



Volunteers' Handbook

Introduction

A warm welcome to Goldsworth Primary School. Thank you so much for volunteering at the school; it really is appreciated. We value all offers of support as it greatly benefits the children's learning and school experience.

We are a very friendly, welcoming, and caring school. We believe that people achieve more when they feel happy, secure, and valued. Our philosophy is to educate the whole person; we want the children to enjoy their learning and we have high expectations for their academic, creative, and social progress. Team spirit is very much part of the ethos here and there are high expectations of all staff, pupils, volunteers, and parents to work cooperatively, to make a positive contribution to the life of the school and to give their best.

We have produced this handbook to help you feel comfortable when working in school and to provide you with the necessary information about school procedures and expectations. Please feel free to ask any member of staff for help or assistance at any time, or to ask a question if you are unsure of anything.

Please speak to Mrs Kozlowski, Headteacher, if there is something you feel should be included in this document. We are constantly trying to improve our communication systems, and this handbook will be updated regularly. We hope your time at Goldsworth will be a happy, rewarding time for both you and our pupils. The children really enjoy the time they spend with our volunteers, and it is really important to them.

The Ethos and Core Values of Goldsworth

At Goldsworth, our motivation comes from the desire for all of us to 'Be the Best we can Be' and we have thought about this in the context of being '**GOLD**'. We have taken the 'Gold of Goldsworth' to express for us our vision and values and our aim is to live this out in the best way we can each day.

Growing together: At Goldsworth we take enormous pride and pleasure in nurturing all of our children from the start of their education, right through to being ready to start secondary school. We believe that by caring for their pastoral needs in a safe, secure environment, children will have the courage to be themselves, feel totally accepted, accept differences in others and will enjoy being a valued member of the Goldsworth family. We teach our children to care for each other and show respect to all, so that we can provide the climate for everyone to grow and reach their full potential.

Opportunities for all: We believe that all children have a talent and the ability to excel in a whole variety of fields. Sometimes, they just need to be given the opportunity. At Goldsworth we encourage all children to take part in as many activities as possible both in and out of school. Our curriculum provides exciting opportunities for different types of learning and our wide range of extra-curricular activities gives everyone a chance to find 'their thing'.

Learning for life: Everyone in the Goldsworth community sees learning as a way of life, not just something we do at school. This is why children are enthusiastic as they develop learning tools for life. Learning is fun and engaging and we expect the children to take responsibility for their own and each other's learning right from the start. Our staff are excellent role models and often share with the children their latest learning endeavours.

Daring to dream: We believe the key to success is to instil in everyone the importance of '**Being the Best we can Be**'. Children aim high and have big dreams. They are taught ways of achieving their goals by breaking them down into planned, achievable steps. This, coupled with knowing how to be resilient and having the

courage to never give up, leads our whole community to be highly aspirational and our children to become well-rounded citizens who have the self-belief, and the skills needed to lead successful, happy and fulfilled lives.

Health and Safety Essentials

It is important for fire and safety regulations that all volunteers working in the school can be identified and located at all times. We ask you to follow this routine every time you visit the school:

- a. sign in at the school office and collect a visitor's badge;
- b. make your way to the classroom you will be working to let the teacher know you have arrived;
- c. when you have finished, please return to the office and sign out.

Please phone the school (01483 771 321) and leave a message for your class teacher or email them directly if you are unable to attend for any reason. The teacher can then let the children know and adjust their plans as necessary.

All helpers are responsible for the health and safety of the children in their care. If you observe a risk that needs action, please speak to a member of staff.

Safe Practice

To protect the children you are helping, and yourself from any false accusation, follow these simple steps:

- Only work in public areas such as classrooms, corridors, and the library area – not behind 'closed doors';
- Try to work close to where other volunteers or staff members are working;
- Avoid any physical contact with the children;
- Try to ensure that your conversation with children is friendly but not overfamiliar;
- Never accompany children into the toilets;
- Please don't use your mobile phone inside school, when working with children;
- Don't exchange any personal details with the children – email address, home address etc;
- Only take photographs if the class teacher has asked you to do so, and only with school cameras – not your own phone or camera;
- Apply common sense, err on the side of caution!
- Children should not have mobile phones on them during the school day, do not pose for photographs with children.

