



**St Barnabas CE First & Middle School**

**Volunteer Handbook  
&  
Sign Sheet**

St Barnabas CE First and Middle School believes that volunteers bring with them a range of skills and experiences that can enhance the learning opportunities of our children. The school therefore welcomes and encourages volunteers from the local community.

This booklet is a basic guide for volunteers to help the children in St Barnabas. Their contribution to children's learning is highly valued and any help, in any form, is greatly appreciated.

All at St Barnabas hope volunteers find their time with them rewarding, enjoyable and informative.

### **Types of volunteers**

Volunteers include:

- ★ Members of the LAB (Local Academy Board)
- ★ Parents/ carers, including grandparents
- ★ Ex-pupils
- ★ Students (work experience)
- ★ Student teachers (University placements)
- ★ Local residents
- ★ PTFA members

The types of activities that volunteers engage in, on behalf of the school include (but are not limited to):

- ★ Listening to children read – see below
- ★ Working with small groups of pupils
- ★ Playing language or maths games
- ★ Painting and craft work
- ★ Accompanying school visits
- ★ Leading careers workshops
- ★ Running stalls at school events
- ★ Running after-school clubs, i.e. cooking, gardening, sewing

The teacher will provide volunteers with clear instructions about the task. It can sometimes be important that activities are carried out in a particular way, to challenge or support the children involved.

### **Reading with children**

Teachers often ask for help with reading. This extra practise allows the children to become more fluent in their reading and is in addition to the teaching of reading which is completed by the teacher. There are a few quick pointers to help volunteers when they are asked to read or share a book with a child:

- Talk about the story and what is happening – and what is in the pictures... if there are any! Encourage the child to predict what might happen next and discuss how they feel about the story and the characters.
- Read the book or some of the book before they try. Think about ways that you can model how to pause at the right moment and read with expression.
- Discuss the book and connect it to any real-life situation.
- Encourage them to read with expression.
- If the child appears 'stuck', encourage a sensible guess based on what has already been read, look at the illustrations for clues, use letter sounds or simply tell them the word – this will help to keep the story flowing.
- Make the experience an enjoyable one, sharing with the child your love of books.

## **What if you are volunteering in your own child's school?**

A volunteer may offer to help their own child's teacher. In some instances, like some school trips, St Barnabas are happy for you to spend the day supervising your child alongside other children and they may assign you to your child's class. However, occasionally, children can become a little unsettled when their parents are working with other children in the classroom or become distracted from their learning. It may be therefore that we ask you to help in a different class for a while. This will be entirely at the Executive Headteacher's discretion. It would be helpful if you could explain to your child that you will be coming into school to help all the children and that he/she will not always be able to work with you.

## **Becoming a volunteer**

Anyone wishing to be a volunteer, for a one-off event, should contact the School Office at the time. Anyone wishing to be a volunteer, on a regular basis, should contact the Senior Leadership Team via the School Office. Recruitment of regular volunteers follows a similar process to recruitment of employees. **See below for further information.**

In order to ensure that the safety and wellbeing of the children is paramount in school, there are a few procedures that we need you to be aware of and adhere to before helping in school:

1. Volunteer attends the school for informal discussion to ensure the applicant is suitable
2. Volunteer fills in an application form
3. Police DBS checks will be taken. This is to check that people have no police convictions involving children. In order that the DBS check can be carried out, please take a passport or other photo identity to the school administrator.
4. Two references will need to be gained from previous volunteering, work or personal contacts.
5. An interview and induction will take place before volunteering begins.
6. Safeguarding, conduct, health and safety, confidentiality and fire induction will be carried out before volunteering begins.
7. Volunteer records will be kept in School Office
8. Each time you arrive at school, you will sign in and receive a visitor's lanyard to wear. Please remember to sign out and return your lanyard before you leave. The lanyard must always be visible to children and staff. Staff and children are encouraged to report unfamiliar adults in school who are not wearing a lanyard.

## **Management of volunteers**

St. Barnabas will ensure that:

- ★ Volunteers are given suitable induction training at the beginning of their placement
- ★ Regular supervision of the volunteer will be provided
- ★ The volunteer's role will be made clear
- ★ Volunteers will be given guidance/ training regarding safeguarding procedures, health and safety
- ★ Volunteers will be provided with a space for breaks and lunches (if required)

## **Confidentiality**

By working in the classroom, you will see individual children at work and will help children with different needs in different ways. It is therefore important to treat anything you hear or see in school with regard to particular children as being in absolute confidence.

Because you are in contact with the daily work of the classroom, you may be asked by other people to comment on what you see. It is the teacher's place to discuss a child's work, needs or behaviour with a

parent. If you are put in this awkward situation, always suggest that the enquiry is taken to the relevant teacher.

