

'Learning to love, loving to learn'



St Chad's CE VC Primary School

'Learning to love, loving to learn'

Volunteer's Handbook

Contents

	Page
Staff List	3
General Information/Security/Health and Safety/Covid measures	4-6
Listening to Reading	7
Helping with Swimming	8
Helping with Sewing	9
Helping with Art & Design	10
Volunteers Statement of Expectations	11-12
Signed confirmation of Statement of Expectations	13

Key policies (also provided with this handbook)

Safeguarding and Child Protection Policy

Duty of Care and Confidentiality Policy

E-Safety and Acceptable Use Policy

Allegations against Staff and Volunteers

Keeping Children Safe in Education (KCSiE)

SCHOOL ORGANISATION

Headteacher

Mrs Steph Jenkins (Designated Safeguarding Lead)

Deputy Head

Mrs Helen Ives (Deputy Designated Safeguarding Lead)

EYFS/KS1 Leader

Miss Katherine Legg (Deputy Designated Safeguarding Lead)

KS2 Leader

Mrs Helen Ives (Deputy Designated Safeguarding Lead)

SENCO/Inclusion lead

Miss Katherine Legg (Deputy Designated Safeguarding Lead)

Mrs Sarah Pitt (Deputy Designated Safeguarding Lead)

Teachers

Year group	Teacher	Email
Reception	Hannah Lewis Lauren Pryce	admin@stchadsprimaryschool.co.uk
Year 1	Emily Hunter	admin@stchadsprimaryschool.co.uk
Year 2	Clare Jones Helen Ives	admin@stchadsprimaryschool.co.uk
Year 3	Emily Powell	admin@stchadsprimaryschool.co.uk
Year 4	Leanna Mason	admin@stchadsprimaryschool.co.uk
Year 5	Abigail Preen	admin@stchadsprimaryschool.co.uk
Year 6	Katherine Legg Barbara Dobson	admin@stchadsprimaryschool.co.uk

HLTA

Jamie Morris
Hannah Allen

SEND

Teaching Assistants

Jess Ford
Francesca Finazzi
Alba Wakefield
Olivia Wearing
Cherie Goodman
Kirsty Viner
Lyn Stoker

Admin Assistant

Trish Sutton admin@stchadsprimaryschool.co.uk

Clerical Assistant

Jessie Giambarresi admin@stchadsprimaryschool.co.uk

Lunchbreak Supervisors

Clare Luxford
Jamie Morris
Lyn Stoker
Cherie Goodman
Kirsty Viner
Olivia Wearing
Emma Mounter
Marbie Ratnett

Caretaker

Mr Greg Bryant

ST CHAD'S CE VC PRIMARY SCHOOL Volunteer's Handbook

We are committed to working in partnership with parents/carers and volunteers and greatly value your help in school. We hope that this booklet will provide valuable information on some of our relevant policies and procedures and about how you can help in school.

Parents may work in their own child's class or in any other class in the school – just let us know which you would prefer.

SCHOOL VISION – LEARNING TO LOVE, LOVING TO LEARN

SCHOOL VALUES

PERSEVERANCE	COMPASSION
HOPE	FRIENDSHIP
FORGIVENESS	TRUST
RESPONSIBILITY	THANKFULNESS
COURAGE	PEACE
CREATIVITY	SERVICE
RESPECT	LOVE

GENERAL INFORMATION

What you may do

There are many ways you can help in school. What you actually do depends upon what staff need at the time and also your own interests or skills. Some of the activities you may be asked to be involved with are

- ❖ Speaking and listening activities with individuals or small groups
- ❖ Assisting groups of children with teacher directed activities
- ❖ Hearing children read and asking questions about what they have read/changing books
- ❖ General help e.g. paint mixing, pencil sharpening, sticking work in books, photocopying, repairing books
- ❖ Swimming / cookery
- ❖ Educational visits

Volunteer Register

We keep a register of volunteers who feel they have a particular skill they feel may be of use to teachers for example, sewing, music, sports coaching. If you feel that you may have a skill the children would benefit from please let the class teacher or one of the office staff know.

How often can I help?

Your help is welcome at many different times of the day but obviously will be most beneficial if it can be on a regular basis and arranged in advance with the teacher. It is probably best to start with a short time each week and increase this if you have more free time. It doesn't have to be a whole morning or afternoon, an hour a week can be very helpful. If it is always the same time, this makes it easier for you to remember and easier for the staff to plan. If for some reason you can't come to school as arranged, please let staff know, giving as much notice as possible.

