

**includEd Learning**

**Independent Specialist Education Provider**



# STUDENT PLACEMENT POLICY

## → Purpose

IncludEd Learning, recognises that qualifications and training make an important contribution to the quality of care and education. As part of our commitment to quality, we offer placements to students undertaking a range of qualifications as well as teaching qualifications and training. We aim to provide an environment in which students on placement will, under the guidance of a skilled staff team, experience examples of quality practice.

IncludEd Learning has employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.

We expect all students to visit the school for an interview, followed by their student induction and school tour. At this time, students will have the opportunity to read and discuss relevant safeguarding and health and safety policies, receive a copy of the Student Code of Conduct and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- Students on qualification courses to meet the requirements and have a satisfactory enhanced DBS check with barred list check(s).
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the school.
- Schools, colleges or universities placing students with our school to vouch for their good character.
- All students to be supervised at all times and do not allow them to have unsupervised access to children.
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with pupils.
- Students undertaking qualification courses who are placed at our school are not counted in our staffing ratios.
- Students will be supported to understand school policies and procedures.
- We require students to keep to our confidentiality policy.
- It is expected that during the student's placement, their tutor will visit the school or have verbal communication with the Student Coordinator to receive feedback about the student's progress.
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance.

- Staff will respect individual students' needs and abilities.
- An accurate evaluation of ability and performance for both students and training providers will be provided and the school will support students who are experiencing difficulties with action plans if needed.
- To maintain parent partnerships, parents will be informed when students are present in the school.
- All students on placement must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- All students are encouraged to contribute fully to the school routine and to spend some time in every area.

We expect the student to read the school's policies as this outlines the school's expectations of them as a student. A meeting will be organised with the student to give them the opportunity to ask any questions they may have and sign to say they have read and understood the information provided.

This policy was adopted by	Noreen Khan
On	13 <sup>th</sup> April 2026
Date to be reviewed	April 2028
Signed on behalf of the provider	

# Student Information Booklet

## Aims

IncludEd recognises that qualifications and training make an important contribution to the quality of the care and education provided by nursery settings. As part of our commitment to quality, we offer placements to students undertaking early year's qualifications and training.

We aim to provide for students on placement with us experiences which contribute to the successful completion of their studies and which provides examples of quality practice in the early years care and education.

## Induction

We cooperate with students and their tutors in order to help students to fulfil the requirements of their course of study. We communicate a positive message to our students about the value of qualifications and training. This will include giving our students the opportunity to be included in all staff meetings/training.

The needs of the pupils are paramount. Our student Induction is a process of familiarising a student with the daily operations of our school. This is an opportunity to give them the information that they need to start settling into the team and work effectively as soon as possible.

## POLICIES AND PROCEDURES

We require all of our students to complete an induction within the school in order to familiarise themselves with the school's policies, procedures and practice. We will present the student with a safeguarding summary, fire evacuation, behavioural management, dress code and ICT policy as part of the induction. We also ask that they familiarise themselves with our policies and procedures, which can be found on our website.

Students placed in our school will not be counted in our staff ratios as we believe that they are there to observe and learn about what it means to work in a in our type of school environment.

The school has an up to date employer's liability insurance and public liability insurance which covers both trainees and voluntary helpers.

## Behaviour Policy

In order to achieve this:

- All adults including students will try to provide a positive model for the pupils with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.
- All adults in the school will ensure that the rules are applied consistently, so that pupils have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the school will praise and endorse desirable behaviour such as kindness and respect.

## Code of conduct:

Absence: If you are going to be absent for any reason, then please contact the school via email to: **noreen@includedlearning.co.uk**.

Please do not attend if you are unwell with sickness and diarrhoea or any other contagious disease.

## Staff, Volunteers and Students

Adults will conduct themselves in a professional manner in their relationships with children and their families, including not overstepping the boundaries into personal contacts outside school, unless the child is already known to them in another capacity. The safety and welfare of the children in our setting is paramount.

Students are:

- To arrive at the setting on time, comply by our dress code and participate in an induction process.
- To be familiar with our policies and procedures and ensure they are adhered to.
- Ensure that you understand your job role and the current management ladder.
- Respect other colleagues and actively support them.
- Be polite and well-mannered and have regard to all those who access the school.
- Encouragement of communicating expertise throughout the school.

