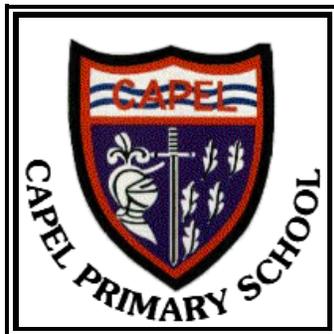


Capel Primary School



Visitors and Parent Helpers Policy

Next Review Due: **Autumn 2013**

Staff

04/09/12

Sub Committee

12/09/12

Govs

18/10/12

Visitors and Parent Helpers

Parental Involvement and the Parental Role

Rationale

Our philosophy is to encourage all parents to enter into an enjoyable, productive, working relationship with staff and children at our school in order to enhance their education.

Purposes

To encourage as much appropriate parental involvement in all aspects of school life, sharing skills for the benefit of all children, teachers and parents.

Guidelines

To utilise all available expertise to promote and widen the children's experience. Promote excellence and enjoyment throughout the school curriculum.

Code of Practice for the Use of Parents in the Classroom

This code of practice has been drawn up to protect parent/adult helpers in school and to make sure that there is a uniform understanding of their role with Capel Primary School.

Parents will be asked to help in classes, or with groups, if appropriate and by negotiation with staff. If the class contains their own children, careful consideration will be given to the impact the parent will have on their own children. This will remove any idea that parents are in the classroom to keep an eye on or help their own children and avoid comparisons with other children in the year group. Children often react differently if their parents are in the classroom and can become very inhibited or unsettled. This aspect of the Code of Practice has been drawn up after very careful consideration in order to protect Staff, Children and Parents from any misconceptions that may arise and recognises the value of all parents as helpers.

Parent/adult helpers must show sympathy and respect for the ethos of the school, especially its aim to praise children for positive behaviour using positive language and raise pupils self esteem and high expectation of their own ability.

The same professional guidelines will apply to parent/adult helpers as apply to staff. Confidentiality is of vital importance as parent helpers are often seen to be in a privileged position and therefore 'in the know'. (See appendix 1 for helpers in school). Information learned in the classroom must not be shared with others beyond the teaching staff.

Parent/adult helpers will be directed in their activities by the class teacher and some training in the art of hearing children read and other tasks may be given so that we all adopt a uniform approach. (See appendix 2 for use of outside visitors).

APPENDIX 1

Parent/Adult Helpers in School

All visitors to the school must report to the main office on arrival; this is for security, Health and Safety and fire reasons. Visitors will be given a badge to wear whilst in school so they can be identified, this includes parents, work people etc. All visitors must sign in and out of school in one of the official signing in books, indicating time of arrival, purpose of visit, and time of departure.

When you come in to help in school the following procedures must be followed:

- All visitors/helpers report to the school secretary on arrival
- Visitors/helpers must wear the badge that they are given
- All visitors/helpers must sign in/out
- All visitors/helpers must come in for a specific and/or negotiated purpose
- All visitors/helpers must adhere to the Code of Practice using positive language and behaviour to support the staff and children at Capel School.

APPENDIX 2

Guidelines for the effective use of outside visitors

Introduction

This document has been produced as a guide to schools and their visitors to help them share good practice, avoid pitfalls and make the best use of valuable contributions that visitors can make to the school's curriculum.

It has been written by the Kent Advisory Service in consultation with a number of outside agencies including the Kent Youth and Community Service, Kent County Constabulary and Kent Health Authorities.

Advantages of using a visitor

Many schools find that visitors with specific expertise and knowledge can bring an added dimension to lessons. Particularly lessons in Personal, Social and Health Education (PSHE). Pupils and adults alike can gain much from the visitor's input which can also help to break down barriers and improve relationships between young people and some organisations in the community.

Visitors add enormously to a whole range of teaching and learning styles that are appropriate to PSHE lessons but their input should only be considered if it forms part of, and contributes to, a planned scheme of work.

