

Learning Together



# Intergen-Trafford Volunteer Handbook

Reading area

We love to read



# Guidelines for Volunteers in Schools

For a variety of Health and Safety issues, it is very important that the school knows exactly who is on the school premises, and where they are. They therefore ask that every adult who comes into the school does so via the main reception door. Volunteers must report to the school office and sign in as they were instructed on their 1st day.

For your own safety/protection, in normal circumstances, volunteers should not be responsible for a class of children without the teacher/teaching assistant being present (except in an emergency).

Although every effort is made to ensure that you are working in a safe environment, you are reminded that you do have a responsibility for your own health and safety and are expected to exercise reasonable care to ensure the safety of yourself and others. You should not, therefore, undertake any activities which might place you at risk (e.g. lifting heavy items). If you are in any doubt, bring the matter to the attention of the member of staff with whom you are working.

## Safety in the School Environment

### Fire Alarm Evacuation

Please ensure that you familiarise yourself with exit procedures in your school in the unlikely event of having to evacuate.

### Use of Equipment

It is usual for adults only to use equipment such as laminators, guillotines and shredders. Where children are using equipment such as scissors, please emphasise correct usage. If in doubt, please ask your class teacher for guidance.

# Our Partnership with Schools

## The Volunteer's Responsibilities to the School

- Observing and respecting the confidentiality of the school, its pupils and staff.
- Contacting the school (and/or your coordinator), in advance if possible, if you are unable to attend.
- Undertaking those activities and roles agreed and explained by the school.
- Contacting the Intergen-Trafford coordinator if you have any difficulties or concerns.

## The School's Responsibilities to the Volunteers

- Provide you with a member of staff (school liaison contact) who will keep in touch with you and who will oversee the following:
- Provide the volunteer with an understanding of the school's behaviour policy.
- Ensure appropriate Safeguarding training is given.
- Provide any training for specific activities, e.g school's approach to reading support.
- Place the volunteer in a suitable class.
- Ensure the health and safety of the volunteer, eg provide an adult sized chair and a suitable working environment.
- Ensure the volunteer is welcomed into the staff room and has provision of refreshments.
- Provide a description of volunteer duties.
- Advise the volunteer on appropriate behaviour with young people/students and ensure the school's Child Protection Procedure is fully understood.
- Provide the volunteer with school calendar dates.

The volunteer should have a thorough induction and the students should understand why the Intergen-Trafford volunteer is working in school.

# Safeguarding

## To Ensure the Safety of all Children and all Volunteers

The following are guidelines for volunteers' behaviour whilst in school. They will enable volunteers to follow and support the school's and Intergen-Trafford's Safeguarding policies.

- Treat everyone with respect and provide an example you wish others to follow e.g. please & thank you.
- Do ensure, when helping with activities that are 1 to 1 that you are in sight or hearing of other adults wherever possible.
- Try to provide a caring atmosphere in which both children and members of staff feel comfortable enough to mention anything they do not like.
- Do remember that someone else might misinterpret your actions, no matter how well intentioned.
- Do act as an appropriate adult role model.
- Do not permit abusive peer activities (e.g. bullying, ridiculing).
- Take care if involved with any physical activities, and do not make inappropriate comments, or have inappropriate verbal banter with the children.
- Do not make suggestive remarks / gestures which may cause offense.
- Do allow a child to speak freely but DO NOT promise that you will keep a secret.
- Do not question a child if they are telling you anything of concern. Report it to the teacher as soon as possible without alarming the child.
- Do tell the teachers/ designated safeguarding officer if you have any concerns of any nature.
- Do not jump to conclusions without checking the fact.

# Dos & Don'ts in Schools

We cannot give a definitive list of the activities which you should undertake or behaviour to be avoided, but for example you should:

- Not intervene in any incidents of serious concern which you may witness but bring them to the attention of an appropriate member of staff.
- Not intervene in medical emergencies/incidents but report them immediately to any appropriate member of staff.
- Follow the guidelines given to you about any inappropriate behaviour towards young people and observe correct procedure in the event of any problems.
- Ensure that any comments or observations you may have about teaching or practices in the school are shared only with the staff member you are working with.

In addition, whilst engaged on activities in the school, you must not:

- Use or be under the influence of alcohol or non-prescribed drugs.
- Use obscene language.
- Take or use a mobile phone in class.

## Use of the staff room (dependent on the school)

- You will often be welcome to join the staff in the staff room at break-time, remembering that the staff room is a place of relaxation (and off-loading) for the staff. Be aware that it is a confidential area.
- Please wash your cup when you have finished/or into dishwasher.
- Please be aware that hot drinks are not allowed near children.

## Other time of day

It may be advisable for any volunteer who stays a full day to go home for lunch.

# Ways you may be asked to help in Schools

There are lots of ways you can help in school. What you will do depends on what is needed at the time and also on your own interests and skills. Whatever you do, you will get as much information and guidance as possible. If you have specific skills which could be used in school, please let the teacher know and they may try to use your time and skills in the most productive way possible.

## Activities which may take place with one child at a time

- Hearing children read, sharing the joy of reading and helping them learn their key words.

Key words are common words which children need to learn to help their reading. Very often they cannot be sounded out e.g. *said, was*.

Each age group has its own list of key words. This is purely guidance for the 'average' child.

- Helping and testing children with learning their weekly spellings.
- Supporting children in areas of Numeracy or Literacy.

