

Box CE VC Primary School

Thank you

Thank you for your offer of help, it will save the teacher valuable time. It may well mean that the teacher will be able to spend more time with the children on practical activities or problems, which demand the individual attention of an adult. It will also enable you to bring your skills to Box Primary School.

Helpers in school

This booklet is designed to provide guidance for those who have kindly offered their skills and time to assist teachers.

By reading this booklet volunteers will become familiar with important parts of our philosophy and approaches to teaching. This will mean that all adults who come into contact with the children will have shared expectations and be able to respond to them in the ways that they have come to expect from their teachers.

Times

The school day begins at 9:00 am although children can come into school from 8:45 am

Morning break is from 10:30 to 10:45 am

Lunch is from 12.00 to 1:00 pm

The afternoon session begins for all pupils at 1 pm

There is an afternoon break from 2:15 - 2:30 for KS1

School finishes at 3:20 pm

Break Times

You are welcome to join teachers in the staff room for a drink at morning break time, which will be provided.

Working with children

When you work with children it is helpful to remember the following points:

- Always treat children with respect and in the same way that you would expect them to treat you.

- Be friendly towards them; however do not let them be silly or become over friendly. They must learn how to behave in an acceptable manner with adults.
- Insist that they give you their full attention and have eye contact with you when you are speaking to them.
- Don't shout. If you speak in a normal voice the child will have to listen carefully to hear what you are saying.
- Explain exactly what you expect them to do. You may well have to repeat your instructions to individuals or to the group as they work.
- Do not draw attention to the varying abilities of different children but always praise the efforts of a child that has worked hard, irrespective of the result
- Some children may be reluctant to work. Provide lots of encouragement and try to get them to help you with parts of the task.

Reading

It is likely that you will be asked to help with reading. The teacher will read with groups of children on a regular basis. Your help will mean that individual children will have more frequent support.

The teacher will explain exactly how he or she would like you to read with each individual child. With the very young children this may mean just reading with a child. Here are some points to follow when reading with a child:

- Make sure both you and the child are comfy and in a quiet area.
- Point out the title and the author of the book.
- Make sure the child can see both the pictures and the writing as you read. You should point to the words as you read them.
- Use the pictures and talk about them with the child.
- Try to get the child to tell you what will happen next.
- Vary the tone of your voice to suit the characters or mood of the story.
- Children love hearing the same story over and over again, encourage them to join in.
- Letting the child read the book with you encourages him/her to behave like a reader.

You may be asked to listen while the child reads to you

Ask the child about the book and about the title as well as the characters they have encountered. This will promote enthusiasm for the book. The most important factor to consider whilst hearing a child read is does the child understand what he/she is reading? Sometimes, when reading aloud, children become so intent on giving a good performance that they do not follow the story line. Try to finish your session by summarising what you have heard them read.

If the child hesitates over a word, encourage them to have a go using the information available. This may mean re-reading the words leading up to the difficulty to see if the child can make a good attempt that will make sense in the story. Use pictures as clues and encourage the child to guess by offering the first letter or letter group in the word.

If the child still cannot guess the word, provide it yourself. If this happens too often for the child to enjoy or understand the book, then it is probable that the child has the wrong book and you should stop and inform the teacher at the end of the session. Some children choose their own reading book, make sure that the book is appropriate and matches their reading ability. Ask them questions about the text.

When you have heard a child read, you should note down in the reading record/diary, the date, title and page number, and make a positive comment. The teacher will explain the method of recording in the reading file.

If you have any concerns or have problems you must discuss these with the teacher at the end of the session.

Language Development

The importance of developing a child's use and understanding of language cannot be over-emphasised. Your help is invaluable as you may be able to listen and talk to individuals or small groups when the teacher is working with larger groups.

The following points are worthy of consideration:

- Try to get the child to talk to you, e.g. "Tell me about your model".

- Try to use questions that require more than a "yes/no" answer.
- Give the child time to think about the answer. Try not to answer your own question or to put words into the child's mouth.
- Only give a small number of instructions at a time. Younger children absorb fewer instructions.

There are a wide range of tasks with which you may be asked to help. The following guidelines cover some of the more frequent situations in which helpers can find themselves.

Practical Work

If you are asked to supervise an activity of this nature the teacher will explain to you what the learning objective is and any success criteria.

In creative or practical work children usually express their ideas or thoughts verbally. Encourage the children to work carefully and to think about what they are doing.

If children have problems in their practical work, help them to solve the problems themselves. Ask questions such as, "Why do you think that happened?" or provide a choice of solutions but do not do the work for them!

Encourage the children to tell you about their work. Talking will help them to develop their ideas about the task in hand. Ask them about the next stage of their work. Keep telling the children how well they are doing. This is particularly important with older children who can become self-conscious about their artwork.

Children are quick to sense that they may be failing to meet the required adult standard, despite their best efforts. Be careful not to set unfair adult standards by doing their work for them or for touching it up afterwards. This will give the wrong message and the children will believe that their work was not good enough.

We train children to work tidily. As they get older we expect them to select suitable equipment for their use and to pack it away at the end of the lesson. You should never be left with all the clearing up.