- Be attentive in health and safety matters including completing incident logs.
- Report all accidents to senior management.
- Do not give pupils any personal information about yourselves.

### **Confidentiality policy**

At IncludEd Learning we pride ourselves on the professional relationship that we build with our families. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements: means of storing and sharing that information take place within the framework of the data protection act and the human rights act. IncludEd Learning ensures that staff are aware of their responsibility for confidentiality through induction and supervision. Please see Confidentiality Policy.

### **Dress Code**

Please wear casual but smart clothes. Students should dress appropriately for the environment.

### **Emergency evacuation procedure**

- Evacuate the building immediately, using your nearest exit.
- Close all the doors behind you.

Routes of escape are:

- The main exit is via the front door of the school and to the front gate.
- The secondary exit is via the fire door at the side of the building near the toilets
- DO NOT STOP TO COLLECT YOUR BELONGINGS
- DO NOT RE-ENTER THE BUILDING UNLESS INSTRUCTED THAT IT IS SAFE TO DO SO
- PLEASE DO NOT RUN
- DO NOT USE THE LIFT

### **Evacuation**

- The Fire Marshall will collect the pupil register and staff register.
- If the mobile phone has been used to call for help, the person using it must take it with them when evacuating the building).

## **Assembly Point**

Once outside the nursery, cross over the road using the traffic lights and congregate at the rear of Sainsbury's on the large bit of pavement furthest away from the road. Once gathered a register will be called.

## **Health and Safety Policy**

The health and safety of our employees and placement students is of great importance to us. We aim to provide and maintain safe and healthy working conditions, equipment and systems of work for all of our employees and students. This will be achieved by providing them with the necessary information, training and instruction.

Health and Safety is everyone's responsibility. It is your own responsibility to take reasonable care of your own health and safety and that of others who may be affected by what you do or don't do. If you do see something that concerns, then please raise it with your supervisor or with one of the management team.

## **Manual Handling**

Please avoid the need for manual handling if at all possible. If in doubt, ask for help and advice.

If you are going to lift, then please remember to:

- Get a good grip
- Bend your knees
- Lift using your leg muscles
- Keep your back straight
- Avoid twisting your trunk or sudden movements

## **Hazardous substances and materials**

Hazardous substances and materials include cleaning chemicals and medication. Cleaning materials are kept in a locked cupboard and should not be handled by students. Full COSHH lists are kept on all cleaning materials. Students will not be asked to administer medication to anyone.

## **Accident Procedures**

All accidents must be reported and all injuries, no matter how small must be entered on to an accident form. Any accident should be reported to your supervisor.

## **First Aid**

Students will not carry out any first aid tasks. First Aid will only be carried out by a qualified first aider who has undergone a training course. First Aid boxes are provided and are located in the Resource Room and the Internal Office.

## **Infection Control**

Students can help to prevent the spread of infection by not attending the school if they have been ill with a contagious illness such as sickness and diarrhoea and ensuring they thoroughly wash their hands on a regular basis.

## **Personal Protective Equipment**

Students should not be asked to carry out any tasks involving the use of personal protective equipment. Gloves and aprons are provided for the staff by the school.

## **Information, Communication and Technology Policy**

The designated person for safeguarding is responsible for ensuring the policies are kept up to date and put into practice.

IncludEd Learning has a responsibility to all our pupils that they can have access to all types of information and communication technology. Computers, internet and cameras are an important resource for pupils to gain experiences of knowledge and understanding of the world. Staff will monitor our equipment so all pupils have equal access.

## **Internet acceptable use policy**

- Many devices and emerging technology are equipped with internet access. Assessing age appropriate websites should be enabled with encouraging pupils to be cautious.
- The school will register with data protection every year. This will ensure that we can store information covering all aspects of our setting. This will include documents, images and pupil's records and being able to send emails with this information attached.
- The school will ensure that we have our own computers which will be kept within the main office. This will also include any additional external hard drives.
- Staff passwords will be used at all times to gain access to these confidential files.

- Up to date security and virus protector will be purchased for all our computers connected to the internet. This regularly checked and renewed yearly.
- Separate computers will be available for pupil's use only. These computers will not hold any confidential information.
- All Communication methods between families of our setting will be clear and professional.