## Activities which involve working with a small group of children

- Reading in a group e.g. guided reading, only following training guidance by the teacher.
- Painting and craft work
- Working on the computers
- Cooking & Gardening
- Supporting work in various subjects by talking with children about what they are doing.

# Talking to and supervising children

The following may help; but please check with the school.

- Children/students usually refer to volunteers as Mr, Mrs or Miss even if they know you outside school; however, many of our volunteers are known by their first name.
- Be friendly towards them and praise the children where possible, mentioning what you particularly liked about their reading etc.,
- Model behaviour – if the teacher asks the class to stop, show the children what to do.
- Give clear and simple instructions.
- Don't be afraid to quietly and calmly correct a child who is choosing to behave inappropriately. If in doubt, speak to a member of staff.
- Do not let the children become silly or “over-friendly” with you. They must learn to behave socially towards adults who are not close friends.
- Encourage them to be polite to one another.

If you are concerned about a child for any reason, have a word with the class teacher or the Headteacher. Never speak directly to the parents of the child.

# Guidelines to support Reading

## Reading for pleasure

- Good reading is about more than accurate word recognition. It is about understanding what words mean – comprehension.
- It is about 'getting something more from the words' i.e. feelings evoked by the images presented, by both pictures and words.
- What the author means.

## Talking about books

- Listening to the child talk about the book is just as important as hearing them read.
- Talk about the cover, the title, pictures.
- Ask 'open questions' e.g. what do you think is happening in the picture/story?
- Which was your favourite part?
- Which character do you like best? Why?
- What do you think might happen next?
- Have you ever...../ (related to the book)
- Have you read any other books by this author/about this topic?

## Talking about the book once it has been read

- This is one way of assessing the understanding and enjoyment of reading.

## Helping with words

- Keeping the 'flow' is important, even if a child mispronounces a word, it may be better to keep the flow going rather than correcting the pronunciation.
- Children will sometimes read a word incorrectly without dramatically affecting the meaning.

# Guidelines to support Reading (cont)

- Allow the child time to look at the word.
- Say “Let’s read it together” once you have read the word with the child, you may ask them to read the sentence again, but don’t labour this point especially if the child is making frequent mistakes.
- When words are read incorrectly don’t correct immediately, allow the child the chance to ‘self-correct’. Self-correction is a good reading habit and is informed by the ‘sense’ of the sentence. Just say “look again”.

## Helping to decode words – Word recognition

- Words that can be read as ‘sight words’ e.g. *and, the, dad, mum, house, when, was, one, once*.
- Using initial sounds to give clues to the word.
- Word building.

## A Word of Warning

- Phonics is a major tool for children to recognise unfamiliar words.
- There are variations in the approach to teaching phonics, not least in the pronunciation of letter sounds. (The Government have issued guidelines)
- Unless instructed by the school/class teacher, it is probably best to steer clear of ‘sounding words out’ until the school’s approach becomes more familiar.

Our thanks go to Michael Unsworth, ex Headteacher of Acre Hall Primary School for his help in providing these guidelines.

# General advice when using a cooking area

## Please check with your school first

### Before cooking children should

- Remove jumpers and push full length sleeves up.
- Ensure that hair is tied back.
- Wear an apron.
- Wash their hands thoroughly using anti-bacterial hand wash.

### General safety

- Keep sharp knives away from children when not being used.
- Supervise children one at a time when using sharp knives.
- Turn saucepan handles towards the wall, away from the edge of the cooker.
- Never leave children alone in the cooking area.
- Ensure children stand back while you are putting things in the hot oven.
- If the floor gets wet put up a 'wet floor' sign.

### Food safety

- Before and after preparing/ cooking food wipe down all surfaces with a clean cloth.
- Use a separate chopping board and knives for raw meat and wash thoroughly after use.
- Keep raw and cooked food apart at all times.
- Wash fruit and vegetables before use.
- Ensure that food is kept covered when not being used.
- Do not place opened canned food in the fridge – place contents into containers or covered bowls and use within 2 days.

### Clearing up

- If you don't know where to find things or where to put them away, please ask and take wet tea towels to the staff room for washing.

It is preferable for two volunteers to work together when cooking with a group of children.

# Key to Key Stages

Key Stage	Child's age	School Year	National Tests
Foundation	3-4		
	4-5		
Key Stage 1	5-6	Year 1	
	6-7	Year 2	SATS
Key Stage 2	7-8	Year 3	
	8-9	Year 4	
	9-10	Year 5	
	10-11	Year 6	SATS
Key Stage 3	11-12	Year 7	
	12-13	Year 8	
	13-14	Year 9	
Key Stage 4	14-15	Year 10	
	15-16	Year 11	National Qualification

For your own notes

# Thank you!

In case schools forget to say so please be assured that they really do appreciate your help (they may sometimes forget to say so because they are busy or harassed, but they do!)

If you have any worries or queries, or any good ideas on how we can improve something, please tell your Intergen Trafford Coordinator anytime...we are always willing to listen.

## Contacts in & out of School

Name	Telephone No	Telephone No	Email address
Intergen-Trafford Coordinator			
School Liaison Contact			
Health & Safety Contact			
Designated Safe-guarding Lead			
Assistant Designated Safeguarding Lead			



Bringing older and younger people together

Charity Registration No 1086430 - [www.intergen-trafford.org.uk](http://www.intergen-trafford.org.uk)  
enquiries@intergen-trafford.org.uk - intergen\_2@yahoo.co.uk