

Juniper Hill School

**Guide for Parent Helpers**  
**March 2026**



*Kindness    Enjoyment    Achievement*

Dear Parent Helpers/ Volunteers,

We have produced this booklet as a basic guide for all adults who are kind enough to volunteer to help the children in Juniper Hill School. The whole staff values your contribution to the children's learning and appreciates your help.

We hope you find your time with us rewarding, enjoyable and informative.

Please make sure you complete a Volunteer Application Form (available on our website, select the key information tab for a drop-down menu and select Volunteer) before picking up a DBS pack from the office. This allows us to check with the relevant teachers to see when and where help is needed.

### **Health and Safety**

For a variety of Health and Safety issues, it is very important that we know exactly who is on the school premises and where they are. We therefore ask that every adult who comes into school does so via the main reception door. Helpers must sign in on the iPad and be issued a visitor's badge.

In accordance with county guidelines on Safeguarding Children we ask all adult helpers to be checked by the Disclosure and Barring Service (DBS). DBS packs are available from the office. You will also need to complete the Staff Disqualification Declaration and return it to the office.

For your own protection/safety we ask that adults do not enter the classroom unless the teacher is present or an alternative arrangement has been made. We also ask that you do not go into the staff room or the individual offices.

For your information, the times of lessons are as follows:

<b>Reception</b>
09.00 - 12.00 Indoor/Outdoor Provision
12.00 - 13.00 Lunchtime
13.00 - 15.20 Indoor/Outdoor Provision
15.30 End of School Day.

<b>Key stage 1</b>	<b>Key stage 2</b>
09.00 - 10.15 Lessons	09.00 - 10.30 Lessons
10.15 - 10.30 Breaktime	10.30 - 10.45 Breaktime
10.30 - 12.00 Lessons	10.45 - 12.30 Lessons
12.00 – 13.00 Lunchtime	12.30 - 13.30 Lunchtime
13.00 – 14.10 Lessons	13.30 - 15.30 Lessons
14.10 – 14.20 Playtime	15.30 End of School Day KS2
14.20 – 15.30 Lessons	
15.30 End of school day KS1	
<b>Assemblies</b>	<b>Assemblies</b>
Tuesday 09.00 - 09.30 Whole School Assembly	Tuesday 09.00 - 09.20 Whole School Assembly
Friday 09.00 - 09.30 Whole School Celebration Assembly	Friday 09.00 - 09.30 Whole School Celebration Assembly

### **Playtime**

At break times you are very welcome to go into the kitchen and make yourself a cup of tea or coffee. We do not allow hot drinks in any areas where the children are likely to be to avoid scalding accidents. Please let the office staff know if there is anything you need to make yourself a drink. We do not allow parents/volunteers to go on the playground at playtimes.

When working with children, please ensure that you are in a safe, public environment such as the classroom, library or reading area.

Please do not administer first aid to any child. If you have any concerns, please speak to the office. If a child appears to be unwell, please talk to the class teacher or let the office staff know.

If you hear the fire alarm when working in an area away from the classroom, please evacuate the building by the route shown in that area. Do not take the children via the classroom. Please take the child to join the rest of the class lined up on the playground.

Each class has a numbered line. Please then make your way to the green 'Assembly Point' sign on the brick wall of the outdoor storage area in the main playground.

## **Confidential Information**

It is very important to treat anything you hear or see in school with regard to particular children as being in absolute confidence and entirely a matter within the school. If you have any concerns about the welfare of a child, please talk to the class teacher. The designated staff members for child protection are Mrs Garnett, Mrs Long, Mrs Duhan, Mr Martin and Miss Druce.

Any conversation with parents outside is a breach of the school's confidence. Even a comment such as, 'your Jimmy reads well', is not acceptable as others will wonder why you have not said that to them. Similarly, you may find that parents who are friends will ask about the progression or behaviour of their children in school. Again, this is a matter requiring a great deal of tact on your part and it is very important that you must firmly suggest that if they are in any way worried about their child then they must discuss the matter themselves with the class teacher.

