeguarding and pupil protection expectations;
- the identity and role of the DSL and the staff member supervising them;
- confidentiality and data protection;
- fire evacuation procedures, assembly points and relevant health and safety information;
- behaviour expectations and professional boundaries;
- use of mobile phones, cameras and other devices;
- arrangements for reporting accidents, incidents and concerns;
- any role-specific information, including allergy, food safety or medical requirements.

Where safeguarding training is required by the Whole School Volunteer Policy or the nature of the role, it must be completed before the parent/helper begins.

The class teacher remains responsible for the organisation of the class and methods of work. Parent/helpers work under the direction of the designated member of staff and must follow their instructions.

Visitors and parent/helpers who have not completed the required checks must be supervised and escorted in accordance with the school's risk assessment and safeguarding procedures.

7. EYFS-specific care, welfare and health expectations

EYFS provision must meet the statutory safeguarding and welfare requirements.

Parent/helpers must therefore work within staff-led routines and must never substitute for the qualified and appropriately trained EYFS workforce.

Toileting, nappy changing, dressing/undressing and other intimate care must be undertaken by designated school staff in accordance with the school's intimate-care arrangements.

Parent/helpers must not take pupils to the toilet or supervise undressing or changing.

Parent/helpers must not independently feed pupils or provide food or drink unless this has been specifically authorised by the school and they have received the necessary instructions. Particular care must be taken with allergies, choking risks and the school's allergen-aware arrangements.

Any accident, injury, illness, safeguarding concern, missing-pupil concern, hazard or near miss must be reported to the supervising member of staff immediately.

Parent/helpers must follow the school's infection-control, health and safety, emergency and fire procedures.

8. Conduct and professional boundaries

Parent/helpers are representatives of the school while volunteering and are expected to model the school's values and conduct themselves appropriately.

They must:

- treat pupils, families, staff and other volunteers with respect;
- follow reasonable instructions from staff;
- maintain appropriate professional boundaries;
- avoid giving individual pupils preferential treatment, including their own pupil;
- avoid giving pupils food, sweets, gifts, money or other items unless specifically authorised;
- not smoke, vape or consume alcohol while volunteering or on school activities;
- dress appropriately for the activity and setting;
- **must not use mobile phones onsite.**

Parents/helpers accompanying trips must also comply with the school's Code of Conduct for Parents accompanying School Trips, including the prohibition on photographing or filming pupils on personal devices and the requirement not to take pupils to the toilet.

9. Confidentiality, data protection and records

Information about pupils, families and staff is confidential. Parent/helpers must not discuss information obtained through their involvement with the school outside appropriate school channels.

Any safeguarding, welfare or learning concern must be raised with the supervising member of staff rather than discussed with other parents or pupils.

Parent/helpers must comply with the school's Data Protection Policy and must not copy, retain, photograph or share pupil information or school records unless expressly authorised.

Resources and materials provided by the school remain the property of the school unless otherwise agreed.

10. Health and Safety, risk assessments and insurance

The school will undertake proportionate risk assessment for parent/helper activities, particularly activities involving direct pupil engagement, physical tasks or off-site visits.

Parent/helpers must report accidents, incidents, hazards and concerns immediately to their designated staff supervisor.

Parent/helpers must follow all health and safety instructions and emergency procedures. They must not undertake tasks for which they have not been authorised or appropriately briefed.

Volunteer insurance arrangements apply only where the person has permission from the school, meets the relevant safeguarding requirements and acts within the scope of the agreed volunteer role.

11. Concerns, complaints and ending a placement

Parent/helpers should raise concerns about their role with the Head of EYFS or Headteacher, as appropriate. Safeguarding concerns must be reported immediately to the DSL or through the school's safeguarding procedures.

The school may change, suspend or end a parent/helper arrangement at any time where this is considered necessary for safeguarding, operational, conduct or other legitimate reasons.

Where a parent/helper breaches confidentiality, safeguarding requirements, professional boundaries or other school expectations, the school may take action under the relevant volunteer, safeguarding or complaints procedures.

12. Monitoring and review

The Head of EYFS is responsible for implementing this policy and monitoring its effectiveness.

This policy will be reviewed annually, or sooner where there are changes to the EYFS statutory framework, KCSIE, DBS/regulated-activity requirements, safeguarding procedures or school practice.

Appendix 1 – Parent/ Helper Code of Conduct

I confirm that I have read and will follow the school's safeguarding and volunteer expectations. I understand that:

- I must follow the instructions of the class teacher or designated staff member.

- I must report any safeguarding concern, accident or incident immediately to the appropriate member of staff.
- I must not take a pupil to the toilet or supervise undressing/changing.
- I must not be alone with pupils unless the school has expressly authorised this and the required checks and risk assessment are in place.
- I must not use my personal phone to photograph or record pupils.
- I must maintain confidentiality and comply with the school's data protection requirements.
- I must not communicate privately with pupils or connect with them through personal social media.
- I must not give pupils food, sweets, gifts, money or preferential treatment unless specifically authorised.
- I understand that the school may end my volunteer role if I do not follow these expectations.

Name: _____ Date: _____

Signature: _____

