



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 values

1. Children have rights to play, learn and be heard
2. Parents/carers are a child's first educators
3. Teamwork and leadership are essential to delivering quality
4. Children make progress when professionals work together and share information
5. We believe in being ethical, respectful and tolerant

Getting along together

We expect everyone in our schools to live up to our values. We challenge anyone who doesn't. Please tell us if you see behaviour that doesn't match our values.

We all work together to get the best for all our children. We want every child to feel safe and secure. This way, they can play, learn and get along with others. We want them to enjoy their first taste of school life. We want them to feel proud of what they can achieve. This means:

- Everyone treats everyone with kindness and respect.
- We listen to each other, and do our best to understand.
- We get down to children's eye level to listen and to talk.
- We give children time to share their feelings, thoughts and ideas.
- Adults model the behaviour we want from children.
- We do our very best to meet each child's needs.
- Sometimes children have trouble with each other. We ask them to say 'We've got a problem. Let's find a solution'. This is language we use in all our learning. Sometimes it doesn't work. Perhaps they can't manage it yet. Perhaps one child might just carry on. When this happens, we ask children to tell an adult. We tell them not to deal with it themselves.
- Families are our partners in the care of their child.
- We expect our children to come to nursery every day and to arrive on time. This supports their learning routines and helps them build relationships.
- Sometimes a child has a pattern of concerning behaviour. When this happens, their Key Person talks to their parents. They also talk to the Special Educational Needs and Disability Co-ordinator.
- We celebrate how we are different and how we are the same. We teach children to be tolerant.
- We work together to protect the world we live in. We teach children to be caring and thoughtful.



What you can expect from us

- We have high expectations of you. We hope you find this a challenging and rewarding experience.
- You'll have an induction. It covers how the school works safely and how you can stay safe too.
- A supervisor will guide you. They help you plan, and keep track of your work and your workload. They also give you constructive feedback. They'll discuss students' progress with their school/college tutor.
- You have the same insurance as paid workers. Anyone who uses their own car on school business must have motor insurance to cover them. They must show the policy document to the Executive Headteacher before doing this.
- We reimburse expenses like travel during school trips or childcare (with a registered provider). The Executive Headteacher must approve expenses in advance.
- All staff are here to help you learn. To find out who does what, look at the photo board in the garden. Read which job does what on the 'staff roles' page of this leaflet. Ask if you aren't sure.
- We offer copies of any policies that students need for their course. Some policies are on the school website, www.fans.waltham.sch.uk

When you arrive

- **Be punctual.** Students should arrive before 8.30am. Phone **020 8520 4919** before 8.45am if you can't get here for any reason. Students work until 4.15pm. Sometimes they work later.
- **Sign in**, collect your badge, and wear it always. Sanitise your **hands** or wash them for 20 seconds.
- **Switch off your phone** and take off your **headphones**. You must hand in your phone to the office. They will lock it in the safe.
- As you move around:
 - note where the **fire exits** are
 - note where the **fire assembly point** is.
- In an **emergency**, will you need **help to leave**? Tell the office team now.

While you are in school

- You can only use your phone on a break and in the staff room. Does someone need to contact you? Ask them to call the school office on **020 8520 4919**.
- You can't smoke/vape on or near the site, or near children.
- Don't eat, drink or chew gum in the main nursery. You are welcome 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:
 - To lift heavy equipment, bend at the knee.
 - To reach up high, use an elephant stool or the small steps.
 - For desk work, clean your workstation before you start and after you've finished. This means the keyboard, phone, screen, on/off switches, and chair arms. Use antiseptic wipes.
- We must see an enhanced DBS disclosure for all volunteers and for all students except school students. We take note of the number.
- Have you seen anything in the building or garden that concerns you? Tell a teacher or the admin team.
- Are you unhappy about anything to do with your time in school? Talk about it with your supervisor. If you need to, follow the Complaints Procedure. Find this on the wall in the lobby and on the school website.

