



ALEXANDER HOSEA PRIMARY SCHOOL

'Roots to grow, wings to fly'

Alexander Hosea Primary School

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PARENT HELPERS' HANDBOOK

Revised September 2019

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Key policies

Safeguarding including Child Protection Policy

Confidentiality Policy

Acceptable Use of IT Policy

The above key policies are all available on the school website.

SCHOOL ORGANISATION – September 2019

Headteacher Mrs Deb Williams
Deputy Head Mrs Angela Moncrieff
Assistant Head Mrs Sally Windmill

Teachers	Mrs Sally Windmill	Foundation	Topaz
	Miss Helen Tyler	Year 1	Emerald
	Mrs Laura Cleverley	Year 1	Jet
	Miss Helen Tyler	Year 1	Jet
	Mrs Sarah Wigginton	Year 2	Ruby
	Mrs Amy Arrowsmith	Year 3	Crystal
	Miss Kimberley Edgar	Year 4	Diamond
	Mrs Angela Moncrieff	Year 5	Pearl
	Mrs Heidi Brooks	Year 6	Amethyst

Teaching Assistants Ms Claire Johns
Mrs Lisa Barry
Mrs Esra Ward
Mrs Jane Gee (HLTA)
Mrs Louise McAleese (HLTA)
Mrs Catherine Shrewsbury

SEND

Teaching Assistants Mrs Lisa Joyner
Mrs Helen Sutherland

General Assistant Mrs Lisa Barnes

School Business Manager Mrs Allie Hall
Admin Assistants Mrs Lisa McNeill
Mrs Lesley Packer

Mid day Supervisors

Mrs Gail Butler
Mrs Veronica Carter
Mrs Lisa Joyner
Mrs Angela Meredith
Mrs Sarah Page
Mrs Claire Parmar
Mrs Penny Thomas
Mrs Lynne Werreitt
Mrs Joanne Walker-Saunders
Mrs Alison Mason

Caretaker Mr Nick Gilbert

**ALEXANDER HOSEA PRIMARY SCHOOL
PARENT HELPERS' HANDBOOK**

We are committed to working in partnership with parents and greatly value your help in school. We hope that this booklet will provide valuable information on some of our relevant policies and procedures and about how you can help in school.

You may work in your own child's class or in any other class in the school – just let us know which you would prefer.

SCHOOL VISION – ROOTS TO GROW, WINGS TO FLY

SCHOOL VALUES AND AIMS

ADAPTABLE	To be adaptable in a changing world
SELF BELIEF	To have self-belief
PERSEVERANCE	To persevere and show resilience
INCLUSION	To accept and value similarities and differences in ourselves and others
RESPECT	To respect ourselves, others and the world
ENQUIRING	To foster a zest for discovery and learning

GENERAL INFORMATION

What you may do

There are many ways you can help in school. What you actually do depends upon what staff need at the time and also your own interests or skills. Some of the activities you may be asked to be involved with are:

- ❖ Speaking and listening activities with individuals or small groups
- ❖ Assisting groups of children with teacher directed activities
- ❖ Hearing children read and asking questions about what they have read/changing books
- ❖ General help e.g. paint mixing, pencil sharpening, sticking work in books, photocopying, repairing books
- ❖ Swimming / cookery
- ❖ Educational visits

Parent Register

We keep a register of parents who feel they have a particular skill they feel may be of use to teachers for example, sewing, music, sports coaching. If you feel that you may have a skill the children would benefit from please let the class teacher or one of the office staff know.

When you will help

Your help is welcome at many different times of the day but obviously will be most beneficial if it can be on a regular basis and arranged in advance with the teacher. It is probably best to start with a short time each week and increase this if you have more free time. It doesn't have to be a whole morning or afternoon, an hour a week can be very helpful. If it is always the same time, this makes it easier for you to remember and easier for the staff to plan. If for some reason you can't come to school as arranged, please let staff know, giving as much notice as possible.

