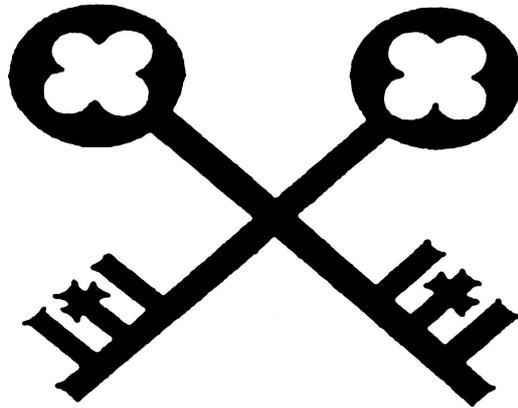


St Peter's Primary School

Lords Mead, Chippenham, Wiltshire SN14 0LL
Head teacher: Mr Mark Everett



Guidance for helpers in School

Thank you for offering your time to help in the school. Here is some overall guidance on working in the school, followed by some tips.

Security and entering the school

Parent helpers should enter and leave the school via the front door. You will need to wear a visitor's badge and sign in and out.

Before the session starts

It is very helpful to the teacher if you can arrive a few minutes before the session starts. This will give you time to find out from the teacher where he / she wants you to work, who will be in your group, what the children will be doing and how long the session should last.

What should I do if I see something I shouldn't?

- Always be aware that confidential information should be kept strictly to yourself
- Remember that the attitude, ability and performance of the children you work with, are also confidential and should not be discussed outside the school.
- Talk to the class teacher if you have any concerns.

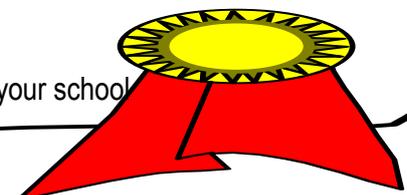
During the session

The teacher will expect the children to work quietly and sensibly. This will vary slightly according to the age of the children and the type of activity you are doing with them. Younger children tend to make more noise simply because they still read aloud and need to talk about the work they doing. As children mature, they can work quietly for increased lengths of time. Children working in pairs may need to talk to each other. All children should be sitting on their chairs when working so that their work is neat. Children should speak calmly and politely to each other and you. Don't let them start chatting about other things than the task in hand. If they do, remind them of their work by asking a question or asking the child to read out his work to the group. Please check the class routine for going to the toilet. Check that you know where the fire exits are. If there are any problems at all, please speak to the teacher.



St Peter's School Rules

1. Always listen to others and follow instructions from adults the first time you are asked
2. Keep your hands and feet to yourself – do not fight or play roughly
3. No swearing
4. Always walk quietly when inside the school
5. Look after yourself, other people, your possessions and your school



Working with the children

Think about the age of the children you are helping and their ability level. Please don't "help" by doing the work for the child. You are aiming to help them learn how to help themselves by reminding them of routines and how to manage their learning.

If the child has misunderstood the instruction, try another explanation or do one example with him / her, working on it together, then let the child have a go while you watch and encourage. If all is well, let the child get on, but note down that you needed to give this help.

Playing games

If you are playing a game with the children, read the instructions beforehand and make sure that all the pieces are there before you start. Make sure that they follow the rules. It is important that the children learn to be fair, to take turns and to be losers as



well as winners. It is taking part that counts. The teacher will expect the children to accept these rules of fair play just as much as he / she will want them to learn from the contents of the game itself. You are an important role model for the children, so at all times be aware that children may be copying your actions.

Using the computer

Ask the teacher to make it clear which programmes the children are going to be working on. If you would like to have more time to learn about these programmes, speak to the class teacher or ICT co-ordinator about opportunities for parent helpers to use school resources. Ask whether there are any workshops you could join in. Find out if the children are able to sort out simple technical problems or whether these should be referred back to the class teacher.



There are rules in school about use of the Internet. If you are using it, remind the children of these rules before they begin and keep watching what they are doing and the websites they are accessing.

Before you begin, find out if they need to print or save their work

Working with younger children

Some important skills, which younger children need to develop, are those of speaking and listening. Many children have not had the opportunity to spend time with an adult who will:

- Encourage them to express their ideas
- Listen to them
- Respond to them in a supportive way

There is great need for adults who can:

- Help children to develop a conversation
- Help children to find the best words to express what they are trying to say
- Encourage reluctant speakers



Children need to learn how to listen, to let others have their turn, to be polite when responding and to give value to everyone's contribution. Whenever you work with a group of children, think about these skills and try to use opportunities to develop them.

Health and safety



If an incident happens, notify the child's teacher and keep the area safe. Try and calm other children down, if necessary, and move them away from the incident. **Do not** come into contact with blood without protective gloves. If a minor incident happens, write it down and inform the teacher.

