



*Loving, living and learning
in the light of Christ*

Ellel St. John's C.E. Primary School

Volunteer Policy/ Induction

*‘Let your light shine before others, that they may see your good
deeds and glorify your Father in heaven.’*

Matthew 5:16

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| Date policy became effective: | Autumn 2022 | Reviewed Autumn 2023 Review Date: Autumn 2024 |
| Person(s) responsible for implementation & monitoring | Volunteer Lead: Rebecca Walton / Ruth Poole Headteacher: Joanna FitzGerald School bursar: Sandra Rotherham | |



Ellel St John's C.E. Primary School

Volunteer Induction

Introduction

This policy should be seen as the background behind the volunteer Induction Process. Every volunteer goes through the same induction process as every member of staff. The Induction Pack is available in the school staff room. It is however delivered, not handed out to be just read.

Who is a volunteer?

- A volunteer is any person who carries out duties in a school on an unpaid basis, or plans to do so, on more than two occasions.
- Volunteers do not need to be Parents or Carers. Grandparents and other people from the community may wish to be involved. Volunteers may help in School on a regular basis or may have a specific skill, knowledge or interest, which can be called upon intermittently.

Voluntary work activities may include –

- Assisting pupils with set tasks e.g. hearing reading.
- Assisting in tasks to help enable the school staff to focus on work with pupils e.g. mounting work for display, housekeeping.
- Assisting with supervision on educational visits.
- Work not involving children e.g. library tasks.
- Accompanying out-of-school activities such as football matches, evening performances of school plays.
- Fund raising and self-help projects.

Selection

Anyone who wishes to be a volunteer can be considered, providing they can fulfil all the Safeguarding Children requirements. All volunteers are subject to scrutiny and it is possible that an individual offering to volunteer may not be placed. This may be because there are no spaces, or be because it is considered that acceptance may have a detrimental effect on a child (possibly the volunteer's) or on a member of staff. The Head Teacher will use their discretion. Their decision is final. Selection of voluntary helpers is according to need by the Volunteer Lead/ Deputy Headteacher/ Headteacher, who will assign Voluntary helpers to a member or members of staff, who will oversee the activities they do.

Induction

Anyone wishing to volunteer in school on a regular basis will complete the Voluntary Helper application form (Appendix A). This will then be used to determine if there is a need in school once consulting with other members of staff. For one offs the application form and induction process is not required. However, the class teacher must agree. Anyone wishing to volunteer in school will be invited into school for a supervised trial session before committing to regular volunteering. Anyone wishing to volunteer in school more than twice must obtain a valid DBS. The school bursar will assist with the application for this.

No Volunteer will be left unsupervised with a child(ren). This means a room without a teacher/teaching assistant present. Volunteers may work in shared areas/ corridors where there is passing human traffic.

Once the DBS has cleared, a copy of this policy will be shared with and given to each volunteer to retain for future information. All volunteers will then be asked to sign the induction list which will act as an agreement. The same induction is given to students on work placements. A brief induction meeting with the volunteer lead will cover who the volunteer will be working with and who will have the overall responsibility for any activities. The next items will also be covered, if the volunteer has any concerns regarding these they must refer to the responsible member of staff where possible and appropriate. However, some matters will need to be passed on to the Deputy Head teacher/Head teacher.

Confidentiality

Confidentiality is extremely important. Volunteer helpers are reminded that they will see all sorts of things going on, some of which may surprise them. Whatever volunteers see or hear, particularly concerning children must not be repeated, except to a member of staff.

Teachers will respond to different situations for different reasons. Volunteers are reminded that the staff are professionals and will have reasons for changing tactics, particularly linked to setting targets for individual children. Volunteers may also overhear staff discussing pupils and their concerns. Volunteers must remember that this is the teachers/teacher assistants' place of work and that they need to discuss issues with each other. These are of a highly confidential nature and must never be repeated out of school.

Volunteer Helpers are however made aware of the Whistle Blowing Policy and how this can be used if a Volunteer is concerned that something inappropriate is occurring in school.

General Confidentiality -Thus, all information and comments made in school, remain confidential to school. It is unprofessional for staff, visitors or volunteers to comment on individual children to others outside school, including the child's parents except through the appropriate and official channels.

ALL VOLUNTEERS ARE WARNED TO BE CAREFUL ABOUT WHAT THEY PUBLISH ON SOCIAL MEDIA, THROUGH E-MAIL AND OTHERWISE ON THE INTERNET. It is easy to break confidentiality or to be accused of inappropriate publication due to vexatious comments. Volunteers are also made aware of the "Acceptable Use Policy" Data Protection policy - Volunteer Helpers are directed to the Data Protection Policy. They are reminded of their responsibilities NOT to divulge any information to a third party. If in doubt they must check with the Head Teacher.

Child Protection

Volunteers need to be aware of the school's child protection procedures and these will be outlined briefly at the induction meeting, and volunteers will be directed towards the school's Safeguarding Policy available on the school website. Volunteers should report any indication of any form of significant harm (abuse) or neglect which they become aware of. If children talk about any form of significant harm it is essential that the volunteer listens, does not ask leading questions, does not make promises and immediately reports any such instance, (this is known as a disclosure). All child protection issues must be reported to a Designated Safeguarding Lead (Headteacher, Deputy Headteacher, SENCo, EYFS/KS1 Lead).

Discipline

Volunteers must accept that they work to the same standard of care as the staff in the school i.e. the standard of 'the reasonable parent'. However, matters of concern including discipline of children are the responsibility of the school staff. Any volunteer who experiences difficulties with children of any kind must report this immediately to the

responsible member of staff. The Headteacher or Deputy Headteacher is available to discuss any cause for concern with the volunteer.