When you leave

- **Sign out** any time you leave the building. This includes lunch time.
- **Hand in your badge** at the end of the day.
- Sanitise or wash our **hands**.
- **Collect your phone** from the safe.
- At the end of your placement, please **tell us (kindly) what you think** about your time here.

Your planning

- Follow the plan you have made with your supervisor. Ask for support if you realise you need it.
- It's your job to find out what you'll be doing where each day.
- Dress modestly and ready to play and get messy. No long/sharp nails.
- Make sure you know 1) **why** you're doing an activity, and 2) **what** you're expecting the children to learn.
- Ask if you aren't clear. In particular, read a story yourself before you read it to a group.

Dos and don'ts for you

- Keep confidentiality. Don't share anything about a child that could identify them. Check with the headteacher before you talk to children or their families outside school. You mustn't change a child or deal with first aid. Please tell a member of staff if a child needs either.
- You can hold hands with the children. But you mustn't carry them, sit them on your knee, or handle them in any other way. Don't spend too long with one child — it might look like favouritism.
- Children mustn't be left alone with students or volunteers. If you find yourself alone with a child, go find another adult.
- You can't take photos of the children.
- Don't ask children to keep secrets. The only secret that's OK is a surprise.
- Close the gates and the doors after yourself. Don't let children 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 you see them running indoors.
- Get the children to help you pick up toys and games that have been left on the floor.
- Ask if you're not sure what to do. Offer to help. These jobs always need doing: washing up, preparing snacks, sorting out dressing up clothes, tidying the role play and block play areas, filling collage containers, sharpening pencils etc. Use your initiative. Go find one of these jobs any time you're not playing and learning with the children.
- Don't shout at the children, tell them off, or say anything sarcastic.

Dos and don'ts for children

- Please refer anything that involves children's behaviour to the member of staff in charge of the area you are working in.
- Don't ever use the word 'naughty'. Try to describe children's behaviour and focus on the good things they do. We praise the good things. Draw other children's attention towards children who are behaving in the right way. Use the words 'We've got a problem. Let's find a solution.'
- If a child does something that puts them or others in danger:
 - say 'Stop!'
 - hold up your hand, palm facing the child.
- Children aren't allowed to climb in areas without mats, safety surfacing, or grass.
- Children aren't allowed in the kitchen or laundry room. They mustn't be left alone in the Sensory Room, Staff Room or Dining Room.
- Children only ever access the internet:
 - for short amounts of time
 - with adults present
 - in search of something specific, 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'd like to use resources for an activity. Use both sides of the paper. Turn off dripping taps. Pick up litter and put it in the right bin. Talk about reducing, re-using, and recycling as you do all this.

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. Be positive about what they achieve.
- Do your best to get children to join in activities. Sit with them at the tables or on the floor.
- Find things to learn in everything they do. Talk to them about what are doing. Find out why they are doing things in certain ways. Ask open questions like "How?" and "Why?" Make relevant comments about what they are doing. Help them to join in if you are reading to a group. Talk about the story with them. Let them lift any flaps and predict what's going to happen next. This extends their language, learning, and experience.
- Don't draw pictures for the children. We want them to value their own pictures and to do their own work. This is how they learn.
- Get children to try to write their own name on their work. Maybe they can't write yet. Do they need to copy their name card? Help them to find it. After this you can write their name. Be careful to get it right as it's rude not to. You can use the name cards too. Don't write in block capitals. Just put one capital letter at the start 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 like singing and dancing.

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

- Let a child work with someone who speaks their home language. This could be an adult or a child. This way, they hear familiar language.
- Learn a few key words in their home language. Examples are "hello", "welcome", "thank you", "please", and "toilet".
- Speak clearly. 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.

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

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

Remember: any form of discrimination is not acceptable. We will challenge it.

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 child's needs. Learn the strategies staff use to support them.
- Find out about specific special educational needs, e.g. autistic children or those with speech and language delay.
- Celebrate 'small steps' they make.
- 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. We welcome children and their families and staff from all backgrounds, of all faiths and none, and from all cultures. We do not discriminate against anyone. This includes those with legally-protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sex and sexual orientation. This school is all about people. Everyone is valued and everyone is included fully.

