



Fittleworth C E Village School

Volunteer' Handbook

2024

Volunteers Handbook

Thank you for volunteering to help us at Fittleworth Church of England Village School. Please read this booklet to help you understand what is important to us and to help you feel happy and comfortable whilst you give your time to support us and our pupils.

There are many roles you may be volunteering to do from cooking, and reading to forest schools and swimming. Each role will come with different expectations which you should ensure are made clear to you by the member of staff you are supporting.

Before You Start

Before Volunteers can start helping in school as part of our Safeguarding procedures we have to carry out an online Disclosures and Barring Service check (formerly a CRB check). This is completed with yourself and Linda Ball who is in the school office. If you pop in to see her she will explain the process more fully and you can also arrange a time to carry out the check. The DBS check is completed online and takes approximately 20 minutes. Once complete within a few days you will receive an enhanced DBS certificate in the post, the school will receive an email notification that all the checks have been completed.

There is also a requirement that we ask you for two personal referees that can provide us with a written reference for our records. This also is dealt with by Linda Ball.

GENERAL INFORMATION

When you arrive please sign in the visitors register and collect a badge from the school office. When you leave please then sign out and hand the badge back.

The Staff toilet for Ladies is situated next to the kitchen, just off the main corridor; it is also the toilet for the disabled. Please feel free to leave your coat there if you wish. The Gentlemen's toilet (though ladies can use it!) is just inside the front entrance on the left. If you have a hand bag you are welcome to leave it in the cupboard in the office.

Our Staff Room is inclusive for all staff and adult helpers but issues of confidentiality must be considered! The Staff room has no "special chairs", so please sit where you like. Please help yourself to drinks from the kitchen. If you are taking drinks into a teaching area or the playground we ask that you use the thermal anti spill mugs that are provided for your use in the kitchen.

Safeguarding

Fire Safety

We ask volunteers to sign in on arrival and also to sign out when leaving this provides us with a register in case of fire.

In all areas of the school we display Fire Instruction information. These give information regarding the best fire route and where the assembly points are.

If you here the fire alarm please help with the evacuation of the classroom to the assembly point. If you are in charge of a group of children please leave the building by the nearest door and then join up with their class at the assembly point.

First Aid and Intimate Care

All of our Teaching Assistants are first aid trained. Two of our teaching assistants are our appointed First Aiders who are on duty on specific days they are; Mrs Watts and Mrs Tudgay. The first aider name for that day is displayed on the first aid room door.

If a child has an accident including a burn or scald you must report this to either a First Aider or the office so a record can be made of their injury and the child's parent informed if necessary.

If a child is injured, unwell or has wet or soiled themselves please let a member of staff know so that they can assist them. It is our policy that only school staff will assist with first aid or intimate care.

Cooking and Hygiene

We ask that any parents who come in to cook with the children undertake an online basic food hygiene course.

In addition we strive to be a healthy school so ask that you help us in this ambition by choosing to cook healthier options with the children. In particular we ask that you do not cook with chocolate or sweets and try to include as many fruit and vegetables as you can!

In addition we would like to try as much as is possible to tie the cooking in with the topics that the children are studying. We therefore encourage class teachers and volunteers to discuss options at the beginning of each term.

To minimise the risks of working with children in the kitchen we ask that: group sizes are kept to a maximum of 5, dependent on the activity; that the 'bridge method' is used when the children are cutting food; and, that the children have a ratio of 1:1 with an adult when they are using the cooker.

Confidentiality

It is very important that all information you see or hear during your time here is confidential. You should not discuss information regarding children with others unless it is to a member of staff.

We do not allow the use of mobile phones around children. If you should need to use your phone please use the office or outside space. We would also ask you to ensure you do not take photos on your phone at school or share photos or post comment or share any information on any social media site.

We know that when children are made to feel safe and secure they are most likely to talk freely to adults.

Safeguarding Concerns

If you are concerned about something you hear or a matter relating to Safeguarding and/or Child Protection your first point of contact would be the class teacher unless they formed part of your concern, in which case you would go directly to the head teacher Debbie Burnett our Designated Safeguarding Lead or our assistant Designated Safeguarding Lead Sarah Blackwood. There are photos of both Designated Safeguarding Leads at the signing in desk in the main entrance.

Expectations for Conduct

We ask that all staff and volunteers who work in our school act with the greatest integrity at all times, upholding the schools ethos and being reliable, caring and trustworthy in all situations. Our expectation is one of politeness and common courtesy when dealing with colleagues, parents, and visitors to the school, and to lead by example, providing positive role models for our young learners. Your appearance is important and while not expecting formal attire, we would expect that volunteers dress smartly and appropriately to meet the demands of their particular roles.