Working with Children

When you are working with children you will always be under the supervision of a member of staff who will let you know what you and the children are to do. Please make sure the children clear up at the end of an activity and put books back in the right places on shelves, and tidily!

Like all other adults in the school, you will have high expectations of the children's behaviour. They should be courteous, use polite language and listen when others are speaking. Please encourage them to address you by your full title i.e. Mr/Miss/Mrs. If difficulties arise in your relationship with a child, please speak to the class teacher.

Break times

You are invited to have a break along with the rest of the school and there are tea and coffee making facilities for parent helpers in the small kitchen. If you need any extra tea, coffee or milk please take it from the staffroom. Please use the staff toilets situated in the corridor leading to the hall. Parent helpers are not to go out into the playground at playtimes.

Photocopying

There are two photocopiers in school situated in the office and resource room. The teacher will advise you as to which to use for any tasks given. The office staff can always give you help in using photocopiers.

SECURITY / HEALTH AND SAFETY



DBS checks

Before starting, all parent helpers need to be DBS checked. Please see Mrs Hall to arrange this. On receipt of your disclosure certificate please bring it to the school office so we can register this. All parent helpers must also read and sign the "statement of expectations of volunteers" (which includes a declaration regarding the "acceptable use of IT policy") and attend a meeting with the school's Designated Child Protection Officer, Mrs Williams.

Signing in and out

For security reasons we ask you to enter the school via reception and to sign in and out of the visitor's book. Please ensure you wear a Parent Helper badge during your visit and return it when you sign out.

Mobile technologies

To comply with the revised EYFS Guidance (September 2012) parent helpers must place mobile phones and other technologies capable of taking images in the lockers provided. Please keep the key with you whilst in school and leave in the lock before leaving.

Internet Safety

Children use the computers and internet on a regular basis. The school has a policy on the use of the internet and we ask all parent helpers to read and sign it. If you notice a child looking at anything other than instructed, please make the teacher aware of this.

It is also important that parents do not use the computers in school except under the supervision of the class teacher.

Fire Procedures

Please make yourself aware of the procedures for fire drills. The office staff will check that all visitors have evacuated the building by referring to the visitor's book.

First Aid

All accidents must be dealt with by a member of staff.

Most members of staff are able to deal with basic first aid but the appointed first aiders are:

<i>Mrs Lisa Barnes</i>
<i>Mrs Gail Butler</i>
<i>Mrs Veronica Carter</i>
<i>Mrs Allie Hall</i>
<i>Mrs Esra Koroglu-Ward</i>
<i>Mrs Louise McAleese</i>
<i>Mrs Lisa McNeill</i>
<i>Mrs Angela Meredith</i>
<i>Mrs Lesley Packer</i>
<i>Mrs Sarah Page</i>
<i>Mrs Claire Parmar</i>
<i>Mrs Catherine Shrewsbury</i>
<i>Mrs Penny Thomas</i>
<i>Mrs Lynne Werreitt</i>
<i>Mrs Joanne Walker-Saunders</i>

Paediatric trained first aiders – Ms Claire Johns, Mrs Jane Gee, Mrs Lisa Barry and Mrs Lisa Joyner

Any medical needs must also be dealt with by a member of staff.

Child protection

Mrs Deb Williams is the designated Child Protection Officer for the school.

Please report anything you notice or that is said by a child that concerns you, either to the class teacher or to Mrs Williams.

If child protection concerns are about a member of staff, please inform Mrs Williams or the Chair of Governors if the concerns relate to the Headteacher.

The South West Child Protection procedures are available at www.swcpp.org.uk.

Soiled children must be changed by members of staff.

Parent Helpers must not use physical force to restrain pupils and there must be no physical contact.

Confidentiality

All that is seen or heard in school must remain confidential. Parents in school working as volunteers must not report behaviour issues or issues related to learning to other parents. Please read and adhere to the confidentiality policy included in this handbook. The school is covered by the General Data Protection Regulations (GDPR).



