



Guidelines for Helping at Fleet Infant School

Fleet Infant School - Emergency Evacuation Procedures

In all evacuations:

- The safe evacuation of everyone in the building is paramount. In the event of a person not being accounted for, no person must re-enter the building and risk endangering their own life
- The fire alarm (a long continuous bell) or hand bell will be rung where there is a need for evacuation
- Routes of evacuation are displayed near each final exit door
- The assembly point is the main parents' car park (please wait behind the pavement under the trees).

In the event of fire:

- On finding a fire, sound the fire alarm at the nearest fire alarm call point
- On hearing the fire alarm, staff, children and others will leave the building in the predetermined manner and proceed to the assembly point. They will leave the building by the nearest exit and proceed to the assembly point if they are not able to use the predetermined evacuation routes.
- On hearing the fire alarm an Admin Manager or Admin Assistant at the front desk will call the Fire and Rescue Service.
- On hearing the fire alarm and if it is safe to do so, the 'Sweeps' sweep the school following predetermined routes to check for occupants and sources of fire. They will then leave the building by the predetermined exits.

In an emergency evacuation:

- All staff will be responsible for General Fire Marshal duties as follows:
 - * encourage everyone in their area to leave the building promptly
 - * closing doors and windows on leaving (if safe to do so)
 - * reporting their findings to the Roll Call Manager
 - * remain available at the assembly point to assist as necessary
- Teachers or other adults with responsibility for the children at any given time will be responsible for ensuring that children in their charge evacuate in a calm/orderly manner and go directly to the assembly point
- Kitchen staff will turn off all gas and electrical apparatus that does not automatically shut down on operation of the fire alarm and go directly to the assembly point
- Accompanied visitors/contractors will be escorted to the assembly point by their host
- Unaccompanied visitors must make their way directly to the assembly point via the nearest available evacuation route

- Providing it is safe to do so, the 'Sweeps', sweep the school following predetermined routes to check for occupants and sources of fire. They will then leave the building by the predetermined exits.
- The Fire Safety Co-ordinator (identified by an orange High-Vis vest) will:
 - * Oversee the evacuation and check that all is in operation in accordance with the predetermined plan
 - * Be available to liaise with the Fire and Rescue Service
 - * Co-ordinate, disseminate and act on information from the assembly point and the Fire and Rescue Service
- The Roll Call Manager will take the Emergency Evacuation Pack to the assembly point and one of the trained first aiders on site will be available to render assistance.
- The Roll Call Manager (with the assistance of an available member of staff) will:
 - * be responsible for ensuring the roll call is undertaken (registers, Visitors' Book and staff signing in sheets) and passing relevant information to the Fire Safety Co-ordinator
- The Fire Safety Co-ordinator will meet the Fire and Rescue Service on their arrival and provide details of the fire, any persons unaccounted for and present them with the 'Fire Service Emergency Pack' (folder).

In an emergency evacuation at lunchtime:

- **Hall** - Supervisory Assistants take children through nearest final exit door to the assembly point.
- **Outdoor play areas** - Supervisory Assistants take children via nearest available evacuation route to the assembly point.
- **Classrooms** - Supervisory Assistants take children via predetermined route or nearest safe evacuation route to the assembly point.
- Teachers and other members of staff go directly to assembly point and assist Supervisory Assistants in assembling children in their class groups.
- Supervisory Assistants check children against the class register.

In an emergency evacuation at playtime:

- **Outdoor Play Areas** - Adults on duty take children via nearest safe evacuation route to the assembly point
- **Classrooms** - Adults on duty take children via predetermined route or nearest safe evacuation route to the assembly point.
- Teachers and other members of staff go directly to the assembly point and assist the adults on duty to assemble the children in their class groups.

SAFEGUARDING BRIEFING SHEET FOR SUPPLY STAFF AND VISITORS TO SCHOOL

While working in this school, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with:

- Mrs Clark, the headteacher and Designated Safeguarding Lead (DSL)
- Mrs Tarling, the deputy headteacher and Deputy Designated Safeguarding Lead (DDSL)
- Mrs Hutchison, Deputy Designated Safeguarding Lead (DDSL)
- Miss Brown, Deputy Designated Safeguarding Lead (DDSL)

These may be contacted at the school by phone on 01252 613582 or e-mail info@fleet.hants.sch.uk and all have been trained to deal with safeguarding matters.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental;
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for;
- observing behaviour that leads you to be concerned about a child or young person;
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the designated person for child protection. This may be the beginning of a legal process - it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow the guidelines below.

