



Information for students and volunteers

We recognise, appreciate and value the contributions volunteers and students make to our schools, and aim to provide a safe and welcoming working environment, with appropriate support.

Our principles

1. Children have rights to play, learn and be heard in our schools.
2. Governors and staff members lead the way on high-quality education and care in our schools.
3. Staff members work in partnerships with other professionals to improve children's health, well-being, development and learning.
4. Parents/carers have an important role in their children's development and education at home and in school, and in turn, protect the natural world.
5. Everyone should be treated with respect and tolerance.

Getting along together

We expect all the people who spend time in our schools to uphold our values and principles for outstanding practice and ethical behaviour.

We challenge anyone who doesn't do this, and we expect people to tell us if they experience any behaviour that does not fit in with our values.

We know it is important to work together to get the best for all our children. We want every child to have the opportunity to play, learn and get along with others in a safe and secure environment. We want them to enjoy their first experiences of school life and feel proud of what they can achieve. To do this we make sure:

- Adults and children are treated with kindness and respect.
- We do our best to listen to one another.
- We get down to children's eye level to talk to and listen to them.
- We make time for children to communicate their ideas and thoughts, and to express their feelings and views.
- We do our best to understand one another.
- Adults behave how we want children to behave.
- If a child is behaving differently, we use the language we use throughout our learning and say 'We've got a problem, let's find a solution' as an initial strategy. Please seek the assistance of a member of staff if the child is not behaving well. **Never pick a child up, or try to restrain them physically.**
- We work in partnership with parents to understand the needs of each child.
- We discuss regular patterns of concerning behaviour with parents through the child's Key Person, and with the Special Educational Needs and Disability Co-ordinator (SEND Co).
- We work to the best of our ability to meet each child's needs.
- We celebrate our differences and teach children to be tolerant.
- We work together to protect our environment and the natural world and we teach children to be caring and considerate.



What you can expect from us

- We have high expectations of you, and we hope that you will find this a challenging and rewarding experience.
- You will have an induction covering safeguarding, e-safety, equal opportunities, confidentiality, health and safety, working practices, how to report concerns or incidents, and how we organise the school.
- You will have a supervisor who will plan activities with you, monitor your work and workload, provide constructive feedback, discuss students' progress with their school/college tutor and be available to discuss anything which is relevant to your experience in our school.
- You are covered by the same level of insurance as paid workers. Any volunteer using their own car while on school business must ensure that their own motor insurance policy covers them, and must show the policy document to the Executive Head Teacher before doing so.
- We will reimburse volunteers for travelling expenses directly related to taking part in school activities, and for other expenses that have been approved by the Executive Head Teacher beforehand, including childcare with a registered provider.
- All staff are here to help you learn, so please seek out the experts on particular topics. Look at the list of staff roles in this leaflet and the photo board in the lobby to find out who does what. Ask if you aren't sure.
- We will provide copies of any policies students need as part of their course. Some policies are on the school website, www.fans.waltham.sch.uk; hard copies of all are kept in the Admin Office.

When you arrive

- **Be punctual.** Students should arrive before 8.30am. Telephone **020 8520 4919** before 8.45am if you cannot attend for any reason. Students are expected to work until 4.15pm, but may be required to work longer.
- **Sign in,** collect your badge and wear it always. Sanitise your **hands** or wash them for 20 seconds.
- **Switch off your mobile phone** and take off any headphones. If you aren't given the key to a locker you must hand in your phone to the office to be locked in the safe.
- Take note of the **fire exits** and where the **fire assembly point** is as you go through the building.
- Tell the office team if you will need **help to leave safely** if an emergency happens while you are here.

