

Corsham Regis Primary Academy



A Handbook for Helpers

(September 2019)



Helpers in Corsham Regis Primary Academy

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

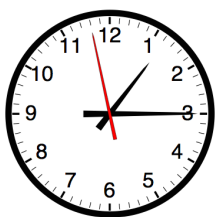
By reading this booklet volunteers will become familiar with important parts of our philosophy and approaches to teaching. This will mean that all adults who come into contact with the children will have shared expectations and be able to respond to them in the ways that they have come to expect from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



Thank you

Your offer of help 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 Corsham Regis Primary Academy

Times



- Children come into the academy at 08.40
- Registration is at 09.00
- Morning break is from 11.00 to 11.15
- Lunch is at 12.15
- The afternoon session begins for all pupils at 13.15
- There is an afternoon break from 14.30 - 14.45 for children in FS2 and Year 1
- Assembly is at 14.50
- Academy finishes at 15.15

Break Times

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

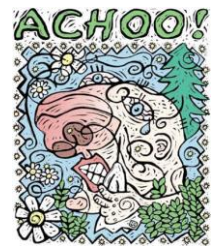
When working with children

When working with children it will be 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, they will respond better to a friend than a Sergeant Major; however do not let them be silly or become over friendly. They must

learn how to behave in an acceptable manner with adults and should always address you by your title or surname, e.g. Mrs Smith.

- Insist that they give you their full attention and have eye contact with you when you are speaking to them.
- Avoid shouting. 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.



Allergies

We may have children with allergies to certain ingredients. It is with this in mind that we would ask **ALL** volunteers **NOT** to bring any products which contain **NUTS** into the academy. If you have been in contact with nuts please can you ensure you have washed your hands thoroughly before coming into the academy.

Thank you for your assistance in this matter.



Reading

It is likely that you will be asked to help with reading.

The teacher will hold reading sessions with all the children on a regular basis. Your help will mean that the children will have an audience more frequently.

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 guess 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 guess 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 matched to their ability. Ask them questions about the text.

When you have heard a child read, you should note down in the Contact Book, 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.



Art, Craft and Practical Work

If you are asked to supervise an activity of this nature the teacher will explain to you what he/she intends the children to learn from the work.

In creative or practical work children usually express their ideas or thoughts.

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 issue clear guidelines as to what is required.



Photocopying and compiling work/worksheets etc.

This is often time consuming for us and we 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) Mrs Hunt or Mrs Brewer would be delighted to give you all the guidance you need to master the machine and the teacher will give clear 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.

Swimming

Throughout the year, different year groups are taken swimming at Springfield Leisure Centre. Children walk from the academy to the swimming pool.



The help that the teachers require during these swimming sessions is to assist the children walking to the pool. On the walk you will be asked to assist in ensuring the children remain on the path and not the road, model the Green Cross Code when choosing places to cross the roads and stop the traffic as necessary whilst children cross. You will also be asked to wear a high visibility vest while walking to and from the pool.

Discipline



It is important to be aware of and understand Academy Rules which are:

- Try your best at EVERYTHING
- Show you care about others through your actions and your words
- Look after everything in our community

There are rules concerning academy uniform and behaviour at break times but these are not of concern to helpers.

There are also class rules with which you will become familiar as you work with different teachers.

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 the academy would appreciate it if your comments were similar to those used on a day-to-day basis.

Law permits no punishment of a physical nature.

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 Corsham Regis, you must have an Enhanced DBS check successfully completed, have read our Child Protection, Online Safety and Whistle Blowing policies. You must also read and become familiar with our Staff Code of Conduct and Part 1 of Keeping Children Safe in Education September 2018. You will be asked by Mrs Hunt 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 or concerning:

- 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.

At Corsham Regis Primary Academy the Designated Safeguarding Lead is Mr Spicer and he has the relevant recent training to deal with child protection. Please talk to him **immediately** after the child has finished talking to you. The Deputy Designated Safeguarding Leads are Mrs McCrum and Mrs Morris. If Mr Spicer is unavailable, please share your concerns with either of them.

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

- with an individual child behind a closed door;
- in a room or isolated area that is unsighted by other adults or
- in very close personal proximity to a child.

Whistle Blowing

Corsham Regis, part of The Corsham School Academy Group, is committed to the highest possible standards of openness, probity and accountability. In line with that commitment it encourages staff and volunteers with serious concerns about any aspect of the work of the Trust or one of its academies to come forward and voice those concerns. It recognises that certain cases will have to proceed on a confidential basis. The Whistle Blowing policy makes it clear that staff can do so without fear of reprisals and is intended to encourage and enable staff to raise serious concerns within the Trust or an academy, rather than overlooking a problem or publicly disclosing the matter.

