



Volunteer Policy and Information Pack

www.elmgrove.brighton-hove.sch.uk

Elm Grove Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Elm Grove Primary School

**Elm Grove Primary School
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Brighton
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**Headteacher: Mr Ben Massey
Deputy Headteacher: Mr James Waring
SENDCO: Mrs Carla Kemp**

For information regarding volunteering, please contact:
Miss Rachel Emery
Volunteer Coordinator
e-mail: rachelemery@elmgrove.brighton-hove.sch.uk
Or email admin@elmgrove.brighton-hove.sch.uk and your email will be passed along to the appropriate member of staff.

**THIS POLICY IS PART OF ELM GROVE PRIMARY SCHOOL'S
SAFEGUARDING SYSTEMS**

Our Vision

‘Everyone Included, Everyone Valued, Learning and Thriving Together’

At Elm Grove we believe in a child-centred approach to learning that is firmly based on the principles of inclusion, equal opportunities, global education and cultural diversity.

Our abiding aim is to work in an atmosphere where:

- every child and adult is valued and can make a meaningful contribution to school life
- children can be stimulated through excitement and enjoyment and reach their highest standards
- a culture of care and respect is dominant

To this end we will always foster good relationships in our school and strive to create a vibrant, positive and memorable learning journey for all members of our community.

Becoming a volunteer

The school is committed to safeguarding and promoting the welfare of children and young people and will require an enhanced **DBS clearance** before a volunteer is able to begin any ‘regulated’ activity.

The following are helpful definitions of ‘regulated’ activity.

- Volunteers who are teaching, training, caring for or supervising children.
- Volunteers who are in ‘frequent’ contact with children(currently defined as once a week or more, on 4 or more days in a 30 day period, or overnight).
- When it is not practical or feasible for a paid employee of the school to supervise the volunteer closely during their contact with children.

Please note that if any of the above definitions do not apply to a particular volunteer, the head teacher and the Designated Teacher for Child Protection will make a decision about whether or not a DBS check will be required.

Anyone wishing to become a volunteer should contact the volunteer coordinator, or the admin office.

If an enhanced DBS clearance is needed, they will then be asked to complete the relevant paperwork and provide valid identity documents. The completed paperwork is sent to the relevant department of Brighton and Hove City Council. Once clearance has been granted the volunteer will receive a certificate by post which must then be brought to school and shown to the school business manager.

Please note that the DBS process can take several weeks.

Child Protection

The welfare of our children is paramount.

All volunteers will be required to read and sign our Child Protection Statement (See Appendix 1) which explains our school's commitment to child protection and our child protection procedures.

Confidentiality

Volunteers in school are bound by our confidentiality code. Any concerns a volunteer may have about a child should be shared with a member of staff and not with the child's parents or carers or anyone else. Any concerns regarding a child's safety should be shared immediately with the Designated Teachers for Child Protection James Waring (deputy head) or Louise Willard (headteacher).

Volunteers who have concerns about any adult in the school should speak immediately to the head or an assistant head teacher.

Supervision

All volunteers work under the supervision of a member of the teaching staff. The class teacher retains responsibility for the children at all times. The class teacher should provide clear guidance to the volunteer. He/she will give the volunteer clear guidance if there are any exceptions to this role.

Health and Safety

The school has a Health and Safety policy which is available on request. Teachers should ensure that volunteers are clear about emergency procedures and alert volunteers about any potential hazards in an activity. Volunteers should report any Health and Safety concerns to the class teacher or a senior member of staff.

Complaint Procedure

Any complaints made by a volunteer should be referred to the head or assistant head teacher.

Please note the head teacher/ assistant head teacher reserve the right to inform the volunteer that the school no longer wishes to use them and the reasons why.

A copy of the school complaints policy is available from the school office or on the school website.

Volunteer Opportunities

There are many and varied opportunities for helping in the school. The areas listed below are designed to give an idea of current placements available. However, depending on your interests and skills it may be possible to find other volunteer opportunities within the school.

- **Reading:** Listening to individual students read, reading with a group, changing home books, looking after books.
- **Numeracy:** Assisting with 1-1 numeracy support.
- **Classroom Placements:** Assisting within the classroom.
- **Environmental:** Assisting with the maintenance of the school gardens.
- **Afterschool Clubs:** Various afterschool activities throughout the year 3.20-4.20pm

List of classes & Teaching Staff

Reception Cherry	Miss Souttar/Miss Burfield
Reception Apple	Mrs Prichard
Year 1 Birch	Miss Moss/Mr Prue
Year 1 Beech	Mr De Castilho
Year 2 Bonsai	Miss Cartwright
Year 2 Baobab	Ms Campbell
Year 3 Holly	Miss Emery
Year 3 Horse Chestnut	Mrs Phillips
Year 4 Cedar	Ms Beaumont/Mrs Rees
Year 4 Cypress	Miss Tucker
Year 5 Rowan	Ms Smith
Year 5 Redwood	Miss Richardson
Year 6 Elder	Miss Tucker
Year 6 Oak	Miss Clarke

Designated Teacher for Child Protection: Ms Barfoot/Mr Massey

Signing in

Please make sure that you sign in the visitor's book at the main reception desk at the start of every visit, and ensure that you sign back out again at the end.

