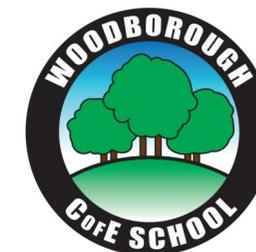


### Finally...

The school does appreciate all the hard work and effort put in by our volunteer helpers. It would be difficult to give the children such a wide range of activities and as much individual attention without your most valuable help. We hope that you will enjoy being part of the Woodborough School team.

Woodborough CE Primary School  
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Woodborough  
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SN9 5PL



Telephone & Fax: 01672 851305  
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### INFORMATION FOR VOLUNTARY HELPERS (Revised November 2015)

#### Introduction

This booklet is designed to provide guidance for those who have kindly offered their skills and time to assist teachers and help in our school.

By reading this booklet volunteers will become familiar with important parts of our philosophy and approaches to teaching. This will mean that all adults who come into contact with the children will have shared expectations and be able to respond to them in the ways that they have come to expect from their teachers.

#### Thank you

Your offer of help will save the teacher valuable time. It may well mean that the teacher will be able to spend more time with the children on practical activities or problems, which demand the individual attention of an adult. It will also enable you to bring your skills to Woodborough School.

#### Permission to work in school

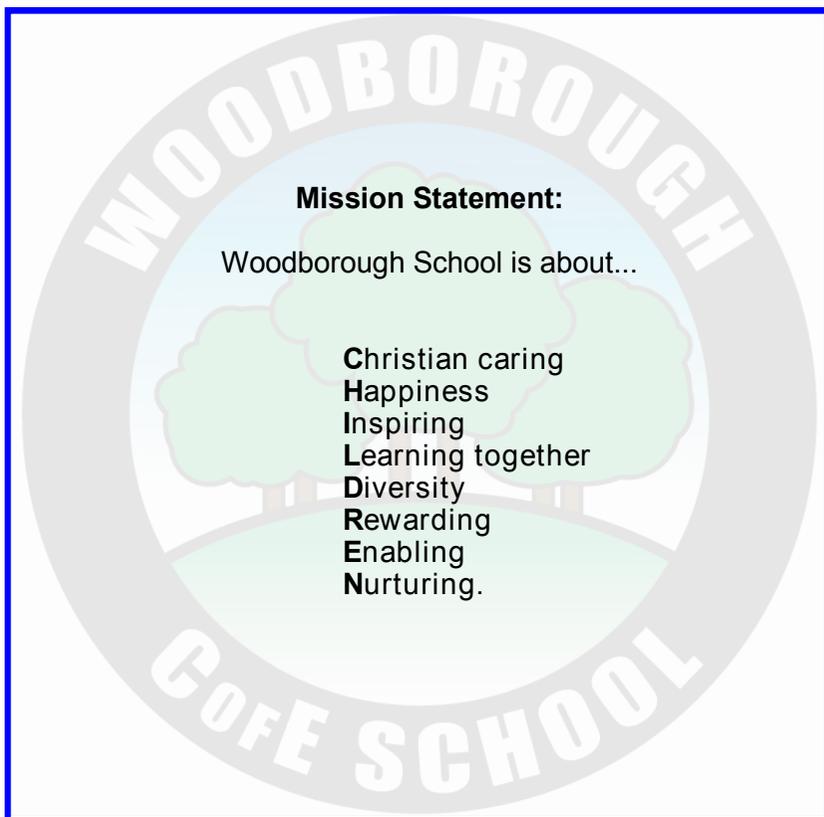
In accordance with government guidelines, it is necessary that a Disclosure and Barring Service (DBS) check is carried out on any person working in school. You will be required to complete appropriate documentation alongside our Administrative Officer.

#### The school day

The school day begins at 9.00 am  
Morning break is from 11.00 am until 11.15 am  
Lunchtime is 12.15 pm until 1.15 pm  
Assembly is at 3.00 pm (10.00 am on Thursday and 2.45 pm on Friday)  
School finishes at 3.15 pm

#### Break times

You are welcome to join us for a drink and socialise in the staff room.



**Always remember that while you are caring for other people's children, you are in a position of trust and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children's Act 1989).**

### **When working with children**

When working with children it will be helpful to remember the following points:

- Always treat children with respect and in the same way that you would expect them to treat you.
- Be friendly towards them; however do not let them be silly or become over friendly. They must learn how to behave in an acceptable manner with adults and should always address you by your title or surname, e.g. Mrs Jones.
- Insist that they give you their full attention and have eye contact with you when you are speaking to them.
- Avoid shouting. If you speak in a normal voice the child will have to listen carefully to hear what you are saying.
- Explain exactly what you expect them to do. You may well have to repeat your instructions to individuals or to the group as they work.
- Do not draw attention to the varying abilities of different children but always praise the efforts of a child that has worked hard, irrespective of the result.
- Some children may be reluctant to work. Provide lots of encouragement and try to get them to help you with parts of the task.