Similarly, you may find that parents who are friends will ask about the progress or behaviour of their own children in school. This is a matter requiring a great deal of tact on your part and it is very important that you suggest that if they are worried in any way about their child then they must discuss the matter themselves with the head or the class teacher.

It is important to remember:

- ★ Volunteers will be told that information relating to pupils, parents/ carers and staff is strictly confidential.
- ★ Any information gained about individual children should remain confidential and not shared with anyone outside the school staff.
- ★ Volunteers are bound by a code of conduct.
- ★ Any concerns that volunteers may have about pupils/ staff/ parents/ carers they encounter must be voiced to the Designated Safeguarding Lead.
- ★ Information about volunteers is also a matter of confidentiality; application forms and personal details must be kept securely.

### **Supervision**

All volunteers work under the supervision of a member of staff at St Barnabas. Staff retain ultimate responsibility for pupils at all times, including the pupil's behaviour and the activity they are undertaking. Volunteers should have clear guidance from the designated supervisor as to how an activity is carried out/ what the expected outcome of an activity is. In the event of a query/ problem, volunteers must seek further guidance from the designated supervisor.

### **Complaints**

Any complaints made about a volunteer will be referred to the Executive Headteacher or a member of the Senior Leadership team. All complaints made by volunteers will be dealt with in the same way as employed staff.

### **Things to not do:**

- Take photos of children
- Give children sweets/ treats
- Use your mobile phone (this should be switched off and left in staff room)
- Become "friends" with children (or their parents) you are working with on social media

### **Most of all... thank you!**

In case we forget to say so, please be assured that we really do appreciate you giving up your time to help in school.

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

## **Monitoring and Review**

This policy will be regularly reviewed by SLT and LAB and updates will be made where necessary.

Written: November 2024

Author: Louise Reeder (Acting Deputy – Assistant Headteacher)

To be reviewed: November 2026

## **VOLUNTEER INTERVIEW/ INDUCTION CHECKLIST**

I had an interview and induction before I began volunteering. I learnt about:

1. **Safeguarding procedures** – I understand that I must talk to the teacher or a designated safeguarding lead if I have a concern about a child immediately.
2. **Fire procedures** – I understand how to evacuate the building and what to do if I am with a group of children away from the class.
3. **Mobile phones** – I understand that I must turn my phone off whilst working with children and not use it on the premises.
4. **Toilets** – I understand that I can only take my own child (if applicable) to the toilet on school trips and visits.
5. **Confidentiality** – I understand that I must remain confidential with the information I learn about other children.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# WELCOME TO OUR SCHOOL

We hope you feel welcome during your time here. Here are a few guidelines about the systems and procedures we follow at St Barnabas, which we feel you will find helpful. If you do have any further questions, please ask any member of staff who will be more than happy to help you and signpost you in the right direction.

## The School Day

NB: Individual class timetables will be shared in the Supply folder.

Our school day is slightly different depending on the year group in which you are in.

- **Reception – Y2**

**8:40 a.m.** Children come into school. This time is called 'soft start'. During soft start children undertake spelling, reading, times tables activities, whilst listening to the 'Music of the Day'.

**8:50 a.m.** Registration – please use the paper copy supplied, and complete AM and PM. Please sign and date, returning to the office via a child/TA. As part of registration, you must also record the number of children present on the laminated fire sign on the classroom door.

**9:00 a.m.** Worship (M – Whole School MS Hall, T – Class-based with Y7 Worship Leaders, W – Whole School Book Worship MS Hall, Thu – Whole School Prayer and Praise MS Hall, F – Celebration Worship 2:30pm).

**9:15 a.m.** Session 1

**10:30 a.m.** Break – please check whether you are covering this duty. There are always at least two members of staff. The first whistle signals children to stop and stand still. The second whistle signals children to line up, ready to be walked in by an adult. Wet break – children stay in classrooms and can play wet break games/draw/colour. Adults on duty oversee the classrooms.

**10:45 a.m.** Session 2 & 3

**12:00 p.m.** Lunch

**12:45 p.m.** Registration followed by Session 4 & 5

**3:00 p.m.** Class Novel

**3:15 p.m.** Home – Children are dismissed by Teacher/TA at the cloakroom or FS Playground. Teachers ensure that each child is collected safely by the relevant parent/carer. Teachers always accompany younger children to the buses/ taxis, where necessary.

- **Y3 – 7**

**8:40 a.m.** Children come into school. This time is called 'soft start'. During soft start children undertake spelling, reading, times tables activities, whilst listening to the 'Music of the Day'.

