



**ALEXANDER HOSEA PRIMARY SCHOOL**

*'Roots to grow, wings to fly'*

# **Alexander Hosea Primary School**

***'Roots to grow, wings to fly'***

## **Volunteer's Handbook (Previously called 'Parent Helper's Handbook')**

**Revised July 2023**

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### Key policies

Safeguarding and Child Protection Policy

Confidentiality Policy

Acceptable Use of IT Policy for Parents

***The above key policies are all available on the school website. Please contact the school office if you would like a paper copy.***

## SCHOOL ORGANISATION – updated September 2022

### Headteacher

Mrs Deb Williams

### Deputy Head and Infant Leader

Mrs Sally Windmill

### SENCO

Miss Kimberley Edgar

### KS2 Leader

Mrs Heidi Brooks

### Teachers

Year group	Class	Teacher	Email
Reception	Topaz	Mr James Keeping	<a href="mailto:James.keeping@sgmail.org.uk">James.keeping@sgmail.org.uk</a>
Year 1	Ruby	Mrs Alice Newcombe	<a href="mailto:Alice.newcombe@sgmail.org.uk">Alice.newcombe@sgmail.org.uk</a>
Year 2	Jet	Mrs Laura Cleverley Mrs Rebecca Dimery	<a href="mailto:Laura.cleverley@sgmail.org.uk">Laura.cleverley@sgmail.org.uk</a> <a href="mailto:Rebecca.dimery@sgmail.org.uk">Rebecca.dimery@sgmail.org.uk</a>
Year 3	Crystal	Miss Abigail Hurford Mrs Nicola Grainger	<a href="mailto:Abi.hurford2@sgmail.org.uk">Abi.hurford2@sgmail.org.uk</a> <a href="mailto:Nicola.Grainger@sgmail.org.uk">Nicola.Grainger@sgmail.org.uk</a>
Year 4	Diamond	Miss Kimberley Edgar	<a href="mailto:Kimberley.Edgar@sgmail.org.uk">Kimberley.Edgar@sgmail.org.uk</a>
Year 5	Opal	Miss Amy Clark Mrs Katy Hillier	<a href="mailto:Amy.clark@sgmail.org.uk">Amy.clark@sgmail.org.uk</a> <a href="mailto:Katy.hillier@sgmail.org.uk">Katy.hillier@sgmail.org.uk</a>
Year 5	Pearl	Miss Chloe Williams	<a href="mailto:Chloe.Williams10@sgmail.org.uk">Chloe.Williams10@sgmail.org.uk</a>
Year 6	Amethyst	Mrs Heidi Brooks	<a href="mailto:Heidi.Brooks@sgmail.org.uk">Heidi.Brooks@sgmail.org.uk</a>

### Teaching Assistants

Ms Claire Johns  
Mrs Lisa Barry  
Mrs Jane Gee (HLTA)  
Mrs Louise McAleese (HLTA)  
Mrs Alison Mason  
Mrs Ayşe Ozer

### SEND

### Teaching Assistants

Mrs Lisa Joyner  
Mrs Helen Sutherland  
Mrs Michelle Rice  
Ms Jo Walker  
Mrs Alison Mason

**School Business Manager** Mrs Tara Price [taralou.price@sgmail.org.uk](mailto:taralou.price@sgmail.org.uk)

### Admin Assistants

Mrs Lisa McNeill [AlexanderHoseaPrimary@sgmail.org.uk](mailto:AlexanderHoseaPrimary@sgmail.org.uk)  
Mrs Lesley Packer

### Midday Supervisors

Mrs Julie Bath  
Mrs Gail Butler  
Mrs Natasha Goodland  
Ms Jessie Thomas  
Mrs Valeriia Shupik  
Mrs Jo Dyer

Mrs Fran Oram  
Mrs Sarah Page  
Mrs Michelle Rice  
Mrs Carole Sellen  
Mrs Pat Trull  
Mrs Lynne Werreitt

### Caretaker

Mr Mark Walters

## **ALEXANDER HOSEA PRIMARY SCHOOL**

### **Volunteer's Handbook**

We are committed to working in partnership with parents and volunteers and greatly value your help in school. We hope that this booklet will provide valuable information on some of our relevant policies and procedures and about how you can help in school.

Parents may work in their own child's class or in any other class in the school – just let us know which you would prefer.