Our practice reflects the Equality Act 2010. This Act harmonised and replaced 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. These 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 don't 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. This includes dressing up, building, woodwork, and dolls.
- We have non-stereotyped play equipment and resources that reflect positive images of children and families. We have multi-cultural and multi-lingual play equipment, e.g. dolls, books, displays on walls.
- We have books in different 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. It's in everything we do.

Please tell us if you notice either information, e.g. the website, or any practice, e.g. how we talk to the children, which isn't inclusive.

Any breach of our Equal Opportunities policy by a student or volunteer during 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 that happen 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 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?' When 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. MASH stands for Multi Agency Safeguarding Hub.
3. We record the concern on a portal called My Concern.
4. We put support in place.
4. We follow up concerns later. We do this to make sure the support has done what we all wanted. We only share this information with the staff who work directly with the child.

If you have a concern about a child

Talk to the Designated Safeguarding and Online Safeguarding Lead, **Helen Currie** (Executive Headteacher), or to a Deputy Designated Safeguarding Leader: **Pat English** or **Lindsay Read** (in term time), **Sarah Davies** (Playscheme)
Find photos of all staff on the way in.

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

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

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

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

Do you feel a child or young person is about to get hurt? Is school closed? Call **999**, ask for the Police and say you need immediate help.
Call **101** at any time.

Is the risk is less urgent but school is closed?
Call the MASH team on **020 8496 2317**.

What to do in an emergency:

Fire

- The fire alarm will sound.
 - Go with the children to leave the building calmly and promptly. Follow the green FIRE EXIT signs.
 - Assemble in the garden by the gate into the Walthamstow School for Girls car park.
 - Answer clearly as the Fire Marshal calls the register.
 - Don't go back into the building until a member of staff tells you it's safe to do so.
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Critical incident

- If a sudden threat happens, 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. Move to a position away from sightlines from external windows/doors.
 - Staff will knock on the door of 'engaged' toilets. If you are inside, come out and go to the main nursery.
 - Help staff to keep the children quiet and calm.
 - Don't use your phone unless the senior member of staff asks you to.
 - Stay calm and quiet until the senior member of staff says "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. There are First Aid provisions in the art area.
 - 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 and Online Safety 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 Headteacher 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 Headteacher 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 supervision.
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, school 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 _____



Induction checklist

Student/volunteer and supervisor/mentor both sign.

Student/volunteer keeps the booklet, supervisor/mentor takes a copy.

Name:	Start date:
Emergency contact name & number:	
Alternative emergency contact:	
	Both initial
Introduction to Senior Leadership Team, Admin Team, and colleagues	
Tour of facilities (toilets, staff room, kitchen), and work area	
Photo supplied to school@churchhill.waltham.sch.uk	
Conduct <ul style="list-style-type: none">the schools' values and what to expect from the schoolshow we all behave, and how we work with childrenhow we all promote Equal OpportunitiesPolicy and procedures relating to Safeguarding, Child Protection, and Prevent.	
Role and responsibilities <ul style="list-style-type: none">Student/volunteer duties, teamwork, and use of resourceshow to find out who to ask questionshours of working and punctualitysickness absence and special leaveconfidentiality and whistleblowing	
Emergencies <ul style="list-style-type: none">Fire: where the fire notices are, how to raise the alarm, including where the call points are, the fire evacuation procedure, means of escape, and assembly pointsFirst Aid: what to do if me or a child needs first aid.	
IT procedures <ul style="list-style-type: none">read and signed a copy of the Acceptable Use PolicyHow the phone works and arrangements for personal callsPolicy and Procedures relating to Online Safety	
Health and safety <ul style="list-style-type: none">seen the Staff Handbook, School Handbook, and the Staff Health and safety Handbook.Information and training in relation to the student/volunteer's responsibilities.	

Supervisor/mentor's signature:		Date:	
Volunteer's/Student's Signature:		Date:	
Name of school/College			