Hearing Readers

One of the tasks that you will probably be involved in is reading with the children. This is an important but time consuming task. The exact approach will depend on the reading level of the child.

Beginning readers

1. Children should be aware that you read from left to right, turning the pages that way and reading the lines left to right and top to bottom.
2. Read the book together to start with.
3. Discuss the pictures and the story.
4. Read the book again pointing to each word as you read.

Early readers

1. Ask the child to point to each word as they read it.
2. Discuss the pictures and the story.
3. Read the story together.
4. Ask the child to find key words which are repeated several times in the book i.e.. 'the', 'up', 'in', etc.
5. The children should be aware of full stops and that you need to pause at a full stop and not to run sentences together.
6. The children need to be 'chunking' words by looking at each phoneme - so they would know ing as i, ng - 2 units of sound

Extending reading

As the children can read more words try to get them to work out new words by making a good logical guess. Maybe the picture will help. If the child has good knowledge of initial sounds, looking at the first letter strings or small words within words, sound out the whole word e.g. ing in king
Try to get the child to read to the end of the sentence and then go back to work out an unknown word.
Even with competent readers you should discuss the stories and pictures. Also you can try to encourage the children to use expression or put on suitable voices.

Discussion Questions

The following are examples of the types of questions to use when discussing a story.

- What was the story about?
- Who was the main character?

- What sort of a person was he? What makes you think that?
- Was that a sensible thing to do? Why?
- What should he have done? What would you have done?
- Which part did you like best? Why?
- What would have happened if....? Why do you think they did ...?

Try to relate some ideas to the children's own experiences. i.e.

- Can you....?
- Have you ever?

OUR SCHOOL AIMS

At Fittleworth School we aim to:

- Provide a happy, exciting, stimulating and secure environment within which children can be encouraged to foster an inquiring attitude to learning, leading to the highest personal achievement possible.
- Provide high quality teaching to help children achieve the highest possible standards.
- Provide a broad, balanced, relevant and rich curriculum that fulfils the statutory requirements of the National Curriculum, is matched to individual needs and promotes the intellectual, physical, social, emotional and spiritual development of each child.
- Help children to develop a positive self-image and to encourage independence, self-motivation and self-discipline.
- Help children develop the necessary skills and attitudes to become life-long learners.
- Help children become active participants in a caring society.
- Develop a partnership between home, the School and the community.

SCHOOL OBJECTIVES

Intellectual:

- Create a stimulating environment which promotes positive attitudes and an appetite for learning.
- Develop lively inquiring minds.
- Enable pupils to become willing, independent learners.
- Help pupils develop the ability to question and argue in a rational and logical manner.
- Help pupils acquire knowledge and skills through first hand experiences relevant

to their current lives and future needs in a fast changing world.

- Help pupils apply language and number effectively.
- Help pupils understand and appreciate personal and human achievements and aspirations, past and present.

Physical:

- Acquire physical skills to enable children to take part in a whole range of activities that foster a willingness to be challenged.
- Develop the self-confidence to explore new situations.
- Be concerned with their own and other's safety in all activities and situations.
- Observe the conventions of fair play and good sporting behaviour.

Social:

- Respect others, their persons, their property, their feelings and their opinions.
- Develop the ability to share.
- Develop the ability to nurture and care.

Emotional:

- Encourage the desire and ability to communicate and empathise within a caring society.
- Help children develop a positive attitude towards their work and a positive self-image.
- Develop personal characteristics of self-discipline, responsibility, initiative, self-motivation, adaptability, tenacity and to experience and control emotion.
- Find fun, excitement, enjoyment and awe in the challenge of learning.

Spiritual and Moral:

- Foster a sense of security in which children 'grow' through praise and recognition of their individual achievements and by the value placed upon their efforts.
- Develop an appreciation and enjoyment of beauty in the natural and man-made world, to foster care for the environment, a reverence for life and the child's natural sense of wonder and delight.
- Develop a respect and appreciation of religious and moral values both in their own and other communities and cultures.
- Develop an understanding of the influence of Christianity on our heritage and culture, on the life of the local community and on individual lives.

- Learn about the life of Christ, the Christian faith and worship.
- Develop an awareness of the basic traditions and beliefs associated with other world religions.
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PRINCIPLES TO WHICH WE WORK

We believe in the importance of the individual. Our curriculum reflects and develops learning by offering the children a wide range of first hand experiences and by giving time and opportunity for reflection on these experiences. In this way children have the opportunity to acquire the skills, concepts and knowledge relevant to their individual abilities and interests. Learning is a process that is continuous and all members of the School community should perceive themselves as learners.