**8:50 a.m.** Registration – please use the paper copy supplied, and complete AM and PM. Please sign and date, returning to the office via a child/TA. As part of registration, you must also record the number of children present on the laminated fire sign on the classroom door.

**9:00 a.m.** Worship (M – Whole School MS Hall, T – Class-based with Y7 Worship Leaders, W – Whole School Book Worship MS Hall, Thu – Whole School Prayer and Praise MS Hall, F – Celebration Worship 2:30pm).

**9:15a.m.** Session 1

**10:30 am** Break – please check whether you are covering this duty. There are always at least two members of staff. The first whistle signals children to stop and stand still. The second whistle signals children to line up, ready to be walked in by an adult. Wet break – children stay in classrooms and can play wet break games/draw/colour. Adults on duty oversee the classrooms.

**10:45 a.m.** Session 2 & 3

**12:30 p.m.** Lunch

**1:15 p.m.** Registration followed by Session 4 & 5

**3:15 p.m.** Class Novel

**3:30 p.m.** Home – KS2/3 School children make their own way to the F/S playground at the end of the day. Y3 children are accompanied until Christmas / Spring depending on maturity. Where children go on the bus, children to be walked out to Mrs. Harding on the car park.

## **Marking Policy**

Staff use green pens for written feedback.

Green highlighters are used for identifying success. Use to underline areas which link to a specific focus of a particular lesson, i.e. relative clauses in English; regrouping in maths; scientific vocabulary in science.

Pink highlighters are used to identify areas to develop. Use to underline areas which need to be addressed, an error in calculations, grammatical errors.

The letters 'sp' may also appear in the margin to identify spelling errors. PC for KSI – Phonics Check.

Teachers and Teaching Assistants live mark, giving feedback at the point of learning, as much as possible. Children respond to any feedback using their Purple Polishing Pens.

## **Login Details**

To log in to the computer, please use:

**Username - supply**

**Password – thankYOU4helping!**

Folders/ files can be accessed when you:

- Launch File Explorer
- Click on This PC
- Click Curriculum and Planning (Under Network Drives)
- Click Supply

Each year group has a folder for planning/ resources.

## **Behaviour Policy**

- **In-Class Rewards**

### **Verbal Praise, House Points, Headteacher's Award, Maths Champions:**

Good behaviour, work and effort should be praised and celebrated so as to clearly define to the children what is expected and valued of them. In the classroom, the children can gain rewards for positive behaviour (showing they are Ready, Respectful, Safe), demonstrating one of the school's core values, going above and beyond, making progress in their learning, or showing excellent learning behaviours; these rewards include regular, specific verbal praise ( as appropriate this should be drawn to the attention of the whole class), House Points and Headteacher's Awards. Each class also has a weekly Maths Champion(s), praising learning behaviours seen in Maths that week, such as effort, resilience etc.

### **Class Reward:**

Each teacher selects a focus to work on as a whole class. The children vote for a reward e.g. free play, watching a film, which they have to work together as a team to achieve; this is usually by collecting an agreed amount of marbles. Once the children have earned their marbles and gained their reward, the process starts again. Each class is also given a £50 budget to use across the year for their class rewards.

### **Randomised Rewards:**



We have randomised rewards, whereby children may have the opportunity to have a ‘dip’ in the class box (bucket of love) of prizes when they demonstrate one of the positive behaviours outlined herein.

### Recognition Boards - The St Barnabas Way:

Each class has a Recognition Board, called a **Proud Cloud**. All children and staff strive to get the name of each child on the class Proud Cloud, sharing specifically with the child why they can add their name. Children do not have their names removed from the Proud Cloud for poor behaviour choices. This is because the child has had specific praise regarding an aspect of their learning that should be recognised and celebrated. Any poor behaviour choices are dealt with separately and appropriately according to the Behaviour Policy. Those children on the Proud Cloud by the end of the day earn 1 house point. However, where a whole class is on the Proud Cloud before the end of the day, the names should be reset to enable the children another opportunity to be acknowledged and rewarded.

Praise should be given much more often than criticism. Staff should aim to create a positive environment in which children develop a clear understanding and awareness of what is required. Staff may also choose to make a randomised phone call home to celebrate a child’s successes with their parents/guardians.

- **School Expectations**

To ensure children are Ready, Respectful and Safe, all staff expect and support children to do the following:

Ready	Respectful	Safe
Arrive at school on time. Have our equipment ready. Show that we are listening and ready to follow instructions. Follow instructions and routines. Try our best – don’t give up! Wear the correct school uniform and PE kit. Move around the school sensibly by walking and using a quiet voice.	Speak calmly and politely to everyone. One voice. Listen and follow instructions. Respect the views and opinions of everyone. Respect the property of our friends and the school, and our environment. Use good manners and treat everyone with kindness. Support the learning of others by not distracting them. Celebrate diversity.	Move around school in a safe manner. Follow instructions to keep ourselves safe around school and on school trips. Use equipment safely. Keep our environment tidy and safe. Stay safe online and outside of school. Show zero tolerance to bullying by reporting to a trusted adult.