Displays of work

If you are asked to mount pictures or to display work on the walls the teacher will give you clear guidelines as to what is required.

Photocopying and compiling work/worksheets

Photocopying and compiling work/worksheets etc. is often time consuming for teachers and they are grateful for volunteer help to complete this task. If you are asked to help (or would be able to volunteer some time each week to help in this area) the class teacher or teaching assistant will give you all the guidance you need to master the photocopier and the teacher will give instructions of what is required!

Cooking

You may be asked to help groups of children complete cooking activities. Clear health and safety instructions will be given to you before you start. The teacher will also discuss and explain the cooking activity that you will lead and the number of children and groups you will help.

Discipline

It is important to be aware of and understand our School Rules:

Follow instructions

Look after each other

Look after our environment

Share

Be polite

Walk around school

Have fun

There are also class rules with which you will become familiar as you work with different teachers. Where ever you are in the school the first rule is always the same - follow instructions.

You should expect children to be polite and courteous to you whilst working with them. We do! If they are disrespectful or uncooperative you should refer the matter to the teacher at the earliest opportunity.

You will be given total support and the teacher will deal with the matter at the time.

You should encourage the children, praising their efforts for good work and showing your disapproval for poor behaviour. The teachers in school appreciate it if your comments are similar to those used on a day-to-day basis in school.

The law permits no punishment of a physical nature.

Child Protection and safeguarding

It is our constant responsibility to monitor any unusual changes in mood or behaviour of the children and we have strict guidelines within which we work should we suspect that there is a child protection issue. This could potentially be neglect, emotional abuse, physical abuse or sexual abuse of a child. Pupils are also at risk of Child Sexual Exploitation, Female Genital Mutilation and radicalisation towards extremist ideology. However unlikely it may seem, adults must be vigilant and adopt the attitude of 'It could happen here.'

Before you have any contact with children at Box Primary School, you must have successfully completed an Enhanced DBS check (Disclosure and Barring Service), have read our Child Protection Policy and Part 1 of Keeping Children Safe in Education September 2016. You will be asked to sign an acknowledgement form to say that you have read and understood these documents.

Please follow the procedures below in the event of a child talking to you about anything you find disturbing:

- If a child wishes to make a disclosure to you, never promise that you will not tell anyone else.
- Do not artificially prolong a discussion with the child in the hope of getting a disclosure.
- Do not ask leading questions - this could make it impossible to properly pursue the case later.

Each school has a **Designated Safeguarding Lead (DSL)** who is responsible for managing child protection issues. At Box Primary School the roles are as follows:

- Designated Safeguarding Lead: **Jo French**

- Deputy Designated Safeguarding Lead: **Nicola Phillips**
- Nominated Governor for Child Protection: **Rob Price**

Please talk the DSL **immediately** after the child has finished talking to you or the deputy DSL if the DSL isn't in school.

To ensure the safety of the both the children and yourself you should **never**:

- **work with an individual child behind a closed door**
- **work in a room or isolated area that is unsighted by other adults**
- **work in very close personal proximity to a child**
- **take photographs of any child using your phone/camera**

Confidentiality

During your time as a helper you will become involved in conversation with individual children. You will also become aware of different abilities and levels of behaviour in different children. The teacher may well discuss the varying needs and requirements of individuals when discussing your programme. Similarly if you join the staff in the staff room at morning break times you may well be privy to comments and opinions that you would not otherwise have expected to hear in a formal teacher/parent relationship

It is important to remember that anything you might learn as the direct result of acting as a helper, whether it refers to a child or a member of staff, must remain in absolute confidence. You may well be asked by a friend to comment on a particular child or on a member of staff or even on an incident to which you may have been a witness. Your answer must be to the effect that as a helper at the school you are unable to make any comment. You should also make it clear that any enquiries should be made through the class teacher or the headteacher of the school.

All staff at the school are expected to observe the same rule. However should you feel that you are unable to comply with this requirement, it would be better if you did not offer your services to help in school.

If your child is in the class where you help

Different children react in different ways to having their parent visit the classroom. Some of the younger children may find it difficult to concentrate on their work if a parent is in the room. They may become tearful or even start to show off; this is to keep their parent's attention. Clearly this will cause additional problems for the teacher and tends to disrupt the rest of the class.

Emergencies

Any child requiring First Aid should be taken to the class teacher or teaching assistant. First Aid supplies are maintained in a clearly marked box in the changing room.

Please read the notice in the class where you are working which outlines the evacuation procedure to be followed in the event of a fire. Fire practices are held at least termly. If you hear the alarm, a continuous bell, please follow the instructions shown on the evacuation procedure notice and escort the children in your care to the correct assembly point.

Finally

The school does appreciate all the hard work and effort put in by our helpers. It would be difficult to give the children such a wide range of activities and as much individual attention without your most valuable help. We hope that you will enjoy helping in Box Primary School.

Notes for the helper

Please remember to sign in and out in the book provided and to wear a Visitor's Identity Badge obtained from the School Office.

If you are unable to attend please contact either Tracey or Hayley in the office who will inform the teacher.

If there are any problems or worries please discuss them with the class teacher or with the headteacher.

Thank you again for your help and support.