

Volunteers Induction



Hassocks Infant School

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Thank You!

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Aims:

- **Safeguarding overview**
- **Reporting concerns**
- **Reading Volunteers Guidance**
- **Who, When etc.**
- **Health and Safety overview**

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★ **Flourish**

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We have a duty to safeguard all our children:

- ✓ DBS
- ✓ Staff Code of Conduct
- ✓ KCSiE 2019 Part 1
- Signing in and out – Volunteer Policy
- Safeguarding roles of staff
- Safeguarding Procedure at HIS
- You know what to do if you had a concern for a child or adult

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Please make sure you sign in and out at the school office and wear a volunteer lanyard.



Designated Safeguarding Lead

Lauraine Smith



Deputy Designated Safeguarding Leads

Adrian Bates

Jo Heath

Safeguarding Governor

Dianne Bowles

If you have a concern...

- If you have a concern about a child then you will use a HiS Cause for Concern Form and hand it to the DSL and/or DDSL as soon as possible.
- Cause for Concern Forms can be located in a red safeguarding folder in each classroom and office. A member of staff will be able to give you one.
- These folders also contain other important safeguarding documents e.g. policies.
- Please speak to the DSL/DDSL or class teacher if unsure.



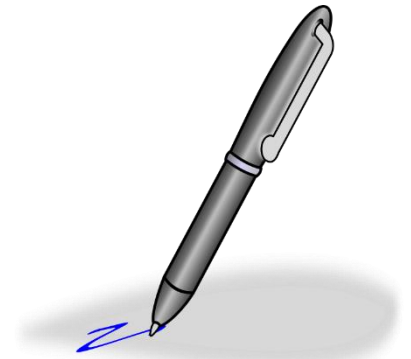
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Cause for Concern Forms...

- Child's Name
- Date and time of concern
- Factual account of what happened/what was said/what you noticed
- If the child disclosed something, use the child's own words. Only ask open questions e.g. How did that make you feel? Rather than, did it make you feel sad?
- Any actions you followed up on e.g. speaking to the class teacher
- Printed name, your role and signature



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Female Genital Mutilation – FGM

Must be reported to the police by the person suspecting it as well as to MASH

Prevent Duty – we “*have due regard to the need to prevent people from being drawn into terrorism*”. This is called the Prevent duty.

Safeguarding Acronyms

DSL: Designated
Safeguarding Lead

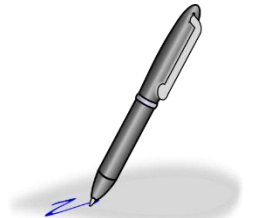
DDSL: Deputy Designated
Safeguarding Lead

FGM: Female Genital
Mutilation

CSE: Child Sexual
Exploitation

KCSiE: Keeping Children Safe
in Education

CLA/LAC: Child Looked After



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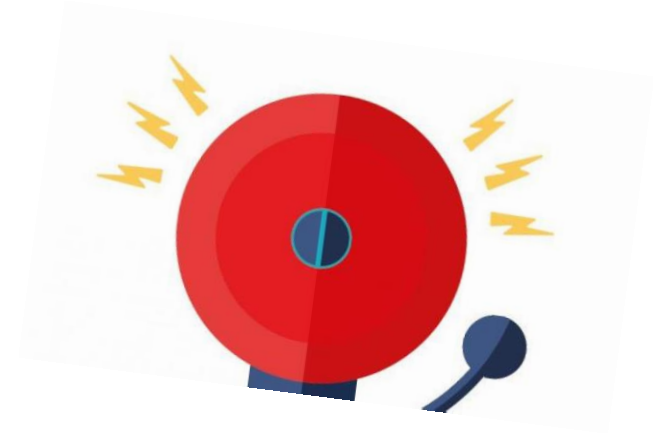
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Health and Safety...

