

Driffield Junior School



Volunteer Handbook

Thank you for offering your services as a volunteer at Driffield Junior School. Your help is greatly appreciated and we hope you will enjoy being part of our school community.

Caring, learning, sharing



Success for all

We aim to:

Care for and respect each other

Believe in ourselves and do our very best

Enjoy learning

Keep ourselves healthy and safe

Be responsible and honest

Look after our community, our environment
and our world



Driffield Junior School Volunteer Policy

Volunteers at our school bring with them a range of skills and experience that can enhance the learning opportunities of our children. We welcome and encourage volunteers from the local community. A volunteer is an unpaid adult who provides support to our school.

Our volunteers include:

- Members of the governing body
- Parents of pupils
- University students
- Ex members of staff
- Local residents

The types of activities that volunteers are engaged in might include:

- Hearing children read
- Working with small groups of children
- Working with individual children
- Undertaking arts and craft activities with children
- Supporting teachers to run after school or lunch time clubs
- Working with children on the computer
- Accompanying school visits

Becoming a volunteer

Anyone wishing to become a volunteer, either for a one off event or on a more regular basis should approach their child's class teacher or the year group leader. Volunteers who come into school on a regular basis (ie every week) are required to have a current Disclosure & Barring Service (DBS) Certificate by the Registered Body of the East Riding of Yorkshire Council. This certificate must be shown to the school office staff before starting your volunteering. If you do not have a current East Riding of Yorkshire Council DBS Certificate please collect a form from the school office. Volunteers for a one off event (ie school visit) do not need a DBS Certificate.

Confidentiality

Volunteers in school are bound by our Confidentiality Policy. All staff members, voluntary helpers and visitors should be aware that information relating to individual children or members of staff is totally confidential. Whilst in school volunteers may hear conversations which are of a confidential nature. These cover aspects such as children's academic progress, misbehaviour, or home circumstances. All information relating to individual children and staff is totally confidential and it is essential that volunteers respect this.

Signing in

When volunteers arrive in the school, they must sign in at the reception desk. They will be given a visitor's badge, which they should wear at all times. The signing-in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving, and return their badge before they leave.

How much time can I volunteer for?

It's up to you! We appreciate all the time you choose to offer. Some volunteers prefer to have a regular time each week for a term, some prefer to arrange to help when they can spare some time e.g. for school trips, walking children to and from church, on special school activities or visits etc. All we ask is that you let us know if you have made an arrangement with the school but find that you can't come. Your work in school is valuable and the teacher may have been counting on you to help with an activity that cannot go ahead without your help. Let us know if you cannot come - just give us a call or send a message so that we can avoid disappointing the children.

Issues affecting children:

Any concerns that volunteers have about the children they work with / come into contact with should be shared with the class teacher and NOT with the parents of the child or anyone outside school. These comments, particularly if taken out of context, can cause distress to the parents of the child if not heard directly from the school.

Issues affecting adults in school:

All adults in our school can expect their personal and health issues to remain confidential unless:

- it impinges on their terms of contract;
- it endangers pupils or other members of staff;
- there is a legal obligation to disclose such information;
- it is necessary for legal proceedings;
- despite the duty of confidence the staff member's interest or the wider public interest justifies disclosure.

Volunteers who are concerned about anything another adult in the school does or says should raise the matter with the Head teacher or one of the Deputy Head teachers.

Child Protection

If a child discloses something, this information should be shared promptly with the Headteacher, Deputy Headteachers or Child Protection Assistant. We cannot offer unconditional confidentiality when a child discloses something; however, reassurance can be given that the best interests of the child will be maintained.

Supervision

All volunteers work under the supervision of the class teacher whose class they support. Although teachers retain responsibility for children at all times, this does not require volunteers to be in their direct supervision at all times. Volunteers should feel confident to carry out the task they have been assigned and should seek further advice/ guidance from the teacher in the event of a query or problem regarding a child's behaviour or understanding of a task.