Safeguarding disclosures

If a child makes any comment to you that you feel suggests that they are at risk of any kind of harm (emotional, physical, sexual or neglect) then you MUST follow our Child Protection procedures. As a volunteer this means:

- You must make it clear to the child that you will have to tell someone and can't keep it secret;
- DON'T ask the child any questions;
- DON'T make any comments/remarks – avoid being judgemental;
- DO either take the child immediately to the Designated Safeguarding Leaders – Emma Knight (Assistant Head DSL), David Gunning (Deputy Head DDSL), Georgie Samuel (Assistant Head DDSL), Jo Foley (SENCO DDSL), or Jo Williams (Home School Link Worker DDSL); or write down word for word what the child has said to you and give it to one of the DSLs;
- DON'T discuss the incident with ANYONE else – disclosures are extremely confidential;
- If in doubt, speak to any of the DSLs.

The Designated Safeguarding Lead is

Mrs E Knight



Deputy Designated Safeguarding Leads are



Miss E Baird, Mrs J Foley, Mr D Gunning, Mrs G Samuel & Mrs J Williams

Whistleblowing

If you have any concerns regarding any member of staff or other adult working with children at the school, it is your duty to report this as soon as possible to the headteacher and you can do this without fear of repercussion. If you have a concern about the headteacher, you must report this to the Chair of Governors. The Chair of Governors is Mrs Emily Berge, chair@goldsworthprimary.co.uk

DBS Checks

All regular volunteers will be asked to undergo a Disclosure and Barring Service (DBS) check. An email containing guidance on how to go about this will be sent to you.

If you are already on the Update Service and your Enhanced DBS certificate includes working with children, we may be able to use this. Please bring your certificate to school for checking and present it to the School Office Manager. We will ask you to give written permission for us to undertake a Status check on the DBS Update Service.

Practical issues around school

The School Day

8.40 – 8.50am	Classroom doors open
8.50am	Register taken and official start to the day
09.45 – 10.00am	Year 1 Morning Break (Mon – Thurs and 10.00 – 10.15am Fridays)
10.30 – 10.45am	Year 2 and KS2 Morning Break
11.30am – 12:30pm	Reception Lunchtime
11:45am – 12:45pm	Year 1 Lunchtime
12.00 - 1.00pm	Year 2 and KS2 Lunchtime
3.20pm	End of school Day

Refreshments: Due to confidentiality issues within the school, we politely ask that volunteers do not go into the Staff Room during break/lunch times.

Toilets: There are staff toilets available next to the front school office in the library area.

Smoking: There is a no smoking or vaping permitted anywhere within the school, within its grounds and by its entrance gates.

Personal belongings: The school is unable to accept responsibility for your personal belongings so please avoid bringing them into school. Please ask the class teacher for a suitable place to hang your coat / store your bag.

- Fire procedures:** These are clearly displayed around the school, and you should familiarise yourself with them. Please confirm details for the class you are working in with the teacher (exit routes, meeting points etc.). As a general guide, in the event of a fire alarm ringing, the class teacher will lead the children through the nearest exit to the assembly point on the school playground. If you are working away from the main class, please escort the children through the nearest exit and re-join your class at the assembly point, please don't return to the classroom unless this is the quickest way out of school. All children, staff, visitors, and volunteers will be checked against class registers and visitors' signing in system.
- First Aid:** For health and safety and legal reasons, please do not administer any form of first aid, however minor the ailment. If you are first on the scene after an accident, please call a member of staff for help. Do NOT move the child/adult or attempt to stop any bleeding. If in doubt, please seek advice from the class teacher or teaching assistant. No child must be picked up/carried by any adult.
- Car Park:** If you drive, please try to park along Bridge Barn Lane or the surrounding roads. The school car park is for staff use only. We have a cycle rack at the front of the school that volunteers are welcome to use.

Goldsworth's Staff Dress Code

All staff should be dressed smartly to reflect their professional role within school. All adults should be mindful that their dress sets an example to pupils. If staff dress smartly, pupils are more likely to follow suit.

The following may be helpful in clarifying what is and what is not appropriate:

- No denim clothing of any colour
- No revealing or excessively tight clothing
- No leggings unless under an appropriate length skirt or dress (no shorter than just above the knee)
- Trousers should be smart and professional and not be leisure style trousers such as jogging bottoms or 'cargo' style trousers
- No inappropriate footwear e.g. stilettos, flip flops or crocs. If you wear trainers, they must be smart.
- Tops may be sleeveless but should not be 'strappy' (i.e. have narrow shoulder straps) or be strapless
- No large logos – any logos should be discreet and inconspicuous

School Trips

Teachers and TAs need to dress appropriately for school trips. If children are dressing in jeans and wellies for a trip, then it would be appropriate for staff to do so too. However, if children are wearing school uniform, maybe for a visit to a museum, then staff would be expected to dress according to the dress code.