Health and Safety

Volunteers must follow the school's health and safety procedures. Health and safety will be discussed at the induction meeting. Volunteers should act responsibly with regard to their own health and safety and that of others in the school. In practice this means taking safe action to resolve any health and safety issues, for example moving things which may be a trip hazard. If safe action cannot be taken, the matter must be reported to the School Business Manager or caretaker.

Accidents - If a child is ill or has an accident, please tell the nearest teacher at once. Disposable gloves to deal with wounds sickness or other bodily fluids must be used. Not to touch blood or vomit. If hypodermic needles or syringes are found not to touch them. All accidents are recorded in the accident book or accident form, and that if they witness one they will be required to help in filling in the details.⁴ The same applies to 'Near Miss Incidents'.

Fire - Volunteers are asked to read the Fire Notices in the classrooms and corridor.

C.O.S.H.H. Approved substances - As we are only allowed to use approved substances, volunteers are asked not bring any materials into school. E.g. glue

Smoking is not allowed in the school building or anywhere on the premises.

Visitors may not enter the Kitchen without permission from the Cook in Charge.

Arrival/Absence

All volunteers must arrive at the main reception desk and sign in on the electronic visitor's book. This will provide a sticker which must be worn at all times at school. When leaving they sign out in the same manner. In the event of a fire the Volunteers would evacuate with the rest of the school. An Admin Officer delivers the Visitors' Books to the Fire Meeting Point on the playground. Volunteers are asked to telephone the school if they cannot come into school when expected.



Volunteer Application Form

Personal Details

| | |
|---------------|--|
| Name | |
| Date of Birth | |
| Address | |
| Telephone | |
| Email Address | |

Preferences - Please specify times if not full AM/PM

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--------|---------|-----------|----------|--------|
| AM | | | | | |
| PM | | | | | |

Please tick

| | |
|-------------|--|
| Foundation | |
| Key Stage 1 | |
| Key Stage 2 | |

In case of an emergency who should we contact?

Do you have any disabilities / other needs we need to take into account when working as a volunteer in school?

Volunteer Agreement

I have read the Volunteer Policy and received an induction meeting. I am aware of the school's Safeguarding Policy and will adhere to it.

I agree to come into school on a voluntary basis on the following days:

| | Mon | Tue | Weds | Thurs | Fri |
|----|-----|-----|------|-------|-----|
| AM | | | | | |
| PM | | | | | |

I will be working in _____(class/year group)

And I will be responsible to the teachers in that year group.

Any additional days / hours must be agreed following consultation with the Teacher / Head teacher and informed to the School Business Manager.

I understand that I can be asked to stop at any time at the discretion of the school.

Signed _____

Name _____

Date _____

Helping with reading in school

Thank you for volunteering to listen to children read in school. Young children need as many opportunities as possible to practice reading and we really value your support.

If you are not sure about anything, at any time, please ask.

Helping to raise standards

Reading skills are taught in the classroom but children get better at reading through lots of practice. By hearing children read in school, you will be giving them more opportunity to practice by reading aloud to an adult. Your assistance will mean that you can help children become better readers.

Who will you hear read?

You will hear children read from a class other than your own child's. Who you will hear read will depend on what the teachers feel will be the best use of your time. You might hear

- beginning readers - young children who are in the early stages of learning to read
- developing readers - children who have already learned the basics of reading
- struggling readers - children who are finding it difficult to learn to read

It is likely that you will have a group of children who will read to you on a regular basis. But the teacher might want you to hear different children on each visit or to concentrate on one or two particular children.

Where will you work?

Whenever you are working with children in school, you are under the direction of the teacher who is responsible for what the children are doing and learning. You may be working in the classroom, shared area or library. The class teacher will explain what they want you to do. This may differ with different children and different groups of children, depending on their age and ability.





TIPS AND SUGGESTIONS

- Talk with the child about the book they are reading. Look at the front cover. What is the title? What might it be about? Who wrote the book? Do you think you will like it? Why? What has happened so far? What do you think will happen next?
- Ask younger children where the book begins and ends. Which is the front and the back, how do we know?
- Talk about the pictures. What can the children see? Pictures help children to understand the words and put them in context.
- With older children and more able readers, discuss the characters and the words and phrases used by the author.

When a child doesn't know a word

- ask them what sounds the word begin with or ends
- ask them to read on and see if they can work out what the missing word is
- ask them to look for smaller words they know, within the larger word
- if a child misreads a word, stop them and say the correct word -

If they guess the word and it makes no difference to the meaning (eg home instead of house or water instead of sea) point out their error but give them lots of praise for making a sensible guess.

- Use lots of **praise** and **encouragement** and avoid criticism. It is important that the children become more confident when reading.
- Please hear children read or talk to them about their reading for as long as possible. This gives them extra practice and children often become more fluent if they read for longer than two or three minutes. But don't make children read for longer than they can keep their interest and attention to the task.
- Some children chose to read non-fiction books, as these are usually of personal interest. However they often contain difficult vocabulary and therefore children sometimes require much more support when reading them. Try shared reading, where you read the book and invite the child to follow as you read and join in with the words they recognise. It is important to maintain a sense of meaning and enjoyment. You can then discuss what has been read.

You must treat everything you do in school with the utmost confidentiality. Do not talk to other parents or people outside of school about individual children and their progress. If you are approached by a parent for information about their child always ask them to speak to the class teacher.