While you are in school

- You may only use your phone on a break and in the staff room. People who need to contact you should call the school office on **020 8520 4919**.
- **Smoking/vaping are not permitted on or near the site, or in the presence of children.**
- Don't eat, drink or chew gum in the main nursery; you are invited to eat your lunch in the staff room.
- The staff toilet is in the staff room. The accessible toilet is in the main lobby.
- Follow the school's Health & Safety practice, for example: take care when lifting heavy equipment, bending at the knee, and use an elephant stool or the small steps if you need to reach up high, e.g. to put up a display.
- If you are to sit at a desk, use the antiseptic wipes provided to clean your workstation (keyboard, phone, screen, on/off switches, chair arms etc) before your start work and after you have finished
- For all volunteers and students except school students, we need to see an enhanced DBS disclosure and take note of the number.
- Tell the Senior Teacher or admin team if you see anything about the building or garden that concerns you.
- If you are unhappy about any aspect of your time in school, discuss this with your supervisor, and where necessary, follow the Complaints Procedure which is displayed on the wall and is on the school website.

When
you
leave

- Always **sign out** when you leave the building, including lunch time.
- Hand in your badge at the end of the day.
- Any time you leave sanitise or wash our **hands** and collect your phone from the safe.
- At the end of your placement, please give us constructive feedback about your time here.

Your planning

- Follow the plan you have made with your supervisor/mentor. Ask for support if you realise you need it.
- It is your job to know where you will be each day and the type of activity you will be involved in.
- Dress modestly, and ready to play and get messy.
- Make sure you know why you are doing an activity and what you are expecting the children to learn. Ask if you aren't clear. In particular, make sure you are familiar with a story before you read it to a group.

Dos and don'ts for you

- Maintain confidentiality: do not discuss information obtained in the course of your practice unless you have consent from the child's parents/carers. Any contact made by students or volunteers with the children and their families outside school hours must be approved by the Executive Head Teacher.
- You may not change a child or deal with first aid. Please tell a member of staff if a child needs either.
- You mustn't carry the children, sit them on your knee, or handle them in any way other than by holding their hand. Don't spend too long with one child, as this might look like favouritism.
- Children are not left alone with students or volunteers. If you find yourself alone with a child, go find another adult.
- You may not take photos of the children.
- Don't ask children to keep secrets: the only acceptable secret is a surprise.
- Close the gates and the doors after yourself. Don't allow children to open the doors. If a parent wants to come into the nursery, ask a member of staff to open the door.
- Move calmly through the school. Remind children to walk if they are running indoors.
- Encourage the children to help you pick up toys and games that have been left on the floor.
- Ask if you are not sure what to do, and offer to help out. Jobs such as washing up, preparing snacks, sorting out dressing up clothes, tidying the role play and block play areas, filling collage containers, sharpening pencils etc. always need doing. Please use your initiative to do these jobs at times when you are not playing and learning with the children.

Dos and don'ts for children

- Don't shout at the children, tell them off or use sarcasm. Please refer any matter that involves children's behaviour to the member of staff in charge of the area you are working in. We never use the word 'naughty' – we try to describe children's behaviour and focus on the good things they do. We praise children and draw other children's attention towards children who are behaving in the right way.
- If a child is doing something that will endanger themselves or others we say 'Stop', and hold up a hand, palm facing the child.
- Children are not allowed to climb in areas without mats, safety surfacing or grass.
- Children are not allowed in the kitchen or laundry room. They must be accompanied in the Sensory Room, Staff Room or Dining Room.
- Children can only access the internet for short amounts of time, with adults present and through a filter that blocks unsafe sites.

Reduce,
re-use,
recycle

Use resources carefully. Teach the children by showing them your good practice: ask a member of staff if you wish to use resources for an activity, use both sides of paper, turn off dripping taps, pick up litter and put it in the correct bin. Talk about reducing, re-using and recycling as you do it.

Helping the children to learn

- You are a role model for the children; use the Nursery staff as your model of how to interact with them. They are individuals and we want them to engage in their own learning. We are here to educate and care for them. We promote choice and independence. We have different expectations for different children.
- Remember that children learn through play, and be positive towards their achievements.
- Try to engage children in activities. Sit with them at the tables or on the floor.
- Try to think of learning opportunities for the children in everything they do. Talk to them about what are doing. Find out why they are doing things in certain ways and ask open-ended questions. Make relevant comments about what they are doing. Engage them if you are reading to a group -
- discuss the story with them, let them lift the flaps and make predictions about what will happen next. This extends their language, learning and experience.
- Don't draw pictures for the children: we want the children to value their own pictures and to do their own work; this is how they learn.
- Encourage children to try to write their own name on their work before writing it for them. They may not be able to write or they may need to copy their name card, which you can help them find if necessary. Spell names carefully and correctly, using the name cards or list of names on the wall to support you. It is rude to misspell their name. Don't write in capital letters: only use a capital letter at the beginning of a name.
- Don't write comments on children's work. We don't 'mark' children's work at Nursery School.
- Join in with group activities such as singing and dancing.

