

Volunteer Helper Guidelines 2021



Firstly, thank you for volunteering to help at Rodmarton School. Your time and input is very much appreciated. We hope these guidelines help you to be as effective as possible but please ask if there is anything that is not clear.

Arriving and Leaving

Please enter and leave the school by the main office and sign in and out of the Visitors Book. This is to ensure that in the event of an emergency we are aware of the numbers of people in the building. Whilst in the building, please wear a 'Visitor' badge. Please also check the fire alarm procedures on display in every room as a precaution.

Safeguarding

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment
- Identifying children and young people who are suffering or likely to suffer significant harm
- Taking appropriate action

If you have any concerns about the welfare of a pupil, you **MUST** report this concern to the Designated Safeguarding Lead, Mrs Caroline Musty. In the Designated Safeguarding Lead's absence, please report concerns to one of the Deputy Designated Safeguarding Leads; Mrs Sophie Cooksley and Mrs Rebecca Makin. You will be asked to complete a 'Note of Concern' form.

If your concern is about a staff member or volunteer, you should report this to the most senior person not implicated in the concern, so in most cases the Head Teacher. If, however, your concern is about the Head Teacher, you should report this to Peter Lucas, Chair of Governors. Contact details are available from the school office.

Confidentiality

During your time in school you may glean information about the children in our care. We expect complete confidentiality at all times; children's behaviour, ability and

attitude to learning may become obvious to you, and we ask you not to share these insights outside of school.

If you hear something that concerns you please share this with the Class or Head teacher.

Guidelines for Hearing Children Read

- Find a comfortable place to sit – get chairs from other places if needed.
- You may need time to settle or put the child at ease.
- It is important to position the book correctly so that the child may look directly at the page.
- The amount of time spent reading with a child varies depending on their age and aptitude but will usually be between 5-10 minutes.
- Record that you have listened to the child read on the class reading list.

If the child has a problem with a word:

- Let them guess the word from the meaning of the sentence and by looking at the picture.
- See if they know the sound of the first letter.
- Encourage them to break the word into small parts.
- For older pupils, try reading on to the end of the sentence and returning to the problem word. They will often be able to make a correct guess.
- If all of this does not work, just tell the child the word and let them carry on, then the flow of the story will not be broken.
- Always leave time to discuss the story and illustrations.

Changing Books

Reading books are colour coded according to reading ability levels. Either change the book for the next in the reading scheme or if the child is older allow them to choose another book in the same colour band.

Please **do not** change the child to another colour band. This is always the responsibility of the teacher.

Feedback to staff

Staff will want to hear how you got on, but there may not be time between lessons. Please note down any concerns or insights you may wish to share if you don't have the opportunity to speak with the teacher directly.

Mrs C. Musty
May 2021