### **SCHOOL VISION – ROOTS TO GROW, WINGS TO FLY**

#### **SCHOOL VALUES AND AIMS**

<b>ADAPTABLE</b>	To be adaptable in a changing world
<b>SELF BELIEF</b>	To have self-belief
<b>PERSEVERANCE</b>	To persevere and show resilience
<b>INCLUSION</b>	To accept and value similarities and differences in ourselves and others
<b>RESPECT</b>	To respect ourselves, others and the world
<b>ENQUIRING</b>	To foster a zest for discovery and learning

#### **GENERAL INFORMATION**

##### **What you may do**

There are many ways you can help in school. What you actually do depends upon what staff need at the time and also your own interests or skills. Some of the activities you may be asked to be involved with are:

- ❖ Speaking and listening activities with individuals or small groups
- ❖ Assisting groups of children with teacher directed activities
- ❖ Hearing children read and asking questions about what they have read/changing books
- ❖ General help e.g. paint mixing, pencil sharpening, sticking work in books, photocopying, repairing books
- ❖ Swimming / cookery
- ❖ Educational visits

##### **Volunteer Register**

We keep a register of volunteers who feel they have a particular skill they feel may be of use to teachers for example, sewing, music, sports coaching. If you feel that you may have a skill the children would benefit from please let the class teacher or one of the office staff know.

##### **How often can I help?**

Your help is welcome at many different times of the day but obviously will be most beneficial if it can be on a regular basis and arranged in advance with the teacher. It is probably best to start with a short time each week and increase this if you have more free time. It doesn't have to be a whole morning or afternoon, an hour a week can be very helpful. If it is always the same time, this makes it easier for you to remember and easier for the staff to plan. If for some reason you can't come to school as arranged, please let staff know, giving as much notice as possible.

##### **Working with Children**

When you are working with children you will always be under the supervision of a member of staff who will let you know what you and the children are to do. Please make sure the children clear up at the end of an activity and put books back tidily in the right places on shelves.

Like all other adults in the school, you will have high expectations of the children's behaviour. They should be courteous, use polite language and listen when others are speaking. Please encourage them to address you by your full title i.e. Mr/Miss/Mrs (rather than your first name). If difficulties arise in your relationship with a child, please speak to the class teacher.

### **Break times**

You are invited to have a break along with the rest of the school and there are tea and coffee making facilities for volunteers in the small kitchen. If you need any extra tea, coffee or milk please take it from the staffroom. You may use the library to sit in – please leave it tidy afterwards. Volunteers may use the staff toilets situated in the corridor leading to the hall. Parent Helpers are not to go out into the playground at playtimes.

### **Photocopying**

There are two photocopiers in school situated in the office and resource room. The teacher will advise you as to which to use for any tasks given. The office staff can always give you help in using photocopiers.



## SECURITY / HEALTH AND SAFETY

### DBS checks

Before starting, all volunteers need to be DBS checked. Please see Mrs Tara Price ([taralou.price@sgmail.org.uk](mailto:taralou.price@sgmail.org.uk)) to arrange this. On receipt of your disclosure certificate please bring it to the school office so we can register this.

All volunteers must also:

- Read this handbook and ask for clarification about any aspect they are unclear about.
- Read and sign the 'Statement of Expectations of Volunteers' (at the end of this handbook, which includes a declaration regarding the Safeguarding and Child Protection Policy, Confidentiality Policy and Acceptable use of IT policy).

### Signing in and out

For security reasons we ask you to enter the school via reception and to sign in and out of the visitor's book. Please ensure you wear a visitor's badge during your visit and return it when you sign out.

### Mobile technologies

To comply with the revised EYFS Guidance (September 2012) volunteers must place mobile phones and other portable technologies capable of taking images in the lockers provided (in the front lobby). Please keep the key with you whilst in school and leave in the lock before leaving.

### Online Safety

Children use the computers and internet on a regular basis. The school has an Online Safety policy on the use of the internet and we all volunteers are expected to read and sign to show that they have read the Acceptable Use of IT. If you notice a child looking at anything other than instructed, please make the teacher aware of this. Volunteers must not use the computers in school except under the supervision of the class teacher.

