

# PARENT/GRANDPARENT HELPER PROCEEDURE



We love God and each other and follow the example of St Teresa.  
We enjoy learning together and doing our best in a happy, healthy and welcoming community.  
We learn to be responsible and caring citizens.  
*"Let us do little things well today".*  
*St Teresa*

Approved by:	Governing Body	Date: January 2025
Last reviewed on:	January 2025	
Next review due by:	January 2027	

Staff are very appreciative of the time and help parents give the school. Parental help is greatly valued and we can always make use of anyone who has some time to spare. Assistance may be required with art, craft, needlework, cooking, science, technology, repairing books, library work, photocopying, stapling, gardening, tidying and cleaning areas and equipment, running clubs, helping on class visits and school journeys. Teachers will give you advice about their class and the activities you do but outlined below are some general points.

**Security:** All parent helpers need to sign in at the Office and wear a badge. This can seem unnecessary in a small school where we mostly know each other, but the system is essential if we can expect staff and children to report 'intruders'. All parent helpers to read the leaflet giving guidance on Child Protection and Safeguarding.

**If you are not able to come:** If you are unable to come on your regular day, please notify the office. The teacher will have planned for the day's activities, taking into account the help available, so changes need to be made if you won't be in.

**Educational priorities:** It is important that you are clear about the main purpose of the activity, so ask the teacher if you are unsure. How you help a child should be affected by whether, for example, a teacher's priority is a neat copy of a picture or developing children's independence in colour mixing.

**What to do when a child finds an activity difficult:** When a child is having trouble, it's best to give only as much help as necessary for her/him to be able to carry on. Don't do too much of the task yourself e.g. if a child asks how to spell a word, help her/him to sound it out rather than giving the correct spelling. If you're reading with a child who makes a mistake, wait for a few seconds to see if s/he corrects herself. If s/he asks what a word says, read the start of the sentence to see if s/he can work it out from the meaning so far. For sewing and art work, talk through what the children need to do rather than do the tasks for them. Often your main responsibility will be to give encouragement and praise and to help the children concentrate on what they need to do. Asking a question can focus their attention: "What do you need to do next?" It's very tempting to help fix a painting or cut out that tricky bit for them, but a good rule for helpers is "Don't touch the children's work". Above all, the enjoyment of the shared activities between parent helpers and child/children is paramount.

**Parent and child:** Sometimes children find it hard to handle if their parent is working in their class or the parent may feel uncomfortable working in the same class as their child. Therefore we do not ask parents to assist with class based activities in their child's class.

**Behaviour:** We expect the children to respond to helpful reminders from all adults around the school. If children are talking too loudly, please remind them that they are disturbing others working in the class areas. If children misbehave when working with you or are near you, please intervene, even if they are from another class. It's important that children feel that all the adults around the school are concerned about good behaviour. Make sure comments positive, e.g.: Where do you put the glue stick? How should you move around the school?

**Educational Visits:** If you are helping on an educational visit, sporting activity or supporting transport arrangements for any type of trip please speak to the educational visit leader prior to commencing any helper activity. There will be key safeguarding and health, safety and risk assessment messages to be aware of.

**Tidying up:** We expect the children to be responsible for their own tidying up. Near the end of a session, please supervise the children (assigning each a task, if necessary), so that the area is tidy and equipment is put away in the correct place. Don't do it yourself, even though it might be easier!

**Break time:** Parents are welcome to help themselves to a cup of coffee or tea and sit in the staffroom at break times.

**Other non-class-based help:** If you are helping out in a non-class-based way for example with gardening or supporting an administrative task please be mindful of your health and safety and that of others. Report any incidents or issues to a staff member.

**Confidentiality:**

All parent helpers will be asked to sign a confidentiality form. Please remember that what you overhear or notice is confidential and must not be shared with other parents or with your own children. Parent helpers in any school are in a privileged position and have access to a wide range of information about the behaviour, progress and family circumstances of children other than their own. In these circumstances, it is easy to make judgemental comments to others about children's progress etc.

**Reviewed: Spring term 2025**

**Approved by Governors: January 2025**

**To be reviewed: Spring term 2027**