Some ways to support children with English as an additional language:

- Children hear familiar language by working with an adult or another child who speaks their home language
- Learn a few key words in their home language e.g. hello, welcome, thank you, please, toilet etc.
- Speak clearly and use simple language
- Use signs, gestures and picture references
- Sing songs and rhymes in different languages
- Smile and praise them
- Encourage a child to speak in their home language at home with parents

What you could say to a parent who did not like their boy playing with dolls

- Explain what a child learns through role play: how to care for others, language development, social skills, practising being a father.

Remember:
any form of discrimination is not acceptable and can expect to be challenged.

Some ways to support a disabled child or a child with special educational needs

- Make reasonable adjustments to the environment
- Have a positive, 'can do' attitude
- Learn about the needs of the child, and the strategies staff use to support them
- Find out about specific special needs, e.g. autistic children, those with speech and language delay
- Celebrate 'small steps' of achievement/progress
- Equal Opportunities is not treating everyone the same. We acknowledge and respect differences and value similarities.

Our 'Different but Equal' policy and our 'SEND Offers' have more information about how we embed Equal Opportunities. Read them on our website.

Equal Opportunities statement

We are an inclusive organisation and welcome children and their families and staff from all backgrounds, all faiths and none, and from all cultures. We do not discriminate against anyone including those with legally-protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This school is all about people; everyone is valued and is included fully.

Our practice reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

We aim to provide **every** child the encouragement and opportunity:

- To feel happy and safe in a caring environment.
- To develop and build on earlier learning.
- To be active, enthusiastic, thoughtful and responsive.
- To experience new learning through a planned curriculum which covers appropriate aspects of language, social, cultural, moral, emotional, cognitive, mathematical, scientific, creative and physical development both indoors and outdoors.
- To take part in all activities, which are organised to take into account different languages, cultural experiences, backgrounds, beliefs and abilities.
- To progress in all ways, by using our professional knowledge to assess the educational achievements of young children.
- To reach their full potential.

How we can all promote Equal Opportunities in our schools:

This statement is on the website and is handed to all staff, students and volunteers.

- Be welcoming: smile and say 'hello' to people.
- We talk about differences. We talk about similarities. We share experiences.
- We ensure that activities are differentiated and accessible to all our children.
- We do not stereotype according to gender. We encourage boys and girls to play with and take part in all activities traditionally associated with either girls or boys e.g. dressing up, building, woodwork, dolls.
- We have non-stereotyped play equipment and resources that reflect positive images of children and families; multi-cultural and multi-lingual play equipment, e.g. dolls, books, displays on walls.
- We have books in different languages, and our website translates into home languages.
- We acknowledge and celebrate different festivals.
- We have multi-cultural food and snacks.
- We work to ensure the suitability of our environments for children and parents with disabilities. Our Accessibility Plan sets out what we are doing to make them even more accessible.
- Equal Opportunities also covers fair employment and fair admissions: all the activities of our schools.

Please tell us if you notice information for children or for parents and carers, e.g. newsletters, or any practice, which isn't inclusive.

Any breach of our Equal Opportunities policy by a student or volunteer during the course of their placement will result in their placement being withdrawn.

What we do to keep children safe (safeguarding):

Recruitment and training

We only employ staff or recruit volunteers once we have made thorough checks that they are suitable to work with children.

Our induction process means that staff, students and volunteers understand our practices. Students and volunteers are observed and mentored by experienced staff.

