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# Admissions Events: Code of Practice for Student Helpers

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## YOU MUST...

- treat all children and young people with respect
- provide an example of good conduct you wish others to follow
- ensure that, whenever possible, there is more than one adult present during your organisation's activities with children, or at least that you are within sight or hearing of others
- respect a young person's right to personal privacy
- encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- remember that someone else might misinterpret your actions, no matter how well-intentioned
- be aware that even caring physical contact with a child or young person may be misinterpreted
- recognise that special caution is required in moments when you are discussing sensitive issues with children

## YOU MUST NOT...

- have inappropriate physical or verbal contact with young people
- be alone with an underage visitor
- allow yourself to be drawn into inappropriate attention-seeking behaviour
- make suggestive / derogatory remarks or gestures in front of children
- jump to conclusions about others without checking facts
- exaggerate or trivialise child abuse issues
- show favouritism to any individual
- rely on your good name or that of the College to protect you
- believe "It could never happen to me"
- take a chance when common sense, policy and practice suggest a more prudent approach.

## DETAILED INSTRUCTIONS:

### Listening

- Don't assume you know what someone is trying to say – let him or her finish.
- Look at the person talking to you
- Don't laugh at 'silly' questions
- Show you are listening with positive gestures.

## **Giving Instructions**

- Check group are settled, quiet and ready/able to listen
- Check prior knowledge
- Make sure instructions are as clear and concise as possible
- Avoid abbreviations/acronyms
- Check understanding
- Avoid sarcasm or heavy irony unless you are very familiar with group

## **Learning Styles**

- Be aware of physical factors that can impact on the ability to participate
- People learn and participate in different ways. Think about how this will impact on your group.
- You may need to change your approach depending on the group

## **Inclusive Practice**

- Treat everyone equally, but be aware of special needs
- Start every session with a 'clean slate'.
- Avoid statements that assume certain factors about group members (e.g. 2 married parents of the opposite sex)
- Avoid questions which might expose an individual
- Ensure all group members are listened to, respected and free from ridicule.

## **Preventing conflict situations**

- Have clear guidelines that everyone works to
- Communicate with your group and be prepared to explain why certain rules are in place.
- Get to know your group and try to gain their trust
- Try to identify potential flashpoints in advance and devise a strategy to deal with them
- Avoid confrontations, especially public ones!

## **Dealing with / Resolving conflict**

- Remain calm – avoid shouting unless it is absolutely necessary to be heard
- Only physically intervene in a situation where all other options have been exhausted or someone is in danger.
- Allow time for people to calm down
- Listen to all sides and do not jump to conclusions
- Never criticise the person – only the behaviour
- Try to find a mutually acceptable outcome for all parties

## **Appropriate Language & Behaviour**

- Try to use first names rather than terms of endearment or creating nicknames
- Avoid casual references to sex, drugs and alcohol when working with under 16s
- Avoid situations when you are alone with a student in a 'private' space
- Avoid physical contact with students unless it is absolutely necessary
- Avoid divulging personal information to students – especially under 16s
- Never agree to talk 'in confidence' with a student – always be aware you may have to pass the information on
- Never aid a student in an attempt to break one of the rules
- Never put yourself or any of the students in physical danger
- Always seek advice if you believe you may have compromised your position in any way

## **Health & Safety**

- Always work within the H&S guidelines for the activity in question
- Always report and record any accidents or near misses
- Always seek guidance if you are not sure what to do, or if you think a student is in danger

## **Child Protection / Vulnerable Adults**

- Familiarise yourself with the Child Protection Procedure for residential visits

## **Good Practice**

- Co-operate with other team members at all times
- Always pass on information to others – especially if it may explain a participant's behaviour
- Respect the expertise of other team members – especially when they are qualified professionals.
- Avoid contradicting other team members in public