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you will need to pass on information to school staff who may be able to help - do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL or DDSL, who should contact children's social care if appropriate.

You are required to sign a Child Protection Declaration and a Child Care Disqualification Declaration as part of your induction. The school's Child Protection and Safeguarding Policies are published on the school website. You are asked to read the Child Protection Policy included in your induction pack.

Remember, if you have a concern, discuss it with the designated person for child protection immediately.

Thank you for helping us to keep our children safe

County Guidance on Child Protection
(followed by the school)

Fleet Infant School is fully committed to all measures to protect the children and young people in our school, to taking all reasonable measures within the school to prevent potential abusers from having any access to the school, and to co-operating fully with all other agencies who are part of the child protection process in Hampshire.

All measures will be taken in accordance with Safer Recruitment guidelines to minimise the risk of inappropriate individuals gaining access to the school as employees or volunteers.

All staff and volunteers in the school are expected to show commitment to the principles and good practice of child protection as set out in the school's Child Protection Policy and Safeguarding Policy (available to read on the school website) and in Local Authority guidance and procedures.

The school will fully support staff and volunteers in this process in ensuring that full training, guidance and support is provided to enable everyone to operate safely and appropriately with children and young people.

Any allegations about a member of staff or volunteer will be fully and properly investigated, in a fair and balanced way, to establish whether there are legitimate concerns of a child protection nature that need to be addressed. Staff and volunteers need to be aware that such investigations may well require the involvement of the Police and Social Care as required by County Council Child Protection procedures.

All staff and volunteers are expected to act in such a way that they do not bring suspicion upon themselves of a child protection nature. Staff and volunteers will be given advice on avoiding placing themselves in a vulnerable position with pupils and will be expected to follow that advice.

All concerns of a child protection nature will be fully recorded on personal files, with copies provided to the individual, and may well be included in any future references which we are requested to write for that individual.

All staff and volunteers must ensure that they share any child protection concerns about other staff/volunteers in the school with the headteacher. Failure to disclose relevant child protection information may be deemed to be a disciplinary offence.

It is recognised that staff and volunteers will sometimes make a mistake or error of judgement in the way they deal with pupils. They must ensure that they report urgently to their manager any actions or events that may lead to a complaint or concern of a child protection nature. Failure to report and discuss such situations promptly may raise suspicion about their motives.

Staff or volunteers who have any queries about child protection issues or who require further guidance or support should approach the headteacher in their role as the Designated Safeguarding Lead (DSL).

Specific procedures at Fleet Infant School

Helpers in school

We are lucky to have so many people who willingly give of their time and expertise to support our work. Most people who help are parents but we also have grandparents, governors, friends of the teaching staff, students from local colleges (who may intend to go into teaching or nursery nursing) and ex members of staff.

As stated above we take our responsibility to safeguard our children very seriously and you will be asked to complete paperwork necessary to enable us to carry out relevant vetting procedures.

Voluntary helpers are issued with a badge, which we ask that you wear in school. This is part of our security arrangements. We also ask that you sign in and out of school in case of a fire or other emergency.

Your contribution at school is very valuable

- When an adult is present, children often produce work of higher quality. You can help them to keep on task by engaging their interest, helping them to concentrate or redirecting them to the task in hand. This is especially important if the teacher is engaged in teaching another group.
- By careful questioning and support, an adult can encourage children to develop strategies to help them undertake tasks logically and successfully. Please ask the children you are working with to reiterate what they have been asked to do. This helps to reinforce the instructions given and by doing this you are encouraging them to become independent learners in the future.

Your presence allows:

- More opportunities for children to speak and listen to adults, thus broadening their experience. It is important that children are listened to, for they have worthwhile things to say and give us valuable insight into their feelings and perceptions.
- Valuable teacher time to be released by undertaking routine tasks such as putting work into books, mounting work, sharpening pencils etc.
- Your skills, expertise and enthusiasm to enrich the learning environment, not only of the children but also of the adults within school.

Why is parental help valuable?

Research has shown that children achieve more when the home and school work in partnership. Helping your children with their learning at home and coming into school to help, whether on a regular basis or when we have special events, are important ways of strengthening that partnership.