The teacher should plan with the visitor and negotiate the visitor's role. Planning for, and participating in, the programme with the visitor can enhance the teacher's knowledge and understanding of the subject. This will assist the teacher in the follow up to the visitor's input. It will also increase the teachers' credibility with the pupils.

The experience of receiving a visitor can play an important part in the personal development of young people by giving them not only access to outside expertise and information, but also the opportunity to prepare for, and look after, a visitor. Where pupils take responsibility for the visitor, there is greater opportunity for meeting their needs, and enabling pupils to become independent learners.

Prior Planning

- Schools are advised to use only visitors who are known to have been recommended to them
- Visitors who came in to the school on an ad hoc basis must not be left unsupervised whilst on the school premises
- The teacher should have met the visitor prior to the actual day of the input not just on the day itself
- It is important to discuss the input needed and ensure that any visual aids etc. can be made available
- The visitor's contribution should be one that complements the whole school ethos and contributes to the school's agreed teaching and learning strategies
- It is important that the tone and substance of the input matches the age and maturity of the pupils involved
- The teacher is responsible for the delivery of the programme to which the visitor is contributing and **MUST** be present at all times
- The teacher is responsible for ensuring that the pupils behave appropriately and that the lesson begins and ends on time

- If a visitor refuses to have the teacher present then the school should not be using that visitor. The teacher should explain to the visitor the specific legal and professional reasons for this.

Child Protection

It is important to remember that

- Visitors should never be left alone with pupils
- Parent helpers must be CRB checked before they can help in school or on trips
- If an issue arises during the check then we will follow the school's procedure

Preparation for a visit

Ideally two lessons are required for the effective use of a visitor – one for preparation and one for the actual visit. Teachers would be advised to consider the following checklist when implementing lessons using a visitor.

Example for Lesson One

- Prepare pupils for the visit by explaining the learning objectives
- Briefly describe the visitor and his/her role
- Brainstorm with the whole class the areas they would like to find out more about
- Allow the pupils some discussion time in small groups to think of the questions they would like to ask about the visitor and their work
- Explain to the pupils what will happen when the visit takes place
- Explain to the pupils what they will be expected to do, and the responsibility they will need to undertake
- Together with the class decide which pupils will meet the visitor in reception, what they will say, and how they will introduce the visitor to the class
- Ask pupils to decide how the room will be arranged, how they'll make the visitor feel comfortable, and how the discussion will be started
- Ask all pupils to have prepared one or two questions, although warn them that as the conversation progresses their questions may change
- It is helpful to the pupils if they have decided who will ask the first three questions
- Decide which pupils will monitor time, how they will interrupt and bring the conversation to a close, and how to thank the visitor
- Decide which pupils will return with the visitor to reception and what they will say

In the plenary session, it is useful for the teacher to act as the visitor so that the pupils can 'practice' the session

Example for Lesson Two – The Visit Itself

As stated above, the teacher **MUST** be present throughout the session for the following reasons:

- He/she is responsible for ensuring that the delivery of the lesson meets its learning objectives
- He/she must ensure that the pupils and visitor behave appropriately, and in the very unlikely event that the questions or language used is unsuitable, be prepared to intervene
- He/she should ensure that the visitor has any specific equipment that is required and that the room layout is suitable

He/she should provide evaluative comment and feedback to pupils on how they undertook their responsibilities.

The teacher should also try to:

- Explain to the pupils their role during the visit
- Be inconspicuous and avoid interfering unless the pupils are in real difficulties, for example, if they have forgotten to monitor the time
- Not rush to rescue the pupils if they struggle, if for example, there are silences. Try to leave the responsibility with them and allow them to solve their own problems.
- Make a note of any issues that might need further discussion.
- Give the pupils positive feedback on how they have managed the visit.

Monitoring and Evaluating

Teachers are required to monitor, record and assess pupil learning by reference to the knowledge and understanding that is acquired, the skills that are learnt or developed and the attitudes and values that have been explored. The visitor can greatly assist the teacher with this process and may be able to offer follow up materials, sessions or research studies to monitor the long term effectiveness of a programme.