Getting started in the classroom

Tips for working with children

- Always be confident about the task you are undertaking, even though it may be new to you! Be positive and clear in your explanations.
- Be friendly with the children, but not over familiar. Some children can take advantage. It is important that the children give you the same amount of respect as other adults in the school. Expect children to use your 'grown up' name, for example Mrs Smith.
- Always try to be fair.
- Never physically deal with a child's misbehaviour – holding an arm to move them, touching a shoulder to remind a child to sit down etc.


- Try to avoid making hasty judgements about a child.
- Be generous with your praise and always try to find something positive to say about a child's work.
- Questions are an important tool in learning. Use open-ended questions such as: Why do you think...? What other way could you think of...? Could you have got the answer any other way...? Explain to me how you...? Questions that ask children to make a judgement on their work are also valuable, for example: Is this the best you could have done? What do you think you can do to improve it?
- Get to know the school's reward scheme and use it when the child does well.
- Try to always listen carefully and appear interested when a child is talking to you. Children soon become disheartened if they feel that you do not value what they have to say. Some children lack adults to talk to and will enjoy chatting to you at length!
- Avoid getting into an argument with a child - stay calm.
- Never make assumptions about a child's ability to do a task; what you may think is easy may be very difficult for the child. Remember how you feel when you are asked to do something new or difficult.
- Encourage a child to try. It can be very tempting to do it yourself but remember, a child will never learn if you do it for them.
- When you have finished working with a child it is good to reflect on how the activity has gone. Praise the children when they have done well with their learning and attitude; when they haven't done so well use phrases like, 'Next week you should think about...' and 'I think it would help your learning if...'. If you are unsure about something, always ask a member of staff.
- Remember, everybody values your support and wants to ensure that you have a good experience.







Tips for helping readers

Good Readers...

<p>LOOK at the pictures.</p> 	<p>Slide through the whole word.</p> 	<p>Skip hard words and then go back.</p>  <p>...Read... ...Skip... ...Go back and read...</p>
<p>Get your MOUTH ready to make the first sound.</p> 	<p>Reread.... <i>Does it LOOK right?</i> <i>Does it SOUND right?</i> <i>Does it MAKE SENSE?</i> If not - STOP and go back!</p> 	<p>Spell the word out loud.</p> 
<p>Try a different VOWEL sound.</p>  <p>a e i o u</p>	<p>Think of a RHYMING word you do know.</p>  <p>"If I know c-a-t is cat, then I know h-a-t must be hat."</p>	<p>"Chunk It" Look for <u>smaller</u> words <u>hiding inside.</u></p> 

Tips for reading with older children

Reading Strategies 

<p>PREDICT</p>  <p>Try to figure out what might happen next.</p>	<p>VISUALIZE</p>  <p>Picture the people, places, and events being described.</p>	<p>CONNECT</p>  <p>Connect what you are reading to other texts and the real world.</p>
<p>QUESTION</p>  <p>Ask questions about the material you are reading.</p>	<p>CLARIFY</p>  <p>Investigate. Identify main points and summarize.</p>	<p>EVALUATE</p>  <p>Judge the story and the actions of the characters.</p>

Promoting Good Behaviour

The school promotes and expects high standards of behaviour from all its school community. There is an agreed policy which is aimed at promoting good behaviour. The school rules are displayed prominently throughout the school and in each classroom:

- Be Ready
- Be Respectful
- Be Safe

Pupils are rewarded for good behaviour through praise that reinforces acceptable behaviours. Each class has a visible reward system in which children can 'earn' whole class gems/marbles in the jar for their chart. The aim is to use praise e.g. public/private praise to individuals and groups (informal and formal), fabulous walking, positive noticing etc. as much as possible and for the children to reach their reward through earning marbles as often as possible.

The pupils are organised into one of four houses: Rowling (red), Einstein (blue), Nightingale (yellow) and Attenborough (green). Pupils are awarded house points for a range of positive behaviours such as hard work, kindness to others, cooperation etc. This encourages a sense of belonging and fosters cooperation. All adults working within the school can award house points to individual children. The achievement of each house is celebrated in an assembly during the week.