Volunteers and Visitors Safeguarding and Health and Safety Booklet

- fire drill procedures
- lockdown procedures
- medical needs (yellow disks)
- First aiders



Helping with Reading

At HiS our aims for teaching children to read are...

- To enjoy reading and make it fun!
- To establish a life long love of reading (reading for pleasure)
- To make sure the children get a balance between real books and reading scheme books
- For all children to leave our school being able to read



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Helping with Reading

We need to support children...

- To behave like a reader
- To read for meaning
- To know that print goes from left to right, top to bottom and carries meaning
- To use the pictures
- To know the difference between letters and words
- To have phonological (sound) knowledge and use it in their reading
- To be able to recognise key words on sight
- To have 1:1 correspondence – pointing as they read
- To be confident to guess a word in context
- To self correct if the reading does not make sense
- To be able to predict



Song of Sounds



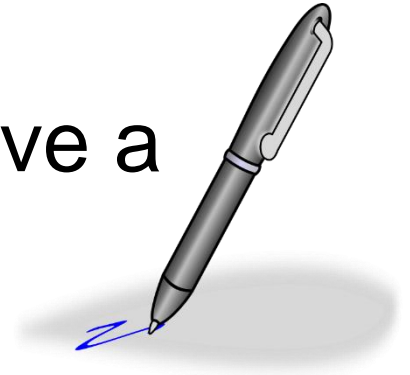
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Recording

- Use the reading helper record sheet (all classes have a folder for reading helpers to write in)
- These folders have further guidance and support
- The class teacher will tell you who the children are and their reading level
- The class teacher may give you specific books or things to do with the child
- You may hear the same children each week



Reading Assessment Sheets

- These may provide some support e.g. help you know questions to ask.
- It is down to the teacher to assess children but you may be able to support capture some evidence.

Hassocks Infant School Band 1 Reading Statements		Name:	Class:
<div> <div>Green</div> <div>Orange</div> <div>Red</div> </div> <p>My teachers will tick and date when they have seen me begin my target and tick and date secure when my teachers have seen me apply this learning on my own.</p>			
Green Targets		Begin	Secure
I can use letter sounds to work out and read new words.			
I can retell some of a story when being read to by an adult.			
I can join in with repeated words and phrases.			
I can enjoy reading key stories, fairy stories, traditional tales because I know them well and comment on their special features.			
I can enjoy and understand rhymes.			
I can say how a character may be feeling in a story I have heard or read.			
I can say what may happen next in a story.			
Red Targets		Begin	Secure
I can read new words correctly by blending the letter groups sounds I have been			
I can read words which have endings -s, -es, -in, -ed and -est.			
I can read many words quickly and accurately without needing to blend words I			
I can read words like I'm, I'll, we'll and understand the apostrophe represents the			
I can link the meaning of words I know to new words.			
I can explain clearly my understanding of texts which have been read to me.			
Orange Targets		Begin	Secure
I can quickly say all the sound of all the letters and letter groups.			
I can read many Year 1 Common Exception words.			
I can read aloud books that have the letters and sounds I have been taught.			
I can use sounds I know to re-read books with more confidence (fluency).			
I can enjoy a wide range of books that I can't yet read myself by hearing them read aloud and talking about them with others (fictions, non-fictions, poetry).			
I can enjoy stories and texts that I can read for myself or have read to me which links to things I have experienced.			
I can recite some poems.			
I can explain the meaning of words I know.			
I can use what I have already heard, or information a teacher has given me, to help me understand what I am reading.			
I can talk about the title or events of a book I have read or heard.			
I can take part in group talk about a story we have read or listened to.			
I can answer questions about a story and make simple inferences.			

When, Who, Where?

- We have to assess the need across the school.
- You may not be with your child/their class.
- Once I have the varying needs I will assign you to a class and the class teacher will let you know which children.
- Please let us know what days/times suit you so I can let class teachers know when you are coming.
- If you are unable to come one week, please do not worry. We are so grateful for any extra support.

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Questions?

THANK YOU



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