

The Raglan Schools

Parent Helpers



Thank you for offering to help in school.

We have collected together some information and guidance which we ask you to read before you begin to work in the classroom and we hope you find it helpful.

If there is anything else you feel would help you, please let us know. The essence of our Discipline Policy and Child Protection procedures are included in this pack and again we ask that you read these carefully before working with the children.

It is our policy that all adults working in our school should be provided with this information with the request that it is read. Likewise, your attention is drawn to the fire evacuation procedures on display in every room in the school. Again you should familiarise yourself with these for each room you work in. Parents working in school are naturally expected to abide by a code of conduct and manner of professional working.

Any queries should be directed to the class teacher you are working with, or to any senior member of staff. All senior staff operate with the full authority of the headmaster. You may also ask to speak with the deputy headmistress. Parents will be directed how they may support the school and will not normally work in the same class as their child.

We appreciate your time and support and hope very much that you will find the experience both enjoyable and rewarding.

Kind regards,

Mr Wood
Interim Headmaster

Aims of the School

The aims of the school are at the heart of everything we do. They are:

- Confident individuals
- Successful learners
- Responsible citizens

In order to help children to achieve these aims, all those working with them will treat children, as well as other adults, with respect and in such a way that positive feedback is given rather than a negative response to things that have gone wrong.

This positive approach is how we aim to sustain and enhance the professional and purposeful ethos of the school.

Confidentiality

Everyone working within the school is expected to respect their position and the access they have to confidential information. Trust is maintained by observing the confidentiality of the staffroom and not repeating information gained elsewhere.

Similarly, any information concerning children, whatever it may be, must be kept confidential. If a parent helper is approached by a parent and asked for information it is vital s/he refer that parent to the class teacher or member of the senior management team. Parent helpers must never speak with other parents about the running of the school. If you are unsure of why something happens the way it does, speak to a member of the senior management team. The school management reserves the right to choose parents who work in school. A range of parental help will be encouraged over time.

Health and Safety

Before dealing with any blood, rubber gloves should be put on. This is for the protection of all those who deal with children who are injured.

All adults have a collective responsibility for health and safety and anything that appears to present a risk should be reported to a member of staff without delay.

If you see anything you consider unsafe, raise it with the class teacher first.

You may be asked to wear a high visibility vest during certain activities. All helpers must act as directed by senior staff and in accordance with the principles, aims and practices of the school.

In the classroom

The class teacher is responsible for everything that takes place in the classroom. Support from parent helpers will help them in this task. Parents are expected to work co-operatively and professionally with staff. There is an agreed code of conduct and ground rules for working in school which promote high standards, parent helpers abide by these.

Behaviour

In matters of discipline, all adults should take their lead from the class teacher and will not be expected to address the whole class.

Teachers vary in their approach according to the needs of the children in their class and may well take the line that some minor misdemeanour should be ignored in order to accentuate the positive and desirable behaviours.

Children who crave attention do not mind how they get it and can often perpetuate undesirable behaviour because it results in attention from adults.

The school seeks to promote positive and acceptable behaviour and in doing so will actively praise and reward 'good' behaviour. Undesirable behaviour cannot be ignored, but strategies used by the class teacher will need to be reinforced by additional adults in the classroom. All parents already have copies of the school's Discipline Guidance booklet. Junior education is formal and the approach taken by professionals in school is of a similar caring but clear and direct manner.

Children need to understand that it is the behaviour that is disliked, not the child. Self esteem, or the lack of it, is often at the root of behavioural difficulties, and all adults working with children need to take care that a child's self esteem and confidence is not further destroyed by their response to that child's behaviour.

Independence

Children who have difficulties often have a poor self image and lack self confidence. They also come to rely on adult help which means that they often do not pay attention when the teacher is explaining what the activities are, relying on the adult helper to 'sort it out' for them when they sit down to do something.

Encouragement and support are required whilst not 'doing' things for the children. Praise plays an important part in this and we try hard not to show disappointment or disapproval.

On the carpet

When the teacher is whole class teaching, it is desirable for the adults to listen carefully as reinforcement and clarification will be needed when the children actually start to work on their own.

Teachers will make the learning objective for the lesson clear to the children. If you are not sure what it is, please ask for clarification. How the teacher asks questions and leads children to draw their own conclusions is an important part of any lesson. This can be enhanced when additional adults in the classroom talk to the children after the teacher's input.

Interruptions

It can be very disturbing for the children and the teacher if additional adults have a conversation during the carpet session. Therefore we ask adults to step outside the classroom if they need to speak to another adult.

There are appropriate times for talk between children and these are structured. When moving around the corridors, the children keep quiet; this is to instil self control, good order and safely co-ordinate the large number of children moving around the school in a safe and disciplined manner. We expect all children to be polite at all time.

Conduct

We use surnames when addressing staff as a mark of respect. The school is organized and run in an orderly fashion and we expect parents to support this by being mindful of our Code of Conduct and Dress Code. Should anything come to your attention which you consider unusual, please speak to a teacher or a senior teacher. As helpers we invite you to join staff in the staffroom for refreshments at designated times.