### Fire Procedures

Please make yourself aware of the procedures for fire drills. In the event of a fire alarm sounding, the staff will guide the children to the meeting point on the playground and visitors should all stand together - office staff will check that all visitors have evacuated the building by referring to the visitor's book.

### First Aid

All accidents must be dealt with by a member of staff.

Most members of staff are able to deal with basic first aid, but the appointed first aiders are displayed in communal spaces (including the volunteer's small kitchen).

### Paediatric trained first aiders –

Ms Claire Johns, Mrs Jane Gee, Mrs Lisa Barry and Mrs Lisa Joyner.

All medical needs must be dealt with by a member of staff.

### Child protection

- **Mrs Deb Williams is the Designated Safeguarding Lead for the school.** Please report anything you notice or that is said by a child that concerns you, to Mrs Williams. In her absence, Mrs Windmill and Miss Edgar are the Deputy Designated Safeguarding Leads.

- If child protection concerns are about a member of staff, please inform Mrs Williams (or the Chair of Governors if the concerns relate to the Headteacher).
- The South West Child Protection procedures are available at [www.swcpp.org.uk](http://www.swcpp.org.uk) .
- Soiled children must be changed by members of staff.
- Volunteers must not use physical force to restrain pupils and there must be no physical contact.

### **Confidentiality**

All that is seen or heard in school **must remain confidential** to the school.

Volunteers (including parent helpers) must not report any in school matters to other parents or to other parties outside of the school staff, including on social media. Please read and adhere to the confidentiality policy included in this handbook. The school is covered by the General Data Protection Regulations (GDPR). A breach of confidentiality may mean that the person may no longer be able to continue in volunteering role in school.

### **Conclusion**

Being a volunteer is a sociable and rewarding activity and gives you the opportunity to get involved in the daily life of the school and make a difference to the opportunities for children.

Ask if you are not sure of anything; everyone here is very helpful.

Thank you for your help. It is much appreciated. We very much hope you enjoy working with the children and staff.

## LISTENING TO READING



In listening to children read our aims are:

- To give children practice
- To help children to establish meaning from the text
- To build confidence
- To make reading enjoyable
- To apply phonic strategies

Do

- Make yourselves as comfortable as possible. You may be asked to hear readers in shared areas (e.g. the library and corridors). Sit beside the child, not opposite them.
- Chat to the child initially to put them at ease.
- Discuss whether or not he/she has read the book at home, enjoys it, finds it difficult etc.
- Invite the child to share the book with you 'shall we look at this together?'

In the early stages or with an unfamiliar book it may be necessary for you to do most of the reading. While sharing a book in this way...

- Draw attention to the pictures and how these help us to read.
- Point out some words or initial letters and their sounds.
- Encourage children to use their phonics to help them read unknown words.
- Invite the child to join in wherever appropriate.
- Talk about the story. This is crucial at all stages of reading. It is through enjoyment and understanding that words have meaning that reading will develop.

### With emerging readers

If the child hesitates over a word, there are several strategies you can employ. Use your own judgement as to which one is most appropriate in the circumstances. You may:

- Encourage the child to re-read the whole sentence and then make a guess at the word. If the guess makes sense for example 'house' for 'home' accept and praise it. You may wish to give him/her the initial sound to prompt a guess and /or draw attention to the picture if it is relevant to the word.
- Talk about what is happening to establish meaning and then read, yourself, the last sentence or two up to the unknown word and encourage the child to guess
- Help the child to sound out the word, if this is possible ( it is not possible to sound 'was' for example)  
When you do this, split the word into syllables for  
C-at sh-op yes-ter-day
- If all else fails, supply the word.

With all readers, give praise for their efforts and end the session on a positive note. Spend a few minutes, if possible, talking about the book, what happened, what will happen next and whether or not they enjoyed it.

### Do not

Attempt to speed up a slow or hesitant reader. Instead, provide the child with time to decode words and the support he/she needs, perhaps taking over the reading of alternative pages etc. and let the teacher know what you have done.





## HELPING WITH SWIMMING

The National Curriculum requires children to be able to swim 25 metres by the time they leave primary school.

The duty of care for pupils involved in swimming remains at all times with the teacher, but your help is invaluable in assisting with coach travel and poolside supervision.

### **Please do**

- Support the teacher in ensuring sensible behaviour travelling to and from the leisure centre.
- Ensure no jewellery is being worn.
- Be aware of safety at all times and draw attention to relevant notices, deep and shallow water, and emergency procedures regularly.
- Encourage children who are tentative.
- Recognise and praise all effort.