Fire/Evacuation procedures

The fire bell is a continuous bell. The emergency evacuation procedures are displayed in every room. Please ensure that you are familiar with the exit routes.

Please leave with the class that you have been assigned to. Then wait there until you have been advised that it is safe to re-enter the building.

First Aid/ administration of medicines

Volunteers must not carry out first aid or give out medical advice. If a child injures themselves or feels unwell, please refer the matter to the teacher or another member of staff. A list of staff trained in first aid is displayed in every room. Volunteers must not administer medicines to pupils. Staff and/or volunteers may need to bring their medicine into school. All staff and volunteers have a responsibility to ensure that their medicines are kept securely.

No Smoking Policy

The school has a non-smoking policy within the buildings and grounds.

Monitoring and review

Approved by the Governing Body on

Date

This policy will be reviewed annually and updated at any time in light of new guidance from the Department for Education or the LA.

Ideas for reading sessions

Here are some ideas to help make your shared reading sessions full of pleasure and purpose. Reading partners are not expected to teach – or tutor – but to assist in building a child's reading confidence and making reading fun.

- Find a comfortable, quiet place to read together. Make sure the child is sitting comfortably on your left hand side, so that you can both see the text easily.
- Be positive. Look as though you are expecting to enjoy the reading time.
- General “book talk” can be a way in to starting a book. When beginning a new book, talk about the cover, the author, the illustrator and the publisher (depends on age of children for the last two). Comment on the title. Pick up clues about the kind of story it might be e.g. scary, funny, adventure, fantasy, myth, fairy, mystery, factual. Reading the blurb inside the back cover will often yield more information. “Book Talk” gives children confidence and makes them feel like readers.
- It's OK to re-read a favourite story several times. It can help a less confident reader. Build on this interest by finding books in the same series or by the same author.
- Decide on a way to read the book together, e.g. you might share the reading, each reading alternate pages. To get into a story quickly you may offer to share some of the reading by taking on the voice of the narrator. Join in with repeated phrases; volunteer to be one of the voices of characters. Sometimes it can be a good idea to negotiate how much is going to be read, in the hope of getting the young reader to urge to read more. This can be especially positive for reluctant/inexperienced readers.
- Give the child ownership of the book so that you are free to see what is happening to the eyes, lips, hands and feet. Body language can show signs of stress and anxiety.
- Look at the reader, give nods or expressions of encouragement at appropriate moments.
- Try not to interrupt the reading by correcting every mistake. Let the reading flow if it doesn't change the meaning (e.g. if “bike” is substituted for “bicycle” it doesn't matter. If a mistake is made which clearly doesn't make sense, ask the child to try again. Give them time, but if they continue to struggle, just give them the word.
- Don't wait too long for an individual word to be read. If they get stuck on a word, count to 5 to give them time to work it out, then give them the word. Sometimes

sounding it out or building it up takes too long and the story is lost. These words can be noted and focused on afterwards or at another time.

- Remember that little words (e.g. *is*, *on*) can be harder than long words, such as elephant, that can be worked out from the story.
- Making lots of mistakes? Change the book, it's too hard – or read the rest to them. Don't carry on with a text that is too demanding. The child needs to feel confident and to feel success and enjoy the book.
- Be patient. Learning to read can be difficult and may take more time than you think.
- Discuss the book together when you have finished it. Talk about the characters and what happened in the story. This will help the child to understand what has been read. It is important to share responses to the book, as it can help children gain meaning from the text. These are some suggestions for ways of opening up discussion.
 - Which parts of the book did you like best? Why?
 - Which parts of the book didn't you like? Why?
 - Was there anything you didn't understand?
 - Were there any parts that surprised you?
 - Have you read any other books? Tell me about them.
 - Which character interested you most?
 - Were there any characters you did not like? Why?
 - Where did the story happen? Was this important to the story?
 - What would you tell your friends about the book?
 - Which books would you like to read next time?
- Keep sessions short and sweet. Give lots of praise and have fun! Remember it is not a test!

ELM GROVE PRIMARY SCHOOL

Please complete and return this form to our school business manager **before**
volunteering.

Name of volunteer:.....

Home Telephone:.....

Mobile:.....

Name/s and class/es of child/children at Elm Grove Primary School
(if applicable):.....

Do you have any disabilities/medical or other needs which should be taken into account
by the school? (Please give details)

.....

Thank you for offering your services as a volunteer at Elm Grove Primary School. Your
offer is greatly appreciated and we hope that you will enjoy and gain much from your
experiences here.

I confirm that:

- I have received and read a copy of Elm Grove Primary School's Volunteers Policy.
- I agree to abide by the contents of the Volunteers Policy.
- I appreciate the importance of regular and punctual attendance and agree to contact the school as soon as possible if I am unable to volunteer for one of my sessions.
- I agree to follow the school's policies and support the school vision as stated in the Volunteers Policy.
- I understand that Elm Grove Primary School has a duty to ensure my suitability as a volunteer and will make the appropriate checks as needed.

Child Protection Statement

I understand that I share the responsibility for safeguarding and promoting the welfare of children, and for ensuring that they are protected from harm. I therefore have a duty to ensure that if I have any concerns relating to the welfare or safety of a child whilst volunteering, I will speak in confidence with the teacher in charge of the activity. I also understand that I must not volunteer at school if under the influence of alcohol or other drugs.

Signed:..... Date:.....