LISTENING TO READING

In listening to children read our aims are:

- *To give children practice*
- *To help children to establish meaning from the text*
- *To build confidence*
- *To make reading enjoyable*
- *To apply phonic strategies*

Do

- *Make yourselves as comfortable as possible. You may be asked to hear readers in shared areas e.g. the library and corridors. Sit beside the child, **not opposite them***
- *Chat to the child initially*
- *Discuss whether or not he/she has read the book at home, enjoys it, finds it difficult etc.*
- *Invite the child to share the book with you 'shall we look at this together?'*

In the early stages or with an unfamiliar book it may be necessary for you to do most of the reading. While sharing a book in this way

- *Draw attention to the pictures and how these help us to read*
- *Point out some words or initial letters and their sounds*
- *Encourage children to use their phonics to help them read unknown words*
- *Invite the child to join in wherever appropriate*
- *Talk about the story. This is crucial at all stages of reading. It is through enjoyment and understanding that words have meaning that reading will develop.*

With emerging readers

If the child hesitates over a word, there are several strategies you can employ. Use your own judgement as to which one is most appropriate in the circumstances. You may:

- *Encourage the child to re-read the whole sentence and then make a guess at the word. If the guess makes sense for example 'house' for 'home' accept and praise it. You may wish to give him/her the initial sound to prompt a guess and /or draw attention to the picture if it is relevant to the word.*
- *Talk about what is happening to establish meaning and then read, yourself, the last sentence or two up to the unknown word and encourage the child to guess*
- *Help the child to sound out the word, if this is possible (it is not possible to sound 'was' for example) When you do this, split the word into syllables for
C-at sh-op yes-ter-day*
- *If all else fails, supply the word.*

With all readers, give praise for their efforts and end the session on a positive note. Spend a few minutes, if possible, talking about the book, what happened, what will happen next and whether or not they enjoyed it.

Do not

Attempt to speed up a slow or hesitant reader. Instead, provide the child with time to decode words and the support he/she needs, perhaps taking over the reading of alternative pages etc. and let the teacher know what you have done.



HELPING WITH SWIMMING



The National Curriculum requires children to be able to swim 25 metres by the time they leave primary school.

The duty of care for pupils involved in swimming remains at all times with the teacher, but your help is invaluable in assisting with coach travel and poolside supervision.

Please do

- *Support the teacher in ensuring sensible behaviour travelling to and from the leisure centre.*
- *Ensure no jewellery is being worn*
- *Be aware of safety at all times and draw attention to relevant notices, deep and shallow water, and emergency procedures regularly*
- *Encourage children who are tentative*
- *Recognise and praise all effort.*

Please do not

- *Allow any child to enter the water without direction from the teacher*
- *Discuss a child's progress with anyone but the class teacher.*

If you are unsure about anything please speak to the class teacher.





HELPING WITH SEWING

Sewing activities with an interested adult in small groups or individual situations give children opportunities to learn:

Practical Skills

- *Measuring and cutting*
- *Basic sewing stitches*
- *How to begin and end stitching*

The properties of different kinds of materials such as
cotton
wool
fabric
binca
felt
threads

The appropriate use of tools

different sizes of needles
scissors
pins
weaving boards

Safety awareness

using a variety of tools safely
the importance of packing away tools carefully

How to plan, develop, evaluate and improve their own ideas for design

using colour, shape and texture.

Do

- *Help thread needles and sort out tangles*
- *Help children to use different kinds of sewing tools properly*
- *Let them work things out for themselves where possible*
- *Encourage and praise their efforts*





HELPING IN THE LIBRARY

We are very anxious to create a bright, stimulating library environment, one in which the children are encouraged to find, look at and enjoy books.

If you can help on a regular or occasional basis in the library, tidying shelves, sorting and mending books, using the computer for library administrative purposes etc. do please contact Mrs Deb Williams or Mrs Koroglu-Ward.