As a volunteer you should in the first instance raise a concern with a member of staff at Corsham Regis. The staff member will report the concern to the Headteacher. However, if for some reason this first step is inappropriate or you have further concerns, then these should be raised with the Designated Contact in the Whistle Blowing Policy.

Concerns can be raised orally but it is good practice for the concern to be recorded in writing at an early stage to ensure that all the details are correctly understood. A written allegation should set out the background and history of the concern (giving names, dates and places where possible) and the reason why you are particularly concerned about the situation. It is preferable for you to record this in writing yourself. However, where the person to whom you voice your concerns writes these down, a copy will be sent to your home address to give you an opportunity to agree this as a correct record.

Online Safety

New technologies have become integral to the lives of children and young people in today's society, both within schools / academies and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

In addition to signing to say that you have read this handbook and understand your responsibilities as a volunteer, you are requested to sign an Acceptable Use Agreement for ICT which is intended to ensure:

- that volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that academy systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

This applies to school digital technology systems (both in and out of school) and your own devices (in school and when carrying out communications related to the school) within these guidelines. Mobile phones or digital tablets must not be taken in classrooms. These can be left safely in the office.



Corsham Regis will try to ensure that volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for pupils learning and will, in return, expect volunteers to agree to be responsible users.

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 when you join the staff in the staff room at 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 academy you are unable to make any comment. You should also make it clear that any enquiries should be made through the class teacher, the Headteacher, then the Chair of Governors of the academy.

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

General Data Protection Regulations May 2018

All volunteers need to read and sign their acknowledgement of The Corsham School Academy Group's Data Security Protocols, (Appendix 1) Part of the GDPR Policy, which provides sensible guidance about how to keep personal data of stakeholders safe.

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 mum or dad is in the room. They may become tearful or even start to show off; this is to keep your attention. Clearly this will cause additional problems for the teacher and tends to disrupt the rest of the class. In this instance, you will be asked to work in another classroom.



Emergencies

Evacuation Procedure for Fire/Bomb Alert during Academy Time

1. Any member of staff discovering a fire should immediately raise the alarm by going to the nearest fire alarm and breaking the protective glass cover. A continuous electronic bell will ring.
2. Escort the children calmly and in silence through the nearest exit to the back playground, as far from the building as possible.
3. All classes line up in order on the back playground.
4. The teacher or adult in charge of the children will count them to see if all members of the class are present and also take a roll call from the class

register, handed to them by the admin officer.

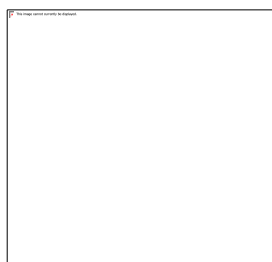
5. If any child or adult is missing, it must be reported immediately to the Headteacher or Deputy Head, giving the child or adult's full name and approximate location in academy when the fire alarm was sounded.
6. No-one is to re-enter the building until clearance has been given by the Headteacher or, in their absence, the Deputy Head or the Senior Teacher.

Fire Practices are held once a term. If you hear the alarm (a continuous bell) please follow the instructions shown on the evacuation procedure guidelines and escort the children in your care to the correct assembly point.

In the event of a major emergency that requires all pupils and staff to leave the site, temporary shelter has been arranged at the Corsham Scout Hut on The Laggar.

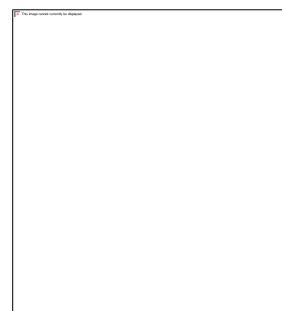
First Aid

Any child requiring First Aid should be taken to a teaching assistant. Most of our teaching assistants are trained in First Aid.



Finally

The academy 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 being part of the Corsham Regis Primary Academy team.



Notes for the helper.

Please remember to sign in and out in the book provided and to wear a Visitor's lanyard obtained from the Main Office.



Our monthly newsletter should be delivered to you by your preferred method. We try our best to inform you of any changes in routine, but please read the newsletter for dates and events that might affect your time in academy.



If you are unable to attend please contact Mrs Hunt, the Administration Assistant (01249 712294), 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.