The wording of these expectations can be amended to suit different age groups but the spirit and intention of the expectations should be retained.

- **Consequences:**

Not upholding school values and expectations result in a consequence which escalates on **each** occasion. On each occasion that the staff member issues a consequence two examples of good behaviour should be drawn to the attention of the children. As a school, we recognise that some behaviour incidents may be due to Mental Health concerns and/or SEND, and therefore this is considered when responding to behaviour incidents.

Staff should aim to deliver consequences quickly and efficiently, including on the playground, and with a minimum of disruption to the lesson.

The consequences progress as follows:

- Stage 1 – First verbal warning.
- Stage 2 – ‘Time out’ within the classroom/school area. Move away from the situation, sat watching others displaying good behaviour. This is always supervised.
- Stage 3 – ‘Time out’. Change of face/space for 15 minutes with the linked class/class teacher, then return to the classroom.

Year group:	In lesson change of face/space class:
R	Year 1
1	Year 2
2	Year R
3	Year 4
4	Year 3
5	Year 6
6	Year 7

7	Year 5
---	--------

- Stage 4 – Reflection Time - miss part of break/lunch time.

If behaviour is continued on returning to the lesson, the child is to miss part of playtime with the class teacher. Add to Arbor \*\* as Internal Isolation. **A child might also miss part of their break/lunch where they have not completed an adequate amount of work, been distracted from their learning, or distracted others from their learning.**

Where poor choices are repeated across several days (using professional judgement), the teacher should communicate with the child’s parents/guardians via a phone call or speaking with them at the end of the school day.

- Stage 5 – Reflection Time - internal isolation with a Senior Leader. Incident recorded by class teacher and an additional note added to Arbor \*\* by a member of SLT. Parents informed of repeated breach of behaviour expectations and severe incidents. This might be by the class teacher or a member of SLT, depending upon the behaviour incident.

Where poor behaviour choices continue, or a severe act of poor behaviour takes place, the child will be spoken to by the Headteacher (or member of SLT in the Headteacher’s absence). Parents are informed and this could result in suspension.

Detention Y6 and 7 isolations may be extended after school for serious breaches of the Behaviour Policy.

Every child starts each day with a “clean sheet”. Where possible, consequences from the previous day are not to be carried over.

For serious acts of poor behaviour, children can be referred directly to a member of, SLT or the Head without having to work through earlier sanctions.

Progress through the list of consequences on a regular basis will result in a review of the child’s behaviour and reported to parents so they are informed and involved.

The key to the success of our behaviour policy and procedure is **CONSISTENCY** and **FAIRNESS**.

All staff are therefore required to apply policy and procedure without exception.

**No “second chances” are to be allowed. If a child breaks a rule / consequence is applied automatically.**

**Every day is a new day.**

## **First Aid**

There are several First Aiders in school, but all children must report to the school office before entering the medical room; a First Aider will be contacted by the school office staff.

If a child becomes unwell during the day, send them to the office (with a child or TA, if necessary), where they will be seen by a First Aider.

- **Medicines/ Medical Appointments**

No medicine should come in to school with a child. However, in the event it does, these must be sent to the office immediately. You **MUST NOT** administer any medication to a child, under any circumstances.

- **Walkie Talkies – Emergencies**

Every classroom has a walkie-talkie (channel 10). If you have a medical emergency or serious behaviour incident, please ask for assistance and state where you are.

- **PE/Games**

Children must remove all jewellery, or earrings taped with micropore. Children bring their own tape to school. Hair tied back. All children must take part unless we have a note from parents. Where a child doesn't have kit, they should look in lost property. Where a child cannot take part eg due to injury, ask them to observe and give feedback to children through peer assessment, so they are actively engaged.

- **General Points**

If a child has a mobile phone in school, this should be handed to the class teacher during morning registration and returned at the end of the day.

- **Parental Concerns**

Please direct any parents to the school office.

## **Fire Procedure**

If the bell rings continuously, line the children up and leave the classroom, closing the door behind you. Take the laminated sheet from the door with you, showing how many children are present. Go directly to the First or Middle School Playground, depending what part of the school you are in. There are clear routes marked on a fire exit sheet in each classroom. Children line up silently, whilst the class teacher checks all are present, corresponding with the laminated sheet. Stay with your class until told it is safe to re-enter the building.