Working with Children

When you are working with children, you will always be under the supervision of a member of staff who will let you know what you and the children are to do. Please make sure the children clear up at the end of an activity and put books back tidily in the right places on shelves.

Like all other adults in the school, you will have high expectations of the children's behaviour. They should be courteous, use polite language and listen when others are speaking. If difficulties arise in your relationship with a child, please speak to the class teacher.

Break times

You are invited to have a break along with the rest of the school. You may use the support room, which is situated by the staff room and accessible from the hall. Volunteers may use the staff toilets situated in the corridor by the office. Volunteers are not to go out into the playground at playtimes.

Photocopying

There are two photocopiers in school situated in the PE Store and resource room. The teacher will advise you as to which to use for any tasks given. The office staff can always give you help in using photocopiers. You will require a code.



SECURITY / HEALTH AND SAFETY

DBS checks

Before starting, all volunteers need to be DBS checked. Please see Trish Sutton (admin@stchadsprimaryschool.co.uk) to arrange this. On receipt of your disclosure certificate, please bring it to the school office so we can register this.

All volunteers must also:

- Read this volunteer handbook and ask for clarification about any aspect they are unclear about. Read and sign the 'Statement of Expectations of Volunteers' (at the end of this handbook, which includes a declaration regarding the Safeguarding and Child Protection Policy, Duty of Care and Confidentiality Policy, E-Safety and Acceptable Use Policy and Allegations against Staff and Volunteers Policy).
- Read and sign to say that you have understood part 1 of Keeping Children Safe in Education.

Signing in and out

For security reasons, we ask you to enter the school via the school office and to sign in and out of the visitor's book. Please ensure you wear a visitor's badge/lanyard during your visit and return it when you sign out.

Mobile technologies

To comply with the revised EYFS Guidance, volunteers must place mobile phones and other portable technologies capable of taking images in the lockers provided (in the foyer). Please keep the key with you whilst in school and leave in the lock before leaving.

Online Safety

Children use the computers and internet on a regular basis. The school has an E-Safety and Acceptable Use policy on the use of the internet and all volunteers are expected to read and sign to show that they have read the Acceptable Use of IT. If you notice a child looking at anything other than instructed, please make the teacher aware of this. Volunteers must not use the computers in school except under the supervision of the class teacher.

Fire Procedures

Please make yourself aware of the procedures for fire drills. In the event of a fire alarm sounding, the staff will guide the children to the meeting point on the playground and visitors should all stand together - office staff will check that all visitors have evacuated the building by referring to the visitor's book.

First Aid

All accidents must be dealt with by a member of staff.
All staff are first aid trained.

Paediatric trained first aiders –

Kirsty Viner

Lyn Stoker
Francesca Finazzi
Jess Ford
Jamie Morris
Olivia Wearing

All medical needs must be dealt with by a member of staff.

Child protection

- **Mrs Steph Jenkins is the Designated Safeguarding Lead for the school.** Please report anything you notice or that is said by a child that concerns you, to Mrs Jenkins. In her absence, Mr Ridd, Mrs Ives or Miss Legg are the Deputy Designated Safeguarding Leads.
- If child protection concerns are about a member of staff, please inform Mrs Jenkins (or the Chair of Governors if the concerns relate to the Headteacher).
- If children are unable to change themselves independently for PE / swimming / after an accident, members of staff will assist the child, please do not do this yourself.
- Volunteers must not use physical force to restrain pupils and there must be no physical contact.

Confidentiality

All that is seen or heard in school **must remain confidential** to the school.

Volunteers (including parent helpers) must not report any in school matters to other parents or to other parties outside of the school staff, including on social media. Please read and adhere to the Duty of Care and confidentiality policy included in this handbook. The school is covered by the General Data Protection Regulations (GDPR). A breach of confidentiality may mean that the person may no longer be able to continue in a volunteering role in school.

Covid precautionary measures

Our approach has been informed by the SAGE hierarchy of protective measures to help prevent the spread of COVID-19:

- 1) Ensure good hygiene for everyone.
- 2) Maintain appropriate cleaning regimes.
- 3) Keep occupied spaces well ventilated.
- 4) Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Any volunteers who have any of the cardinal covid symptoms (high temperature; new, persistent cough; loss of taste/smell) should follow the national guidelines and not come into school until well again. If you are feeling unwell, please contact the school office so that the teacher can be informed of your absence.