Break times

The Kitchenette is a specially set aside room for volunteers to enjoy a hot drink and a chat at break times. The Kitchenette is situated in the Year 4 block, through the door past the ICT Suite. It is very important that teachers and teaching assistants feel able to pass on sensitive / confidential messages to colleagues in the staff room at break times while they are getting a hot drink. They only have a short time between lessons in which to do this.

Health and Safety

The school has a Health and Safety Policy which is available on request. Class teachers should ensure that volunteers are clear about emergency procedures (e.g. fire evacuation) and about any safety aspects associated with a particular task (e.g. using cookery equipment). If a volunteer attends a school trip, their emergency contact details will be requested. Volunteers need to exercise due care and attention and report any obvious hazards or concerns to the class teacher or year group leader.

Complaints Procedure

Any complaints made about a volunteer or by a volunteer will be referred to the Headteacher or Deputy Headteachers for investigation.

The school has the right to take the following actions:

- Speak with the volunteer about a breach in the volunteer agreement
- Offer an alternative placement for a volunteer
- Inform the volunteer that they are no longer required to help in school

Driffield Junior School - Guidance for Hearing Children Read

Young or Less Able Child

- Ask the teacher how much of the book each child should read to you, as this will depend on both the child and the book. Some teachers may suggest a length of time per child.
- Help the child to use the pictures.
- Ask the child what the book is about.
- If the child gets “stuck” on a word:
 - a) ask “what sound does the word begin with ? What is the next sound? Can you put them together?”
 - b) read to the end of the sentence and “guess” the missing word.
- Help the child to recognise:
 - a) letters which “sound” together – ‘th’ ‘sh’ ‘ch’
 - b) that some letters are silent – knight, write, comb
 - c) letter strings such as – ight, ough, ould
- If the child hesitates, wait. Given time they will often show that they can work words out successfully.
- Provide the word if none of the above strategies work or if the child is beginning to become anxious.

Talk about the book

- Sometimes the child will have read the book or pages fluently but will not have fully understood what they have read. Therefore it is important to talk to child about the reading – ask them questions about what has happened in the book.
- Get the child to predict what will happen next. Then read on to find out if they were correct.
- Talk about the story: the events and the characters.
- **Only date and sign the child's school/home reading record**, please do not write comments. If the teacher gives you a **class** reading record to complete they may ask you to write down any comments regarding sounding out issues, but please ask for advice before hand.

More Able Children

Older / more able children may be on books of their own choice, which will be probably be short novels with several chapters.

- Ask about the book so far: the characters and events. Ask whether the child has read any other books by the same author etc.
- Hear each child read several pages; even a short chapter may be possible.
- Question the child as they are reading:
 - Why did she say that? Why do you think the author used that simile? (For example; ‘...the osprey’s talons were as sharp as knives’ creates the image of a vicious hunter.)
 - How might you feel in that situation? Encourage the child to “read between the lines” for inferential clues. (For example; ‘she stomped through the front door, slamming it behind her, threw her bags across the hall and stormed upstairs.’ In this example we can infer that the character was upset or angry because of her actions.)
 - It is important at this stage in reading development that the child learns to develop empathy with the characters – talk about how the child thinks the character would be feeling and why he thinks this.
- **Again only sign and date any home/school reading record.** If the teacher gives you a **class** reading record to complete they may ask you to write down any comments regarding sounding out issues, but please ask for advice before hand.

REMEMBER: that you must keep confidential anything that you see or hear while in school, in particular do not discuss a child's reading or their progress with their parents. If a parent approaches regarding these matters (as they have been known to in the past), please refer them to the teacher concerned.

Thank you for giving your time to support reading in our school.

Driffield Junior School Confidentiality Policy

Introduction

All schools are asked on occasions to keep information confidential. It is important that the whole school follows the same clear and explicit policy. Pupils, parents and carers should be made aware of this and how it works in practice.

