

Waterthorpe Nursery Infant School



Work Experience Placements Policy

October 2017

Approved by: Steering Committee

Date: 12/10/17

Next Review Date: Spring 2020

Introduction

At Waterthorpe Nursery Infant School we seek to provide placements for training and work experience students of all ages. These placements should be beneficial to both the student and the school.

Aims

- To provide quality work experience placements to students from other educational establishments.
- To provide additional opportunities for pupils at Waterthorpe Nursery Infant School to have contact with a wider range of adults.
- To protect the safety and welfare of the pupils.

Methods of achieving our aims

Offering places

Places are offered to students through direct contact with colleges/universities and through Business & Education which arrange school placements. Occasionally we will accept students who contact us directly provided that their school is not one of those that we offer places to through by agreement with other institutions. Pupils who contact us directly will need to put their application in writing. Confirmation will be needed from the school/college when we have dealt with a student directly.

Before any placement is offered we will first determine how many places we can offer by asking teachers if they are prepared to accept a student.

Before starting a placement

All students will have an informal interview with the placement co-ordinator or another member of staff if she is not available. They will be shown around the school and given a "Work Experience Placements: Guidelines for Students" handbook. This gives them guidance for their time spent in school. Clear guidelines will be given for their time spent in school. Clear guidelines will be given for their conduct in school and the importance of confidentiality will be stressed.

Health and safety forms sent by the college will be completed by the work experience co-ordinator. Names and telephone numbers of student's next of kin will be taken. In the event of serious illness, accident or other emergency the next of kin and the college/school will be informed as soon as possible. Students will be informed as to fire procedures and what to do in the event of other major emergencies as part of their induction. Students will be given a child protection induction.

Students will be asked if there is anything that they particularly wish or need to do in school and this information will be relayed to the class teacher. Students will be introduced to their teacher and they may then begin their placements.

Class teachers will be given any information available to the work experience co-ordinator about the courses the students are undertaking.

During a work placement

Students will work under the direct supervision of the class teacher. The exception to this is with Primary Teaching students who will, during their placement, be required to work for a period under the indirect supervision of the class teacher as directed in the university handbook.

Students will be expected to complete tasks as directed by their class teacher and to behave in line with the code of conduct explained within the “Work Experience Placements: Guidelines for Students” handbook. It is the student’s responsibility to arrange time with their class teacher to complete any tasks necessary on placement for their coursework.

Problems during a placement

If a work placement student is having difficulties they should first seek to discuss these with the class teacher. If there are any problems with the conduct of the student the class teacher should speak to them and should log any difficulties in writing with the co-ordinator. If after this any problems remain unsolved they should be referred to the co-ordinator who will interview the student and keep a written record of their involvement.

If there are any allegations made against work experience students these will be fully investigated following advice from the Safeguarding team and Human Resources at the Local Authority. The student’s educational institution will be fully involved in the process.

Student records and reports

Class teachers will complete any reports given to them by the student within a reasonable time (no more than one week from receiving the report). Students are required to present reports to class teachers before the last week of their placements to allow teachers to satisfactorily complete them. Copies of all reports will be given to the co-ordinator and kept in the Work Experience file which is located in the staffroom.

Records of all placements offered will be located in the Work Experience file. This is indexed by the establishment from which the students have come. Any information relating to courses will also be kept in this file.

Information on student teaching placements from Hallam University is located in a separate file which is held by the Work Experience co-ordinator.

Mentors

There are six mentors in Waterthorpe NI school:

- C. Moffatt
- M. Appleby
- H.Haywood
- M.Taylor
- D.Wilson
- K.Bryce

Places will be offered to University students each year. When a student starts a teaching placement they will have a mentor who will be responsible for their placement. The mentors will follow guidelines from the training organisation providing the student.

Equal Opportunities

Placements are offered to students regardless of gender, race or disability. Equal opportunities will be given to all students in school.

The school would take positive action or allowances if the work experience applicant had a disability or religious belief that excluded them from some part of the school or curriculum activity e.g. offering session in another class during an RE session with allocated class.

The role of the co-ordinator

The work place Co-ordinator in Waterthorpe is Mrs. Caryn Moffatt.

The Co-ordinator will organise all placements and will keep records of placements and reports of students on file. The co-ordinator will liaise with the educational establishments from which the students have come. The co-ordinator will ultimately deal with any problems, which cannot be dealt with by the class teacher.

Staff development

The Co-ordinator will attend any awareness courses offered by the colleges with relation to placements. Mentors in school will attend mentorship updates as when as they occur.

Child Protection/Safeguarding

With the exception of Teaching students, work experience students will at no time be left in a room with a child/children when there are no other adults present.

In line with Local Authority (LA) guidelines further education students working with children should have I.D. and evidence of police checking. Until this is in place students will not be allowed any unsupervised access to children.

Teaching students will always have an adult present when they are conducting a P.E. lesson
Teaching students will always have a member of staff to assist when they are on duty in the playground.

The “Work Experience Placements: Guidelines for Students” handbook gives guidance to students for reporting to the class teacher anything that a child says or does which is of concern to them.

Review and Evaluation

This policy will be reviewed in Spring 2020

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Work experience Policy	3/10/17

Priority Level	
High	
Medium	x
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

<p><u>What are the aims of the policy or project?</u></p> <ul style="list-style-type: none"> To provide quality work experience placements to students from other educational establishments. To provide additional opportunities for pupils at Waterthorpe Nursery Infant School to have contact with a wider range of adults. To protect the safety and welfare of the pupils.
<p>Who is the intended customer/service user of this project or policy?</p> <p>Staff</p>
<p><u>What are the desired outcomes from this project or policy?</u></p> <p>To provide placements that are beneficial both to the student and the school.</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</p> <p>All policies that have any link to working in school</p>

<p><i>What are the racial, disability and gender equality implications of the policy or project?</i></p> <p>Where applications for work experience are made by students with disabilities, where they are male in our predominantly female environment or where there religious beliefs would require adjustments to be made in terms of expectations within school e.g. involvement in religious festivals such as activities around Christmas.</p>
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<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>YES ~ An equal opportunity statement applies within the policy.</p>
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>No</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	

Action to take :		
If you have indicated there is a negative impact, can it be justified?	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:		
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)		

<p>Signed (Person completing the form):</p> 	<p>Date: 3/10/17</p>
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