### **Allergies**

Sometimes we have children who have severe reactions to nuts and nut based products. Please ensure that you do not bring any produce that might contain nuts into school and if you have handled any nut products please wash your hands before coming into school.

Thank you for your assistance in this matter.

### **Reading**

It is likely that you will be asked to help with reading. The teacher will hold reading sessions with all the children on a regular basis. Your help will mean that the children will have an audience more frequently.

The teacher will explain exactly how she would like you to read with each individual child.

*With the very young children this may mean just reading with a child.*

Here are some points to follow when reading with a child:

- Make sure both you and the child are comfy and in a quiet area.
- Point out the title and the author of the book.
- Make sure the child can see both the pictures and the writing as you read.

expect that voluntary helpers will not make phone calls or send text messages whilst they working with pupils. On no occasion should visitors' mobile phones/devices be used to take photographs or make video or audio recordings of the children.

### **If your child is in the class where you help.**

Different children react in different ways to having their parent visit the classroom. Some of the children may find it difficult to concentrate on their work if a relative is in the room. Younger children may become tearful or even start to show off. Clearly this will cause additional problems for the teacher and tends to disrupt the rest of the class. In the event that such difficulties arise the class teacher may suggest that your offer of help is directed towards another classroom.

### **Emergencies**

If any child you are working with should sustain any injury please inform the class teacher immediately. Please do not treat an injured child yourself but get a member of staff to deal with the injury. All staff have had training in dealing with minor injuries.

For information: medical supplies and lists of staff trained in First Aid are located in all classrooms, the kitchen, staffroom and the disabled toilet.

The class teacher will inform you if any child you will be working with has a specific need that you may need to be aware of.

Please read the notice in the class where you are working which outlines the evacuation procedure to be followed in the event of a fire. If you hear the alarm please follow the instructions shown on the evacuation procedure notice and escort the children in your care to the assembly point on the school playground.

### **Additional notes for volunteers**

Please remember to sign in and out in the Visitors' Book at the main entrance and to wear a Visitor's Identity Badge obtained from the Administrative Office.

Our school newsletter should be delivered to you by your child or electronically via our 'Home Contact' service. We try our best to inform you of any changes in routine, but please read the newsletter and consult the school website ([www.woodboroughschool.org](http://www.woodboroughschool.org)) for dates and events that might affect your time in school.

If you are unable to come in at a pre-arranged time, please let the school know as soon as possible as the teacher will probably have included you in the planning for the day.

If there are any problems or worries please discuss them with the class teacher or with the Headteacher.

Law permits no punishment of a physical nature.

### **Child Protection**

It is our constant responsibility to monitor any unusual changes in mood or behaviour of the children and we have strict guidelines within which we work should we suspect that there is a Child Protection issue.

As a volunteer at Woodborough School you will be issued with a copy of 'Child Protection Procedures ~ An information leaflet for volunteers and visitors to the school'. We request that you take the time to read the publication carefully and sign documentation in the school Administrative Office to confirm that you understand the Child Protection procedures that operate in our school.

To ensure the safety of the both the children and yourself you should **never work:**

- **with an individual child behind a closed door**
- **in a room or isolated area that is unsighted by other adults**
- **in very close personal proximity to a child**

### **Confidentiality**

During your time as a helper you will become involved in conversation with individual children. You will also become aware of different abilities and levels of behaviour in different children. The teacher may well discuss the varying needs and requirements of individuals when discussing your programme. Similarly when you join the staff in the staff room at break times you may well be privy to comments and opinions that you would not otherwise have expected to hear in a formal teacher/parent relationship.

It is important to remember that anything you might learn as the direct result of acting as a helper, whether it refers to a child or a member of staff, must remain in absolute confidence. You may well be asked by a friend to comment on a particular child or on a member of staff or even on an incident to which you may have been a witness. Your answer must be to the effect that as a helper at the school you are unable to make any comment. You should also make it clear that any enquiries should be made through the class teacher, the Headteacher then the Chair of Governors of the school.

All staff at the school are expected to observe the same rule. However should you feel that you are unable to comply with this very basic requirement, it would be better if you did not offer your services to help in school.

### **Mobile Phones and Other Devices**

We appreciate that in an the case of an emergency you may need to be contacted on your mobile phone whilst you are assisting in school. However, we

You should point to the words as you read them.

- Use the pictures and talk about them with the child.
- Try to get the child to tell you what will happen next.
- Vary the tone of your voice to suit the characters or mood of the story.
- Children love hearing the same story over and over again, encourage them to join in.
- Letting the child read the book with you encourages him/her to behave like a reader.