Regular safeguarding training makes sure that staff know how to raise any concerns about children, other staff members or working practices. We display photos of the staff who have lead responsibility for safeguarding and child protection.

All staff have regular first aid training.

Premises

All visitors sign in and sign out so that we know exactly who is on the premises and why.

A daily check of the premises helps keep everyone safe from clear hazards; regular thorough checks of equipment including electrical equipment tell us when we need to fix things that aren't obviously broken.

We test our Fire Alarms regularly and we hold fire drills at least termly.

e-safety

Staff, students and volunteers may only use mobile phones in the staff room when they are on a break.

We use CCTV to record our reception areas.

We take children's photos only with their agreement and with the written consent of their parents or carers.

Children can only access the internet for short amounts of time, with adults present and through a filter that blocks unsafe sites.

The children

We keep a record of any accidents or injuries sustained in the schools. Any injuries noticed by staff or volunteers when the children arrive or during the course of the session which have not occurred in session, will be recorded and discussed with the child's parent/carer by a staff member, as will any change in a child's behaviour.

Nappy changing is monitored closely, children are never changed in totally enclosed private areas. Nappies and clothes are only ever changed by members of staff.

Children always have access to drinking water.

In hot weather we will apply fragrance-free sunscreen.

If we have a concern about a child

A concern is not an accusation. We are here to represent the needs of the child before the needs of their parent/carer. Think 'What if I'm right?' not 'What if I'm wrong?' If we have a concern about a child, this is what the DSL will do. It is called 'child protection':

1. Talk to the parent/carer.
2. In some cases we will ask for advice from the MASH team (Multi Agency Safeguarding Hub).
3. We record the concern.
4. We follow up concerns later on to ensure that any support needed has had an effect.

We only ever share this information with staff who work directly with the child.

If you have a concern about a child

Discuss it with Designated Safeguarding and Online Safeguarding Lead,
Helen Currie (Executive Headteacher),
or with a Deputy Designated Safeguarding Leader:
Pat English or **Lindsay Read** (in term time), **Sarah Davies** (Playscheme)
You can see photos of all staff on the wall in the garden.

If your concern is about a member of staff, or another student or volunteer, talk to **Helen Currie** or Assistant Headteacher, **Lindsay Read**.

If your concern is about the **Assistant Headteacher**,
talk to Helen Currie.

If your concern is about the **Executive Headteacher**,
talk to Chair of Governors, **Abrar Malik**, or
Safeguarding Link Governor, **Mark Brown**.

If your concern is about the **Chair of Governors**,
call **020 8496 3206** to talk to the **Divisional
Director of Children and Families** at LBWF.

If school is closed and you feel that a child or young person is at immediate risk of harm, call the Police on **999** and ask for immediate assistance. You can also call **101** at any time.

If the risk is less immediate and school is closed, call the MASH team on **020 8496 2317**.

What to do in an emergency:

Fire

- The fire alarm will sound.
 - Escort the children to leave the building calmly and promptly, following the green FIRE EXIT signs.
 - Assemble in the garden by the gate into the Walthamstow School for Girls car park.
 - Answer clearly as the register is called.
 - Do not go back into the building until a member of staff tells you it is safe to do so.
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Critical incident

- In the event of a sudden threat happening, staff will say calmly 'We are in Lockdown.'
 - Go into the nursery building quickly and calmly.
 - Help staff to close and lock windows and doors. Follow staff instructions and move to a position away from sightlines from external windows/doors.
 - Staff will knock on the door of 'engaged' toilets if a critical incident happens. If you are inside you should come out and go to the main nursery.
 - Help staff to keep the children quiet and calm.
 - Do not use your mobile phone unless you are asked to do so by the senior member of staff present .
 - Stay calm and quiet until the senior member of staff signals the 'all clear'.
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Accident or illness

- If you have an accident or feel unwell, please ask a member of staff for First Aid. All nursery staff have basic First Aid training.
 - When you are well enough, please report to the school office, where you may be asked to fill out a form. A record is kept of any accidents or injuries sustained in the schools.
 - Please note that if you have vomiting or diarrhoea you need to be off nursery for 48 hours.
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Staff roles