Protocol

Your help is appreciated but please recognise that you are in a privileged position and your discretion is essential. We ask that everyone who helps in school respects the confidential nature of our work. You may become privy to information about individual children. Please do not share this with anyone else. If you see or hear something in school that concerns you, please speak directly to the class teacher or the headteacher. If a parent asks you a question about how well their child is doing in school, rather than what activities you are supporting, again please direct them to the class teacher or the headteacher.

Please do not look through pupils' books or trays unless the teacher has asked you to do so, even if you are looking for your own child's work.

Please be aware that even though you may be providing help in the same class as your child, you will not necessarily be directly helping your child. You are there to support the teacher and all children in the class. If you are not directly helping your own child, please leave him/her to get on without you - that is what the teacher wants!

Please check with the teacher what time he/she would like you to come into the classroom. The teachers are very busy before school preparing for the day ahead and may not be able to talk to you or supervise your child before the day officially begins.

It is important that we safeguard ourselves as well as the children so please follow these guidelines:

- Children are often naturally affectionate but we please ask you to exercise care when children want to give you a cuddle or sit on your lap. Giving your own child a kiss/hug, for example at the end of a session, is fine, unless he/she is engaged in an activity that cannot be interrupted.
- Do not isolate yourself in a room with only one child.
- Never close the door if you are in a room with a child on your own.
- Do not go into the toilet with a child - always ask a member of staff to help if a child has a problem.

As stated previously, everybody who works with our children has a duty to safeguard them. If a child discloses information to you, or you notice signs of any form of abuse, please report your concerns immediately to the class teacher or headteacher. Child protection matters are treated sensitively by trained members of staff but prompt action is of the utmost importance.

Helping in your child's class

It is a good idea to prepare your child for your first visit to the class and establish a few ground rules - for example:

- *When I am in your class you must carry on with your work and do as your teacher says.*
- *You may need to wait your turn before working on my table or in my group.*
- *You must behave sensibly when you are with me or you may not be able to be in my group.*
- *I will be helping other children.*
- *When it is time to go you need to say goodbye and then get on with your work.*

The end of the session is often the most difficult time. Most children are very sensible and some carry on as if you are not there ... this can also be disconcerting for you!

Occasionally your child may not respond very well if you are working in the class. We will talk to you about how to overcome this but if the sessions prove to be too uncomfortable for you or your child, we may think of an alternative to working in the class e.g. working in another area of the school or with another class.

Responding to the children

We have high expectations of our children in terms of their work and behaviour. These expectations are shared with the children. Our aim is to create a positive ethos where every child feels valued and tries to do his/her best. Positive reinforcement and praise are key to the way we work with the children.

Occasionally, a child you are working with may not respond appropriately to yourself, to the task or to another child in the group. If the child does not respond to your verbal request to behave appropriately, please seek help from the class teacher. This is not a failure on your part. It is a privilege for the children to work with voluntary helpers and this privilege may have to be withdrawn.

Supporting children in their learning at school

The following are possible questions/prompts for adults supporting children at school. They are suggestions only and some children will already be able to work without this level of support. These prompts can be adapted for use at home, with the aim of helping children to become independent in their approach to tasks and problems.

- What are you learning about? (*Can the children explain the task in their own words?*)
- Why are you learning about that? (*What is the purpose of the task?*)
- What equipment do you need?
- What do you think you need to do first?

- What will you do next? (*Can the children sequence the steps for completing the learning?*)
- Have you done anything like this before?
- How will you know when you've finished your learning? (*What will the completed activity look like?*)
- Can you explain what you are doing?
- Why are you doing it like this?
- What will you do next?

Praise the child for their efforts and achievements so far. Comment on what he/she is actually doing, e.g. I like the way...So you are doing this first before you...That's a good idea...)

- Now that you've finished your learning, what do you think is good about it?
- Might you have done it differently? How?
- Did it take you as long as you thought?
- What new things did you learn?
- Can you think of a different situation when you could do something similar?

When the children are completing an activity, our focus is on the skills they are learning and acquiring rather than the end product.

Children should be praised for their effort and engagement even if you perceive the outcome to be less than perfect. The teacher will value the children's efforts and will deal with errors and/or misconceptions at the appropriate time.

*Thank you for giving your
time so generously to
support the children's
learning at
Fleet Infant School*