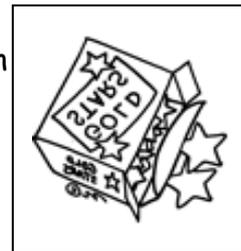
Emergencies

If the fire bell sounds, which is a continuous ring, please walk calmly to the nearest fire exit with the children in your class. The fire assembly point is the main playground.

Please remember

Show respect to gain respect - saying please and thank you; excuse me, to children as well as adults.

- Assist the teacher - he / she is responsible for the children
- Listen carefully to instructions
- Set an example - don't chat when the teacher wants quiet
- Ask if you are not sure what is expected of you
- Encourage the children to be tidy
- Be positive; praise good behaviour, good work and effort
- Check what stickers you can use and how often they should be given



It is well known that children work better and achieve more when they have the attention of an interested adult. Thank you for being there for the children!



Child Protection

What do I do if I notice something, or a child tells me something is wrong?

Do not question the child. Write down what the child has said and either:

- Talk to the class teacher
- Talk to the Headteacher

We may be involved in child protection issues. The Child Protection Co-ordinators are Mr Mark Everett, Mr Gordon Nunn and Mrs Lynette Turner.

If you are unwell

If you are unwell or unable to come into school to help, please tell the class teacher as soon as possible.

If you are unable to come in at the last minute, please contact the office and leave a message. The telephone is manned from 8.30am.



Policy and procedures.

At St Peter's, we take safeguarding very seriously. Regular helpers are required to read, familiarise and agree to adhere to the following procedures and sign the form in the office to confirm this.

Reference Documents

- Safeguarding Children in Education Model Code of Conduct for Safe Practice
- Child Protection Policy
- Behaviour Policy
- Policy for the Positive Use of Interventions with Children
- E-Safety Policy
- Policy for Intimate and Invasive Care
- Health and Safety Policy
- Photography in School Policy
- Whistleblowing Policy

CODE OF CONDUCT FOR SAFE PRACTICE IN ST PETERS SCHOOL.

Introduction

The following information provides guidance for adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct to **safeguard** both adults and pupils. It refers to and complements other policies and guidance in our school, including the School's Child Protection Policy, the Behaviour Policy and the Adult Help in School Policy.

Always remember that while you are caring for other people's children, you are in a position of **trust** and your responsibilities to them and the organisation must be uppermost in your mind at all times. The child's welfare is paramount (Children Act 1989).

Do not:

- Do not discriminate favourably or unfavourably towards any child.
- Use any kind of physical punishment.
- Smoke on school premises.
- Use non-prescribed drugs or be under the influence of alcohol.
- Behave in a way that may frighten or demean any child.
- Use any racist, sexist, discriminatory or offensive language.
- Invite a child to your home or arrange to see them outside the set activity times.

- Engage in any sexual activity (this would include using sexualised language) with a child you meet through your duties or start a personal relationship with them - this would be **an abuse of trust**.
- Engage in rough or physical games - including horseplay.
- Let allegations made by a child go unchallenged, unrecorded or not acted upon.
- Rely upon *good nature* to protect you or believe "it could never happen to me." (never put yourself in a position that could be misinterpreted)
- Give children presents or personal items (unless an item given in your professional capacity, e.g. the custom of giving an end of year present)

Do:

- Be familiar with and work in accordance with the school's policies on: Child Protection, Behaviour & Health & Safety.
- Provide a good example and a positive role model to pupils.
- Ensure that your relationship with pupils remains on a professional footing.
- Behave in a mature, respectful, safe, fair and considered manner.
- Exercise caution about being alone with a child. In situations where this is unavoidable, ensure another colleague or volunteer knows what you are doing and where you are.
- Ensure that any physical contact is open and initiated by the child's needs, e.g. for a hug when upset or help with toileting. Always prompt children to carry out personal care themselves and if they cannot manage, ask if they would like help.
- Talk to children about their right to be kept safe from harm.
- Listen to children (be approachable) and take every opportunity to raise their self-esteem.
- Work as a team with your colleagues / volunteers. Agree with them what behaviour you expect from children and be **consistent** in enforcing it.
- Remember that if you have to speak to a child about their behaviour, you are challenging 'what they did', not 'who they are' (*label the act, not the child*).
- Make sure you are up to date with identifying child protection issues and report any concerns to the designated member of staff for safeguarding children.
- Be clear with anyone disclosing any matter that could concern the safety and well being of a child that you cannot guarantee to keep this information to yourself.
- Where possible, encourage parents to take responsibility for their own children.
- Be friendly but NOT 'a friend'.
- Offer alternative changing arrangements and respect a child's privacy (especially those over the age of 8 years old)