Alternatively, your assistance in the library during class visiting times can help children to develop a number of important reference skills and an understanding of:

- *Where to look for particular topics and authors*
- *How to use the contents page and index of a book*
- *How to skim to find information*
- *How to use wall charts, computers etc to access further information (if appropriate).*

Obviously the class teacher will give you specific information about any task you are given to do with the children but in general while you in the library do:

- *Encourage children to explain exactly what they are looking for,*
- *Help younger children to locate 2 or 3 books on the subject, look carefully at each and then choose the most useful*
- *Give children time to find things for themselves*
- *Talk to them about what they like to do not like about a book*
- *Encourage them to replace books from where they were taken*
- *Make sure their visit to the library is a positive experience.*

Your interest and enthusiasm for books can help develop positive attitudes in the children too. We want them to:

- *have an enjoyment of books*
- *take care when handling books*
- *be able to use books confidently*
- *develop an interest in diverse subjects and authors*





HELPING WITH COOKERY

Cookery in school provides opportunities for a range of experiences in

- *Maths – weighing, measuring, counting, timing*
- *English – reading, discussing, predicting (what do you think will happen?) evaluating (did it go well? How could it be better next time?)*
- *Hygiene – the importance of clean hands, utensils, cloths etc.*
- *Science – changes in materials through mixing, heating, dissolving etc.*

Make sure the children are actively involved in the activity and that you do not do everything for them!

Before the session begins

- *Insist on clean hands and the wearing of aprons*
- *Read the recipe and check with the children that everything is available*
- *Talk about the importance of accurate weighing and measuring*
- *Make sure the children are aware of the danger of the hot oven and the fact that they are not allowed to put things into, or take things out of the oven*

During the session make the most of the discussion possibilities which cooking in small groups provides for example:

- *The texture of the mixture – is it dry/ crumbly? Sticky? What will happen when we add the milk/egg?*
- *Cookery words – mix, stir, fold, beat – and the differences between them*
- *The change in the mixture before and after cooking. What do you think will happen? What should happen? Did it turn out as you expected?*

Orderliness should be encouraged throughout the session and children shown the importance of tidying/washing up as they go along.

Because of the nature of the activity it is essential that a good standard of behaviour is maintained. If you have any difficulty with a child in your care you may

- *Give a verbal warning*
- *Return the child to the classroom*

Miscellaneous

- *Please make yourself familiar with the fire blanket and extinguisher instructions*
- *Turn the oven on before the start of the session. Organise the necessary equipment and make sure there is washing up liquid available.*
- **Please ensure you turn the oven off once the activity is finished.**



HELPING WITH ART AND DESIGN

Aims:

- *To benefit the children from working in a smaller group*
- *To enable the children to learn new skills*
- *To enable the children to discuss their learning with an adult*
- *To help the children to express their feelings, experiences and ideas through a variety of media.*
- *To allow the children to gain confidence and enjoyment from their art and design.*

Obviously the class teacher will give you specific information about any task you are doing with the children but in general do:

- *Before the session make yourself familiar with the art area and the location of the aprons, newspaper, paint, brushes and any other relevant resources.*
- *Be aware of the health and safety issues when working with different materials, tools and techniques. The class teacher will discuss this with you.*
- *Before the children begin, insist upon the wearing of aprons and the washing of hands after the activity.*
- *Encourage the children to think carefully and take time and care over their skills by discussing what they are learning in a very positive manner.*
- *If appropriate, encourage them to compare their learning with that of a famous artist by looking at the subject, style and colours.*
- *Be enthusiastic and positive about their efforts.*
- *Make the class teacher aware of children who are not behaving appropriately by sending them back to the classroom or by asking the class teacher to speak to them.*
- *Please help us by ensuring that the children help to leave the art area clean and tidy at the end of the session by washing the paint pots, brushes and clearing the surfaces.*

Conclusion

Being a Parent Helper is a sociable activity and gives you quality time with your child and the other children in school.

Ask if you are not sure of anything; as you know everyone here is very helpful.

Thank you for your help. It is much appreciated. We very much hope you enjoy working with the children and staff.