Executive Headteacher (EHT)	Overall responsibility for leadership and management of the Nursery Schools. Responsible to the Governors for the strategic direction and outcomes of the schools. Designated Safeguarding Lead.
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Teaching Team

Senior Teachers/ Special Educational Needs & Disabilities Coordinators (SENDCos)	Responsible for daily overview of planning and curriculum provision throughout the schools. Overall responsibility for Special Educational Needs and Disabilities. General responsibility for curriculum areas. Team leader responsible for the effective management of the team and any additional support provided. Deputy Designated Safeguarding Lead. Deputises for Executive Head Teacher when EHT is not on site. Oversees specific curriculum areas such as literacy or mathematics.
Teachers	Responsible for Nursery in the absence of the Executive Head Teacher and Senior Teacher. Additional responsibilities may include lead for sustainability, assessment, technology or educational visits.
Senior Early Years Practitioners	Each leads in specific areas e.g. FirstAid, gardening, outdoor provision, Extended provision i.e. breakfast, teatime and Holiday Playscheme, SEND, Information & Communications Technology (ICT), Inclusion, English as an Additional Language (EAL), resources management, health and safety, 2 year old Provision and student
Early Years Practitioners	Key people for specific children
Special Needs Assistants	support children with additional needs under the direction of the SENDCo/SENDCo Assistant
Breakfast, Teatime, Midday and Holiday Playscheme play workers	Work with the children during specific times of the day and year.
Kitchen assistant	Cooks tea

Administrative Team

Business Manager	Responsible for the management of the School Offices, Premises, ICT, Personnel, Finance and Health and Safety
Business Support Officer	Finance, daycare, admissions and reception duties,
Office Administrator	Reception duties, school diary, general school office administration, data, lunches, S chool fund, inventory, orders
Marketing & Policy Officer	Publicity and communication responsibilities, governance support including policy management, website and social media management

Premises Team

Site Services Officer	Responsible for cleanliness, upkeep and security of site
Cleaner	Responsible for cleanliness of the interior of building and housekeeping duties e.g. laundry, watering plants

Daily timetable

8am	Breakfast Club
8.30am	Nursery staff set up areas
9am	Morning session begins, registration
9.15am	Register to office
11am	Snacks cleared away
11.30am	Tidy up time
11.40am	Group time
12 noon	End of morning session
12–1pm	Children’s lunchtime
12.15–1pm	Staff lunch break
1pm	Afternoon session begins, registration
1.15pm	Register to office
3pm	Snacks cleared away
3.20pm	Tidy up time
3.40pm	Group time
4pm	End of afternoon session
n/a	Daily review
3.30pm – 6pm	Teatime Club

Contact details

Low Hall Nursery School,

Low Hall Lane, London E17 8BE

Tel: 020 8520 1689

school@lowhall.waltham.sch.uk

Church Hill Nursery School,

47 Woodbury Road, London E17 9SB

Tel: 020 8520 4919

school@churchhill.waltham.sch.uk

My supervisor:

Name _____

email _____



Student/Volunteer induction checklist

This should be signed and kept by you for reference;
a copy of this signed page should be kept by your supervisor/mentor.

Name:		Start:
Emergency contact name & number:		
Alternative emergency contact:		
Supervisor/Mentor:		Initial to confirm
1	I know what I can expect from the schools, and how to find out who to ask the questions I will have.	
2	I have read this leaflet and understand how to behave in school, including my responsibilities in terms of: <ul style="list-style-type: none">• confidentiality• punctuality• teamwork• resources and• the children's well-being	
3	I understand my part in keeping children and adults safe.	
4	I understand how we work with children.	
5	I understand the part I can play to promote Equal Opportunities.	
6	I have read and signed a copy of the Acceptable Use Policy.	

I confirm that I have read and understand the information and rules set out in this booklet.			
Volunteer's/		Date:	
Name of school/			
Print name:			

I confirm that I have explained the school information and rules set out in this booklet.			
Supervisor's/ Mentor's Signature:		Date:	
Print name:			