Conclusion

Being a volunteer is a sociable and rewarding activity and gives you the opportunity to get involved in the daily life of the school and make a difference to the opportunities for children.

Ask if you are not sure of anything; everyone here is very helpful.

Thank you for your help. It is much appreciated. We very much hope you enjoy working with the children and staff.

LISTENING TO READING



In listening to children read our aims are

- To give children practice
- To help children to establish meaning from the text
- To build confidence
- To make reading enjoyable
- To apply phonic strategies

Do

- Make yourselves as comfortable as possible. You may be asked to hear readers in shared areas (e.g. the library and corridors). Sit beside the child, not opposite them.
- Chat to the child initially to put them at ease.
- Discuss whether or not he/she has read the book at home, enjoys it, finds it difficult etc.
- Invite the child to share the book with you 'shall we look at this together?'

In the early stages or with an unfamiliar book it may be necessary for you to do most of the reading.

While sharing a book in this way...

- Draw attention to the pictures and how these help us to read.
- Point out some words or initial letters and their sounds.
- Encourage children to use their phonics to help them read unknown words.
- Invite the child to join in wherever appropriate.
- Talk about the story. This is crucial at all stages of reading. It is through enjoyment and understanding that words have meaning that reading will develop.

With emerging readers

If the child hesitates over a word, there are several strategies you can employ. Use your own judgement as to which one is most appropriate in the circumstances. You may

- Encourage the child to re-read the whole sentence and then make a guess at the word. If the guess makes sense for example 'house' for 'home' accept and praise it. You may wish to give him/her the initial sound to prompt a guess and /or draw attention to the picture if it is relevant to the word.
- Talk about what is happening to establish meaning and then read, yourself, the last sentence or two up to the unknown word and encourage the child to guess
- Help the child to sound out the word, if this is possible (it is not possible to sound 'was' for example) When you do this, split the word into syllables for
C-at sh-op yes-ter-day
- If all else fails, supply the word.

With all readers, give praise for their efforts and end the session on a positive note. Spend a few minutes, if possible, talking about the book, what happened, what will happen next and whether or not they enjoyed it.

Do not

Attempt to speed up a slow or hesitant reader. Instead, provide the child with time to decode words and the support he/she needs, perhaps taking over the reading of alternative pages etc. and let the teacher know what you have done.



HELPING WITH SWIMMING

The National Curriculum requires children to be able to swim 25 metres by the time they leave primary school.

The duty of care for pupils involved in swimming remains at all times with the teacher, but your help is invaluable in assisting with coach travel and poolside supervision.

Please do

- Support the teacher in ensuring sensible behaviour travelling to and from the leisure centre.
- Ensure no jewellery is being worn.
- Be aware of safety at all times and draw attention to relevant notices, deep and shallow water, and emergency procedures regularly.
- Encourage children who are tentative.
- Recognise and praise all effort.

Please do not

- Allow any child to enter the water without direction from the teacher
- Discuss a child's progress with anyone but the class teacher.
- Enter changing rooms.

If you are unsure about anything, please speak to the class teacher.





HELPING WITH SEWING

Sewing activities with an interested adult in small groups or individual situations give children opportunities to learn:

Practical Skills

- Measuring and cutting
- Basic sewing stitches
- How to begin and end stitching

The properties of different kinds of materials such as

cotton
wool
fabric
binca
felt
threads

The appropriate use of tools

different sizes of needles
scissors
pins
weaving boards

Safety awareness

- using a variety of tools safely
- the importance of packing away tools carefully

Ask for clarification from the class teacher, if you are not sure of safety measures.

How to plan, develop, evaluate and improve their own ideas for design

using colour, shape and texture.

Do

- Help thread needles and sort out tangles
- Help children to use different kinds of sewing tools properly
- Let them work things out for themselves where possible
- Encourage and praise their efforts





HELPING WITH ART AND DESIGN

Aims:

- To benefit the children from working in a smaller group.
- To enable the children to learn new skills.
- To enable the children to discuss their learning with an adult.
- To help the children to express their feelings, experiences and ideas through a variety of media.
- To allow the children to gain confidence and enjoyment from their art and design.