### **Please do not**

- Allow any child to enter the water without direction from the teacher
- Discuss a child's progress with anyone but the class teacher.

If you are unsure about anything please speak to the class teacher.





## HELPING WITH SEWING

Sewing activities with an interested adult in small groups or individual situations give children opportunities to learn:

### Practical Skills

- Measuring and cutting
- Basic sewing stitches
- How to begin and end stitching

### The properties of different kinds of materials such as

cotton  
wool  
fabric  
binca  
felt  
threads

### The appropriate use of tools

different sizes of needles  
scissors  
pins  
weaving boards

### Safety awareness

- using a variety of tools safely
- the importance of packing away tools carefully

Ask for clarification from the class teacher, if you are not sure of safety measures.

### How to plan, develop, evaluate and improve their own ideas for design

using colour, shape and texture.

### Do

- Help thread needles and sort out tangles
- Help children to use different kinds of sewing tools properly
- Let them work things out for themselves where possible
- Encourage and praise their efforts





## HELPING IN THE LIBRARY

We are committed to having a relaxing and orderly library environment - one in which the children are encouraged to find, read and enjoy books.

If you can help on a regular or occasional basis in the library, tidying shelves, sorting and mending books, using the computer for library administrative purposes etc. please contact Miss Amy Clark (English Leader).

Your assistance in the library during class visiting times can help the children to develop a number of important reference skills and an understanding of:

- Where to look for particular topics and authors
- How to use the contents page and index of a book
- How to skim to find information
- How to use wall charts, computers etc to access further information (if appropriate).

The class teacher will give you specific information about any task you are given to do with the children, but in general while you in the library do:

- Encourage children to explain exactly what they are looking for.
- Help younger children to locate 2 or 3 books on the subject, look carefully at each and then choose the most useful.
- Give children time to find things for themselves.
- Talk to them about what they like to do not like about a book.
- Encourage them to replace books from where they were taken.
- Make sure their visit to the library is a calm and positive experience.

Your interest and enthusiasm for books can help develop positive attitudes in the children too. We want them to:

- Have an enjoyment of books.
- Take care when handling books.
- Be able to use books confidently.
- Develop an interest in diverse subjects and authors.





## HELPING WITH COOKERY

Cookery in school provides opportunities for a range of experiences in

- Maths – weighing, measuring, counting, timing
- English – reading, discussing, predicting (what do you think will happen?) evaluating (did it go well? How could it be better next time?)
- Hygiene – the importance of clean hands, utensils, cloths etc.
- Science – changes in materials through mixing, heating, dissolving etc.

Make sure the children are actively involved in the activity and that you do not do everything for them!

Before the session begins

- Insist on clean hands and the wearing of aprons.
- Read the recipe and check with the children that everything is available.
- Talk about the importance of accurate weighing and measuring.
- Make sure the children are aware of the danger of the hot oven and the fact that they are not allowed to put things into, or take things out of the oven.

During the session make the most of the discussion possibilities which cooking in small groups provides for example:

- The texture of the mixture – is it dry/ crumbly? Sticky? What will happen when we add the milk/egg?
- Cookery words – mix, stir, fold, beat – and the differences between them.
- The change in the mixture before and after cooking. What do you think will happen? What should happen? Did it turn out as you expected?

Orderliness should be encouraged throughout the session and children shown the importance of tidying/washing up as they go along.

Because of the nature of the activity it is essential that a good standard of behaviour is maintained. If you have any difficulty with a child in your care you may...

- Remind children of the expectations.
- Return the child to the classroom.

### Miscellaneous

- Please make yourself familiar with the fire blanket and extinguisher instructions.
- Turn the oven on before the start of the session. Organise the necessary equipment and make sure there is washing up liquid available.
- **Please ensure you turn the oven off and clean the surfaces and equipment used, once the activity is finished.**



## HELPING WITH ART AND DESIGN

### Aims:

- To benefit the children from working in a smaller group.
- To enable the children to learn new skills.
- To enable the children to discuss their learning with an adult.
- To help the children to express their feelings, experiences and ideas through a variety of media.
- To allow the children to gain confidence and enjoyment from their art and design.