Aims:

- To give clear guidance to all members of the school around confidentiality
- To encourage young people to talk to a trusted adult if they are having problems
- To give staff confidence to deal with sensitive issues

In lessons:

- Ground rules and distancing techniques should be used where sensitive issues are to be addressed
- Staff should not put pressure on pupils to disclose personal information and should discourage fellow pupils from applying any such pressure

Personal disclosures

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the member of staff should talk again individually to the pupil as soon as possible and before the end of the school day. The member of staff may be able to discuss the issue with an appropriate colleague, to decide on suitable action, without giving the name of the pupil.

Key Points:

- Pupils should be reassured that their best interests will be maintained
- Pupils should know that staff cannot offer unconditional confidentiality
- Pupils should be reassured that, if confidentiality has to be broken, they will be informed first and then supported appropriately
- Pupils should be informed of sources of confidential help, for example, the school nurse, counsellor, Family Liaison Officer, GP or local young person's advice service
- Any personal information should be regarded as private and not passed on indiscriminately (for example in the staff room)
- If a member of staff receives information that leads them to believe that there is a child protection issue, they should refer the case to the designated child protection officers (the Headteacher, Deputy Headteachers or the Child Protection Assistant) who have had the relevant training and are aware of the procedures that should be followed. This should take place as soon as possible and before the end of the school day.
- Pupils should be encouraged to talk to their parents or carers and be given support to do so where ever possible
- Government guidance requires professionals to consult as much as possible with parents about their children when referring to another agency. In general, parents should be asked if they wish to be referred, UNLESS THERE IS REASON TO THINK THAT OBTAINING SUCH CONSENT MAY PUT THE CHILD AT RISK. If your referral is about child abuse (or the risk of it) rather than 'children in need', it is good practice to consult Children's Social Care BEFORE discussing the issue with parents, unless a parent has asked you to make the referral and is already aware of it.

Further Guidance

For all children, staff members and governors to enjoy privacy from gossip, for the school to be fair to all its community, and for children and adults to have disciplinary matters dealt with according to the school's own procedures and out of the eye of the wider school community, it is important that:

- Staff do not discuss details of individual cases arising in staff meetings to any person without direct professional connection to and interest in the welfare and education of the individual concerned.
- No member of staff discusses an individual child's behaviour in the presence of another child in school.
- Staff do not enter into detailed discussion about a child's behaviour with other children or their parents.
- Governors, in particular those sitting on Discipline Committees, do not divulge details about individuals (be they staff, families or individual children) to any person outside of the meeting.
- Parents have access to the records of their own children, but do not have access to information about other children.
- Personal information about children, families and staff is kept securely, whilst remaining as accessible as is necessary.
- Parents in school, working as volunteers, or as part of the PSA, do not report cases of poor behaviour or pupil discipline to other parents in the school. This allows teachers to deal with such matters in line with school policy (see 'Volunteer Handbook').
- Parents' permission with regards to taking photographs of their children is sought on entry to the school and staff are kept informed.
- Staff performance management will be carried out privately. Targets for individuals, named lesson observation sheets and other performance data will be in the head teacher's office or the deputy headteacher's office and electronic records are only be available to members of the senior leadership team.
- Matters of Child Protection are made known to staff on a need to know basis.
- It is important that class teachers and support staff are aware of some confidential matters in order to support individuals. These staff will respect the sensitivity of such cases and not divulge information to people unconnected professionally with the individual concerned.
- When volunteers, such as parents and friends of the school are working in classes, they do not discuss educational matters outside the classroom. For example the specific use of teaching assistant time for particular pupils or groups of pupils, teaching assistants have different roles within a class, including the support of children with special educational needs, the provision and work with these children is for the teacher to discuss with the relevant parents or carers (see 'Volunteer Handbook').

Health professionals

Health professionals are bound by their professional codes of conduct to maintain confidentiality when working in a one to one situation. When working in a classroom, they are bound by relevant school policies. In line with best practice guidance, like other school staff, they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by negotiating ground rules and using distancing techniques.

Dissemination of the Policy

All staff members, governors and adults working in the school (including voluntary helpers) will receive a copy of this Policy. Several copies are available to view at the school office upon request, and a short summary of this Policy will be included in the school prospectus. A copy of the Policy is also available on the school web site.