

## Guidelines for Voluntary Helpers at the Raleigh

*As a school we are committed to equal opportunities & safeguarding children.  
The Head and Deputies are the Designated Safeguarding Leads (DSLs).  
Please read this guidance before your first session.*

### **Thanks for offering to help in school - you make a huge difference!**

- Read the Child Protection and Safeguarding Policy and Keeping Children Safe documents on the website.
- Please leave your phone at home, in your car or 'off' and out of sight in your bag.
- Please sign in & out and wear a visitor lanyard
- THANK YOU for wearing appropriate clothes.
- PRAISE all children for good attempts.
- ENCOURAGE children to persevere.
- ENJOY the activity yourself.
- REMIND children to be quiet and calm while moving about school.
- TRY to use a child to demonstrate...avoid taking over if possible!
- Stay calm at all times using a quiet, yet firm voice.
- EXPECT appropriate language and behaviour at all times.
- TIDY UP afterwards – including washing up, cleaning surfaces and putting away – don't forget the ovens!
- If a child is unwell send them back to class.
- Regular help is extremely valuable so do give the teacher warning if you cannot attend.
- Maintain CONFIDENTIALITY- anything you hear/see in school MUST stay confidential. The teacher will give you clear guidance on which children's books you need to look at/refer to.
- Fire Drill – a continuous bell – please lead children silently onto playground to join the class line; make yourself known to office team.
- Lockdown – intermittent bell – return to class if close, or blinds down, cover vision panel, hide quietly – every room has instructions displayed next to a walkie-talkie to be used with headphones
- Class reps are for communication between parents and school about any issue.
- Red triangle in room is to send to office with a child for emergency adult help.
- Only use school camera for taking photos of children

### **Listening to children reading**

The aim is to build up confidence and provide the opportunity for reading aloud for pleasure. We value any verbal comments you would like to make to the class teacher but please do not write in a child's individual reading record book just initial and date. The teacher may have a particular record sheet for you to initial.

- Make both yourself and the child as comfortable as possible.
- Chat with the child initially and smile.
- Discuss briefly whether or not they enjoy the book, finds it hard or difficult, etc.
- Say, 'let's have a go then,' (meaning that you will join in sometimes).
- Read the word for the child if they hesitate, (sometimes just helping with the first sounds will help).
- Invite the child to read on if a word is unknown and then go back to the unknown word.
- Show your delight with the child's successes (Great! Well done! etc. as we do not award stickers).
- Indicate that you will be looking forward to seeing how they have got on by the time you next see

them.

- Talk with the child after the passage has been read to see if it has been understood by asking what, when, who, where & why questions.
- Let children read at their own speed.
- Help yourself to refreshments in the Galley.

Child Protection and Safeguarding Summary - What to do if you have **any concerns** about a child :-

1. Do listen to what the child is saying and take them seriously.
2. Don't push or probe the child for further information.
3. Do continue to provide a warm and friendly relationship with the child.
4. Don't make assumptions because of your knowledge of a family.
5. Don't promise the child to keep it secret.
6. Keep calm; try not to show your emotions.
7. Don't assume someone else will help the child. You may be the first person they trust or tell.
8. Do make an accurate record of where an injury is sited on a skin map from Head's office
9. Record in ink what the child has said, verbatim if possible
10. Sign and date the record.
11. Hand the record immediately to a DSL (pictures of them are in all rooms)



✓If you have concerns about any member of staff speak to the Headteacher.

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