Please do not pass on information to other people or parents regarding children in any format. You may, for example see a child or group of children being spoken to about their behaviour. Please refrain from passing on even casual observations to others about these matters. Please do not share information on Social Media (Facebook/Twitter/ WhatsApp etc). Whilst you are in school, please ensure that your mobile phone is turned to silent and not used (for calls and texting) or left on the tables. Please refrain from recording information or taking photographs on personal mobile devices.

## **Behaviour**

Good behaviour and discipline are celebrated in our school as essential to successful teaching and learning. Our aim at Juniper Hill School is to build a happy and purposeful environment so that an atmosphere of mutual trust, confidence and respect leads our children to understand what is expected and what is regarded as acceptable behaviour. This policy provides support for class teachers, ancillary staff and all other adults working with our pupils. It makes clear the values of our school: trust and fairness, self-respect and self-discipline.

## **Supervising Children**

Whenever you are supervising children, the following points will be of help:-

- ★ Always treat children with respect and in the same sort of way that you would expect them to treat you.
- ★ Be friendly towards them.
- ★ Speak gently so that they will have to be quiet in order to hear what you are saying.
- ★ Tell them exactly what to do as clearly as possible.
- ★ Praise the children wherever possible.
- ★ If you are concerned about a child for any reason, have a word with the class teacher. Do not speak directly to the parents of the child. This is the teacher's job.

## **Hearing Readers**

One of the tasks that you will probably be involved in is reading with a child. This is an important but time-consuming task.

The exact approach will depend on the reading level of the child.

## **Beginning Readers**

Children should be aware that you read from left to right, turning the pages that way and reading the lines left to right and top to bottom.

Read the book together to start with. Discuss the pictures and story. Read the book again pointing to each word as you read.

## **Early Readers**

In the early stage, the children will be reading Ruth Miskin 'ditties' and then Ruth Miskin reading books. In these materials, all phonically decodable words are known as 'green' words and irregular words are known as 'red words'. Please encourage the children to say the sounds of all green words and blend the sounds together.

Ask the children to point to each word as s/he reads it. Discuss the pictures and the story.

Ask the children to find key words which are repeated several times in the book 'the', 'in', 'I' etc.

## **Extending Reading**

As the children can read more words try to get them to work out new words by making a good logical guess. Try to get the children to read to the end of the sentence and then go back to work out an unknown word.

Even with competent readers you should discuss the stories and pictures. You can try to encourage the children to use expression or use a story teller voice.

## **Discussion Questions**

The following are examples of the types of questions to use when discussing a story.

What was the story about? Who was the main character? What sort of person was he? Was that a sensible thing to do? What should he have done?

Which part did you like best?

What would have happened if ...?

Try to relate some ideas to the children's own experiences i.e. Can you ...? Have you ever ...?

## **Using the Reading Record Books**

When you have heard a child read, please enter the page number that they have read up to. You may put a short positive comment eg: good, well done, etc but please do not put in any negative comment in the books or suggestions of what the child needs to do.

If you have any observations or concerns about an individual child's reading, please record on the page at the front of the Reading Folder to pass on to the class teacher.

## Changing Books

When changing a child's book please remember to date this in the class reading folder. You will also need to record in the reading record the date and the title of the new book.

The reading book boxes are clearly labelled with the reading level on the front. In EYFS/KS1 the children read Bookbag Books which are clearly labelled on the front of the box. Please date the book you have selected in the reading folder and include the title and date of the book in the reading record.

Please do not move a child on to the next level. Teachers provide regular opportunities to hear the children read where they will use their professional judgement as to whether a child should remain on a level or move up.

In case we teachers forget to say so, please be assured that we really do appreciate your help (we may be too busy to say so but we do!)

Once again ...

Thank you!

## Parent Helper Acknowledgment

I confirm that I have read the Parent Helper Guidelines and that I will follow the requirements outlined in the Guide.

Name of class/classes you are supporting:

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Name:

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Signature:

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Date:

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