Obviously the class teacher will give you specific information about any task you are doing with the children but in general do:

- Before the session make yourself familiar with the art area and the location of the aprons, newspaper, paint, brushes and any other relevant resources.
- Be aware of the health and safety issues when working with different materials, tools and techniques. The class teacher will discuss this with you.
- Before the children begin, insist upon the wearing of aprons and the washing of hands after the activity.
- Encourage the children to think carefully and take time and care over their skills by discussing what they are learning in a very positive manner.
- If appropriate, encourage them to compare their learning with that of a famous artist by looking at the subject, style and colours.
- Be enthusiastic and positive about their efforts.
- Make the class teacher aware of children who are not behaving appropriately by sending them back to the classroom or by asking the class teacher to speak to them.
- Please help us by ensuring that the children help to leave the art area clean and tidy at the end of the session by washing the paint pots, brushes and clearing the surfaces.

## **Volunteers Statement of Expectations**

Alexander Hosea Primary School welcomes the participation of parents, carers and other volunteers in a range of activities which may contribute directly or indirectly to the learning, development and wellbeing of our pupils.

We value the time that volunteers give and their willingness to assist us in providing additional opportunities for pupils. We will seek to provide any necessary guidance or support which may assist this voluntary contribution.

As a school we also have a responsibility to ensure that our volunteers are aware of certain obligations placed upon them through undertaking activities within the school environment. This is necessary for the school to secure the safety and welfare of pupils and to meet safeguarding inspection requirements.

1. Volunteers must be willing to comply with school policies and procedures at all times, and must follow any instructions provided by the appropriate member(s) of staff.
2. Volunteers must regard themselves as adult role models when undertaking school activities and ensure that their conduct is appropriate to the school setting.
3. Volunteers have a right to expect respect and co-operation from any pupils that they may engage with. Any concerns about pupil behaviour should be referred to the relevant member(s) of staff.
4. Volunteers must be mindful of confidentiality considerations and should not discuss or pass on information about individual pupils or internal school matters, which they may receive or obtain while undertaking voluntary activities.
5. Volunteers must report any concerns they have about the safety of a child to the Designated Safeguarding Lead – Mrs Deb Williams (or Deputy Designated Safeguarding Leads – Mrs Sally Windmill and Miss Kim Edgar – in her absence).
6. Volunteers are expected to follow the national advice on covid and not to come into school if you are unwell.
7. Volunteers who undertake regular activities with pupils will be required to apply for an enhanced DBS disclosure.

Positions in schools are exempt from the Rehabilitation of Offenders Act 1974 and this means that relevant past criminal convictions, including cautions or bind-overs must be declared (although amendments to the Exceptions Order 1975 (2013) means that certain spent convictions and cautions are protected and are not disclosable).

If you have received a criminal conviction or caution at any time then please refer to the DBS guidance and information available at : <https://www.gov.uk/government/collections/dbs-filtering-guidance>.

The DBS will be considered in confidence when assessing suitability for voluntary activities in the school.

The school is obliged to maintain a record of all adults who are subject to safeguarding checks but this will not include details of any convictions. This record is kept on a confidential basis and is subject to inspection by Ofsted.

The Headteacher and Governing Body reserve the right to determine whether any volunteer should be refused permission to participate in or to continue to participate in appropriate activities where this is felt to be justified.

Thank you for your support. We look forward to seeing you helping in school soon.

Best regards,

Mrs Deb Williams  
Headteacher.

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### **FAO Mrs Deb Williams**

#### **Confirmation of Statement of Expectations by Volunteer**

- ☐ I confirm that I understand and accept the expectations set out above.
- ☐ I have read the Volunteer's Handbook and asked for clarity on anything I am not sure about.
- ☐ I have read the 'Safeguarding and Child Protection', 'Confidentiality' and 'Acceptable Use of IT' Policies (available on school website).
- ☐ I understand that I will need a current DBS in place for regular helping in school.

Which class and/or activity would you like to volunteer to help with?

Class: \_\_\_\_\_ Activity/ies: \_\_\_\_\_

Which days of the week are you available? (circle to show availability)

Mon am Mon pm Tues am Tues pm Weds am Weds pm Thurs am Thurs pm Fri am Fri pm

Name \_\_\_\_\_

Date \_\_\_\_\_

Signed \_\_\_\_\_