If possible, try to inform the class teacher if a child you have been working with has worked particularly hard, been especially polite or their behaviour has reflected one of the Values of the half term – the more we can praise the children, the better.

However, you must not feel responsible for managing a pupil's behaviour beyond making a reasonable attempt to help the child focus on their task.

- If a child is overenthusiastic and silly, ask them politely to settle down to help them and others concentrate.
- If a child is not engaging at all with their work, remind them of the purpose of the activity and that you are there to help them.
- If your reasonable attempts to help the child engage with their task are not working, use a final reminder, for example, 'If you can't settle down you will have to go back to see your teacher.'
- If you have any serious concerns at all about a child's behaviour, ask the child to return to class and explain to their teacher why they have been sent back or go and get help from a member of staff immediately.

Values

The school further promotes good behaviour by having a core value every half term. These values are discussed in class and assemblies and celebrated throughout the school. The Values are as follows:

Autumn First Half	<i>Respect</i>	Autumn Second Half	<i>Truth</i>
Spring First Half	<i>Love</i>	Spring Second Half	<i>Hope</i>
Summer First Half	<i>Courage</i>	Summer First Half	<i>Responsibilities</i>

When working with children at the school you may like to refer to the Value of the Half Term by questioning children's understanding or praising them for showing one of the qualities we celebrate throughout the year.

Confidentiality

Confidentiality is very important, and we would therefore ask you to treat anything you hear or see in school as such. During your time in school, you may read confidential information or a teacher may share information with you about a child. This is to enable you to best support the child/ren you may be working with; please ensure that this is not shared with anyone else, in or out of school. Some things that happen in school or are discussed between staff are of a sensitive nature and we would ask you to be respectful of everyone in the school community. If you are approached for specific information by a parent, you should refer them to the class teacher or the Head. We appreciate your support in this matter.

Also, during your time in school, a child may share a confidence with you that causes you concern. All schools follow strict guidelines on child protection and as such, any concerns must initially be reported to the class teacher as soon as possible. Please ensure that if you have any concerns – or have heard anything to cause concern, that you report this to the teacher before you leave your volunteering session. Please do not share this information with anybody else. Please do not ask the child any questions to ascertain facts etc. This is not recommended under the guidelines. If you are unable to speak to the class teacher, please ask at the office to speak to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

Mobile Phones

Please have your mobile phone on silent. If you need to have it with you, please leave it the teacher's cupboard in the classroom. If you need to make a phone call, please speak to the office and they will direct to somewhere quiet where you can make a call. Do not use your phone or other devices to take or record images on school grounds.

Children should not have mobile phones on them during the school day. If you believe a child has a mobile phone or other device, please report this to the adult in charge of the class.

Racist or homophobic incident

Dealing with a racist incident

We take racist remarks very seriously. A racist remark is any comment that is perceived by the victim as being racist. Racist remarks do not happen very often in school but if you witness one or one is reported to you it is important to remember the following points:

- don't over react – often unpleasant remarks are made to see if they can shock or upset;
- give your attention to the victim, ask the perpetrator to wait to be spoken to;
- report the incident as soon as possible to a member of staff and leave them to deal with it.

Most racist remarks made at this age are made through ignorance rather than deliberate malice. They still need to be dealt with and reported. It's only by discussing remarks and educating children that we can change patterns of behaviour.

Dealing with a homophobic incident

We take homophobic remarks and the use of derogatory terms very seriously. If you hear a child making a comment that is homophobic, please do not ignore it. We tackle homophobic remarks by explaining the meaning of the comment to the child and explaining that whilst the word in itself isn't offensive using it as a term of abuse is.

All homophobic remarks are recorded. Please make sure that incidents are reported to the class teacher or to the Headteacher.

Other Relevant Reading

Other policies and helpful information you may like to read to assist you in your role as a volunteer are:

- Staff Behaviour Policy Code of Conduct
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education Part 1

These policies can be found on our website.

Finally

Once again, we would like to thank you for offering to volunteer to help at Goldsworth. We regard you very much as a member of our team. We have a professional duty to you - just as we have to all members of staff— to make your time with us happy and fulfilling. We will ensure that you have an opportunity to discuss how you feel about your volunteering with the teacher responsible for you, but if you are unhappy in the meantime, please tell us! If you are uncomfortable or unhappy with any task you have been asked to do, please let the class teacher know. Please do not just leave. If it is work or other problems one of us will be pleased to listen and help if we can. It's the least we can do in return for your valuable time and commitment!