We aim to create a teaching & learning environment that is happy, secure and stimulating and one in which the children perceive success, enjoyment and a sense of ownership of their work. We help children to develop a respect for themselves, for their work and property and for that of others, for other peoples' beliefs and cultures and for the environment. We expect and present high standards of work, behaviour and attitudes following the School's Code of Conduct.

CODE OF CONDUCT

- We expect everyone within our School community to act with courtesy at all times.
- We will always try to understand other people's points of view.
- In School life we all take part fully in the learning process.
- We move calmly and quietly showing consideration and respect for others, for the School building and for our environment.
- We aim to speak politely to everyone.
- We try to make time to listen properly to people.
- We try to keep the School clean and tidy.
- Out of School, our good name rests on our behaviour.
- Children learn best when they are clear about what they are doing and when they are continually and consistently praised and encouraged to do their best.

Classroom Rules

Please take a minute to look at the classroom rules as every class has different rules.

Trips

Role of Volunteers as helpers on Educational Trips.

The school relies on volunteers to transport and accompany children on their educational visits and are an important asset in ensuring that adult:child ratios are met and the trips can take place safely.

To ensure that their help is maximised it is important that every adult on a trip is aware of the purpose of that trip. This will enable them to help in achieving the set outcomes.

In addition each adult should be aware of the expected behaviour from both the children and from themselves.

An adult will generally be allocated children to whom they are responsible. For example they would be expected to ensure that children cross a road safely; that they stay with those children to ensure they don't get lost; to ensure that in the event of a fire or other emergency that the children leave a building safely. In most cases this will be done under the supervision of the Lead Teacher. However there may be cases where an adult helper is in sole charge of the children e.g. accompanying them to a sporting event.

Adults will be expected to:

- Have a current DBS
- Dress appropriately
- Not smoke
- Not drink alcohol either before or during the trip.
- Not use offensive language.
- To equally value everyone, regardless of social background, race, gender or differences in ability and to treat all the same.
- To keep personal information that may come to their attention during a visit confidentially and share only with members of staff.

Adults will not be expected to :

- Put themselves in a perilous position.

Volunteer Drivers

To ensure that children are transported as safely as possible by our volunteer drivers we have certain requirements that must be fulfilled. Each driver will be given a letter and two forms to complete prior to their journey.

These requirements are that:-

- You will have the appropriate car insurance

- You have a current valid driving licence
- Your vehicle is legal and roadworthy in all aspects
- All the children travelling in the car with you will be in back seat and have the appropriate car seat.
- All children will wear a three point seat belt
- You are aware of the action you should take in the case of an accident or break down.
- You do not have any fitness concerns or any other issues that might affect your ability to drive.
- Your eyesight has been checked regularly – at least once every two years.
- You have a duty of care to ensure that the children you are transporting are transported as safely as possible and abide by both the law and our school rules as set out above.
- Please refer to the previous section on safeguarding and to familiarise yourself with safeguarding arrangements for the trip. E.g. Trip first aiders; toilet arrangements; what to do if a child is unwell and expectations of behaviour.

We ask that you sign a form to confirm that you have read and understand what your responsibilities are.

Volunteers Agreement

- 1) Volunteers are welcome in School to work alongside the teaching staff in the classroom and they are welcomed in the staff room
- 2) Their expertise is valued.
- 3) Volunteers in the classroom provide the opportunity for the children/staff to relate to another adult.
- 4) All volunteers helping at school must sign in and wear a volunteer's badge.
- 5) The School will keep a timetable of all helpers in School.
- 6) The teacher will brief volunteers before they initially begin helping and working in the classroom and will:
 - Remind them that they may find themselves working alongside or with their own child – how do they feel about that?
 - remind them that their child may feel embarrassed about their presence and this may be displayed in a variety of ways.
 - Inform them that there may be occasions when they observe a sensitive incident within the classroom or the School and remind them of the confidence and trust they have in this position in School.
 - Reassure them that if they have any cause for concern as they work within the classroom then they can talk to the class teacher or see the Head teacher.
 - Make the volunteer aware of any fire procedures.

- 7) No pre-school children may accompany volunteers helping in the classroom.
- 8) All volunteers helping in the classroom on a regular basis must agree to be checked by the Disclosures and Barring Service. (DBS)

I would like to help in the classroom on a regular basis. I have read the volunteers handbook document and I am willing to be checked by the Disclosures and Barring Service (DBS). Please return this agreement to the school office.

Signed Date