*You may also be asked to listen while the child reads to you.*

Ask the child about the book and about the title as well as the characters they have encountered. This will promote enthusiasm for the book.

The most important factor to consider whilst hearing a child read is does the child understand what he/she is reading? Sometimes, when reading aloud, children become so intent on giving a good performance that they do not follow the story line. Try to finish your session by summarising what you have heard them read.

If the child hesitates over a word, encourage them to have a guess using the information available. This may mean re-reading the words leading up to the difficulty to see if the child can make a good guess that will make sense in the story. Use pictures as clues and encourage the child to guess by offering the first letter or letter group in the word.

If the child still cannot guess the word, provide it yourself. If this happens too often for the child to enjoy or understand the book, then it is probable that the child has the wrong book and you should stop and inform the teacher at the end of the session.

Some children choose their own reading book, make sure that the book is appropriate, and matches their ability. Ask the questions about the text.

When you have heard a child read, you should note down in the Reading Record / Homework Diary, the date, title and page number, and make a positive comment. The teacher will explain the method of recording in the class reading file.

If you have any concerns or have problems you must discuss these with the teacher at the end of the session.

### **Language Development**

The importance of developing a child's use and understanding of language cannot be over-emphasised. Your help is invaluable as you may be able to listen and talk to individuals or small groups when the teacher is working with larger groups.

The following points are worthy of consideration:

- Try to get the child to talk to you, e.g. "Tell me about your model".
- Try to use questions that require more than a "yes/no" answer.
- Give the child time to think about the answer. Try not to answer your own question or to put words into the child's mouth.
- Only give a small number of instructions at a time. Younger children absorb fewer instructions.

*There are a wide range of tasks with which you may be asked to help. The following guidelines cover some of the more frequent situations in which helpers can find themselves.*

### **Art, Craft and Practical Work**

If you are asked to supervise an activity of this nature the teacher will explain to you what she intends the children to learn from the work.

In creative or practical work children usually express their ideas or thoughts.

Encourage the children to work carefully and to think about what they are doing.

If children have problems in their practical work, help them to solve the problems themselves. Ask questions such as, "Why do you think that happened?" or provide a choice of solutions but do not do the work for them!

Encourage the children to tell you about their work. Talking will help them to develop their ideas about the task in hand. Ask them about the next stage of their work.

Keep telling the children how well they are doing. This is particularly important with older children who can become self-conscious about their artwork.

Children are quick to sense that they may be failing to meet the required adult standard, despite their best efforts. Be careful not to set unfair adult standards by doing their work for them or for touching it up afterwards. This will give the wrong message and the children will believe that their work was not good enough.

We train children to work tidily. As they get older we expect them to select suitable equipment for their use and to pack it away at the end of the lesson. You should never be left with all the clearing up!

### **Displays of work**

If you are asked to mount pictures or to display work on the walls the teacher will issue clear guidelines as to what is required.

### **Photocopying and compiling work/worksheets etc.**

This is often time consuming for us and we are grateful for volunteer help to complete this task. If you are asked to help Mrs Budden will be delighted to give you all the guidance you need to master the machine and the teacher will give clear instructions of what is required.

### **Cooking**

You may be asked to help groups of children complete cooking activities. Clear health and safety instructions will be given to you before you start. The teacher will also discuss and explain the cooking activity that you will lead and the number of children and groups you will help.

### **Swimming**

Throughout the year pupils are taken swimming at Pewsey Swimming Pool. Staff and children travel by bus. The help that the teachers require during the swimming session is to assist the children getting changed and to supervise their subsequent behaviour in the viewing area on poolside and lining up to wait for the bus back to school.

Children should be allowed to dress/undress themselves as far as possible and encouragement given to the slowest. Similarly they should be allowed to dry themselves. They should also remove and replace their own underclothes and swimming costumes.

### **Discipline**

It is important to be aware of and understand the school 'Golden Rules'.

- Do be gentle
- Do be kind, helpful and polite
- Do work hard and try your best to do your best
- Do look after property
- Do listen to people
- Do be honest and respectful
- Do be well mannered

There are rules concerning school uniform and behaviour at break times but these are not of concern to helpers.

There are also class rules with which you will become familiar as you work with different teachers.

You should expect children to be polite and courteous to you whilst working with them. We do! If they are disrespectful or uncooperative you should refer the matter to the teacher at the earliest opportunity. You will be given total support and the teacher will deal with the matter at the time.

You should encourage the children, praising their efforts for good work and showing your disapproval for poor behaviour. The teachers in school would appreciate it if your comments were similar to those used on a day-to-day basis.