Obviously the class teacher will give you specific information about any task you are doing with the children but in general

- Before the session make yourself familiar with the art area and the location of the aprons, newspaper, paint, brushes and any other relevant resources.
- Be aware of the health and safety issues when working with different materials, tools and techniques. The class teacher will discuss this with you.
- Before the children begin, insist upon the wearing of aprons and the washing of hands after the activity.
- Encourage the children to think carefully and take time and care over their skills by discussing what they are learning in a very positive manner.
- If appropriate, encourage them to compare their learning with that of a famous artist by looking at the subject, style and colours.
- Be enthusiastic and positive about their efforts.
- Make the class teacher aware of children who are not behaving appropriately by sending them back to the classroom or by asking the class teacher to speak to them.
- Please help us by ensuring that the children help to leave the art area clean and tidy at the end of the session by washing the paint pots, brushes and clearing the surfaces.

St Chad's CE VC Primary School
Volunteers Statement of Expectations
'Learning to love, loving to learn'

St Chad's CE VC Primary School welcomes the participation of parents, carers and other volunteers in a range of activities, which may contribute directly or indirectly to the learning, development and wellbeing of our pupils.

We value the time that volunteers give and their willingness to assist us in providing additional opportunities for pupils. We will seek to provide any necessary guidance or support which may assist this voluntary contribution.

As a school, we also have a responsibility to ensure that our volunteers are aware of certain obligations placed upon them through undertaking activities within the school environment. This is necessary for the school to secure the safety and welfare of pupils and to meet safeguarding inspection requirements.

1. Volunteers must be willing to comply with school policies and procedures at all times, and must follow any instructions provided by the appropriate member(s) of staff.
2. Volunteers must regard themselves as adult role models when undertaking school activities and ensure that their conduct is appropriate to the school setting.
3. Volunteers have a right to expect respect and co-operation from any pupils that they may engage with. Any concerns about pupil behaviour should be referred to the relevant member(s) of staff.
4. Volunteers must be mindful of confidentiality considerations and should not discuss or pass on information about individual pupils or internal school matters, which they may receive or obtain while undertaking voluntary activities.
5. Volunteers must report any concerns they have about the safety of a child to the Designated Safeguarding Lead – Mrs Steph Jenkins (or Deputy Designated Safeguarding Leads – Mrs Ives, Miss Legg or Mrs Pitt – in her absence).
6. Volunteers are expected to follow the national advice on covid and not to come into school if you are unwell.
7. Volunteers, who undertake regular activities with pupils, will be required to apply for an enhanced DBS disclosure. The school is obliged to maintain a record of all adults who are subject to safeguarding checks but this will not include details of any convictions. This record is kept on a confidential basis and is subject to inspection by Ofsted.

Positions in schools are exempt from the Rehabilitation of Offenders Act 1974 and this means that relevant past criminal convictions, including cautions or bind-overs must be declared (although amendments to the Exceptions Order 1975 (2013) means that certain spent convictions and cautions are protected and are not disclosable).

If you have received a criminal conviction or caution at any time then please refer to the DBS guidance and information available at : <https://www.gov.uk/government/collections/dbs-filtering-guidance>.

The DBS will be considered in confidence when assessing suitability for voluntary activities in the school.

The Headteacher and Governing Body reserve the right to determine whether any volunteer should be refused permission to participate in or to continue to participate in appropriate activities where this is felt to be justified.

<https://swcpp.trixonline.co.uk/>

This is the home page for the Child Protection Procedures for the South West Region. Each board has its own site, which provides a 'gateway' to the shared child protection procedures for the region. In addition to the shared procedures, you can also access local guidance for your area by clicking on the local information section within each chapter.

Thank you for your support. We look forward to seeing you helping in school soon.
Kind regards,

Mrs Steph Jenkins
Headteacher.

FAO Mrs Steph Jenkins

Confirmation of Statement of Expectations by Volunteer

- I confirm that I understand and accept the expectations set out above.
- I have read the Volunteer's Handbook and asked for clarity on anything I am not sure about.
- I have read the 'Safeguarding and Child Protection', 'Duty of Care and Confidentiality', 'E-Safety and Acceptable Use of IT' and 'Allegations against staff and volunteers' Policies.
- I understand that I will need a current DBS in place for regular helping in school.
- I have read and understand Keeping Children Safe in Education, Part 1.

Name:

Signed:

Date:

Which activity would you like to volunteer to help with?

Activity/ies: _____

Which days of the week are you available? (circle to show availability)

Mon am Mon pm Tues am Tues pm Weds am Weds pm Thurs am Thurs pm Fri am Fri pm

Name _____

Email address:

Contact telephone number:

Signed _____

Date _____