

# **A Guide for Classroom Volunteers at**

## **St. Wilfrid's CE Primary School**

We have produced this booklet as a basic guide for those parents and helpers who are kind enough to volunteer to help the children in St Wilfrid's Primary School. The whole staff value your contribution to the children's learning and appreciate your help. We hope you find your time with us rewarding, enjoyable and informative.

You may or may not be aware that it is a legal requirement that Parent Helpers complete a DBS check (formerly CRB) as does any person who works with children. This is to ensure that we provide a safe environment for the children in our care.

The Head reserves the right and responsibility to decline offers of help if they are not entirely satisfied that it is in the school's best interests.

### **Signing in**

When helpers arrive in the school, they must sign in at the reception desk.

The signing-in book will give the date and time of arrival. They must also sign out, stating the time they are leaving.

### **Confidentiality**

- Please remember that everything you hear in school is strictly confidential
- We trust you will be discreet and would ask you do not to discuss, outside of school, any issues that you may become aware of or observe.
- Occasionally in school, you will become aware of information about children that is confidential or private to the child or their family. This is a delicate matter that requires a great deal of tact on your part. Any information that leads you to believe a child is at risk **MUST** be mentioned to the class teacher or the head teacher as soon as possible. Any conversation with parents outside is a breach of the school's confidence. Even a comment such as, 'your Jimmy reads well,' is not acceptable as others will wonder why you have not said that to them. It is very important to treat anything you hear or see in school with regard to particular children as being in absolute confidence and entirely a matter within the school. If you see or hear things that give you cause for concern please raise these with the class teacher.
- Similarly, you may find that parents who are friends will ask about the progression or behaviour of their children in school. Again, this is a matter requiring a great deal of tact on your part and it is very important that you firmly suggest that if they are worried in any way about their child then they must discuss the matter in the first instance with the class teacher.

### **Supervising Children**

Whenever you are supervising children, we would make the following suggestions:-

1. Treat children with respect and in the same sort of way that you would expect them to treat you.

2. Be friendly towards them.
3. Avoid shouting. If you speak normally, they will have to be quiet in order to hear what you are saying.
4. Be clear about what you want them to do and explain in as much detail as possible.
5. Don't be afraid quietly and calmly to correct a child who is misbehaving but never take hold of or be rough with the children at any time even in play. If in doubt, ask a member of staff for advice.
6. Praise the children wherever possible.
7. Do not let the children become 'silly' or over-friendly with you. They must learn to behave socially towards adults who are not close friends. Encourage them to be polite and respectful to one another.
8. If you are working in a class with your own children, they should speak to you as they would to any other adult in the school. Please do not show them attention / affection that you would not show to other children.
9. All children are expected to speak to adults respectfully using your correct title. E.g. Miss Bloggs or Mr Baggins. Please do not encourage children to use first names.

### **Child Protection**

- If a child says something to you which gives you cause for concern about their safety or wellbeing, please tell the class teacher as soon as possible - do not speak directly to the parents of the child. This is the teacher's job (see section on confidentiality)
- Please ensure that any physical contact is appropriate e.g. guiding their hand when handwriting, help holding the pencil, tying shoe laces etc .... Do not sit children on your knee.
- Ensure that you are not alone with a child in an isolated spot – work in pairs or ensure doors are propped open or work in a public spot like a corridor (this is for your protection as much as for the children).

### **Dress code**

- Please come comfortably and practically dressed
- Remember you are a role model for the pupils and an advert for the school
- Make sure all items of clothing meet any health and safety requirements (e.g. trainers used for physical activities, and no unsafe footwear)

### **Domestic arrangements**

- Please take your break in the Staff room where you can help yourself to tea or coffee.
- Staff toilets are located next to the staff room– for obvious reasons, please do not use (or enter) the pupil toilets.
- Please keep any valuables safe, as the school cannot be held responsible for any loss or damage.

## **Responsibility**

- You are an example to the pupils.
- You are always responsible for the care, health and safety of the pupils as well as your own.
- You should work in collaboration with the class teacher who will oversee your time in school.
- You must make the teacher (or Head) aware of any concerns or problems you may have or may observe; e.g. concerning pupil behaviour, welfare or health and safety including child protection issues that may surface through normal interaction / conversation with the child.

## **Conduct**

Please ensure that your conduct is:

- Respectful of the pupils and any other helpers
- Appropriate in manner and language
- Safe
- Supportive of the school and staff.

## **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. In addition, 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?

## **Using the Reading Record Books**

When you have heard a child read, please enter the date and the page number that they have read up to. You may put a short positive comment e.g. good, well done, etc but we do ask that parents and helpers do not put any negative comments in the books or suggestions of what the child needs to do. If the child has changed their book, please write the title of the new book in the appropriate place.

In case we teachers forget to say so, please be assured that we really do appreciate this very practical demonstration of your support for the school and our/your children. (We may be too busy or harassed to say so, but we do appreciate your time and support!! – Thank you!)

If you have any worries or queries, or any good ideas on how we can improve things, please let us know - We are always willing to listen.

Once again.....

Thank You!