### **Social Networks:**

- As part of our Confidentiality policy staff members and volunteers of the school will only feedback information to parents/carers about their own child verbally on the work mobile or face to face; not through social networks. This eliminates any possibility of parents using social networks to talk about other children that attend IncludEd Learning.
- Students, Staff and volunteers are informed that they must adhere to the confidentiality policy.
- Students, Employees and volunteers must not refer to any pupils, activities, families or staff linked to IncludEd Learning on their personal social network sites.
- If staff have a personal social networking profile, details are not shared or 'friends' with pupils, families or parents in our care; this is asked to be avoided.
- Not to post online information that could bring Including Learning disrepute.
- Not to request or respond to information from a pupil.
- Any abuse of this kind is reported to IncludEd Learning, the relevant establishment will be informed and this type of unacceptable behaviour can lead to instant dismissal if gross misconduct is reported.
- Staff will not use IncludEd Learning equipment to access social networks.

### **Mobile Phone and acceptable use Policy:**

- Adults should only use their mobile phones on breaks and lunch breaks.
- Practitioners and managers must not use their personal mobile phone for contacting pupils, parents and carers unless it is an emergency.
- In order to reduce stress related to work, personal mobiles can be used to contact other staff members out of working hours; (to inform of illness/cover for work) generally these times are very early in the morning or on weekends when the office is closed.

- Personal mobile phones should not be used by staff to take photos/videos or use any other application during educational activities.
- IncludEd Learning accepts no responsibility for replacing lost, stolen or damaged mobile phones.

### Use of cameras and acceptable use:

- We aim to ensure safer and appropriate use of cameras and images through an agreed acceptable use procedure.
- Images will be used in a manner that meets data protection requirements;
- Images will be fairly and lawfully processed.
- Processed for limited, specially stated purposes only
- Used in a way that is adequate, relevant and not excessive
- Accurate and up to date.
- Kept on file no longer than usual.
- Processed in line with individual legal rights.
- Personal photographic equipment must not be used within the setting.
- As part of each child's registration: Parental permission will be gained to take photos and videos of each child. This will also include permission to use these photos offsite for marketing on our website, in local newspapers, posters, welcome pack and within the wider building.

### Safeguarding Policy

IncludEd Learning has a legal responsibility to make sure that the setting has an effective safeguarding policy and procedures in place and monitors that the setting complies with them. The school ensures that our policy is made available to parents and carers if requested. It is the responsibility of the manager to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our setting, that the setting has procedures for handling allegations of abuse made against members of staff (including the Head of Centre) or volunteers and ensure the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting.

IncludEd Learning has an appointed **Safeguarding Designated Person (Noreen Khan)** who has lead responsibility for dealing with all safeguarding issues in our setting.

It is the responsibility of the Designated Person to ensure that all safeguarding issues raised in setting are effectively responded to, recorded and referred to the appropriate agency.

They are also responsible for arranging the whole settings safeguarding training for all staff and volunteers who work with children and young people in our setting. The Designated person must ensure that the whole settings safeguarding training takes place at least every three years; which they can deliver within setting provided they are linked into the support and quality assurance process offered by the Local Authority.

The Designated Person is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences, reviews, core groups or meetings where it concerns a child at our setting and to contribute to multi agency discussions to safeguard and promote the child's welfare.

The Designated Person is responsible for ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes the Online Safety Policy which includes Camera & Image Policy, Mobile Phone Policy, and Acceptable Use Policy.

### **The Prevent Duty**

From the 1<sup>st</sup> July 2015 all schools are now subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism" This is duty is known as the Prevent Duty. The Prevent Duty is part of our wider safeguarding duties in keeping children safe from harm, and this new policy reinforces our existing duties by spreading understanding of the prevention of radicalisation.

Here at includEd Learning, we take safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent Duty we will endeavour to provide training for practitioners in order to assess the risk of children being drawn into terrorism. We will work with Parents/Carers through our Key Person Approach to raise any concerns we may have. We will also look to the local children's safeguarding board for advice and support.

### **Promoting British Values**

The best way to help children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching. We endeavour to support our children by providing learning opportunities to help them develop positive diverse and communal identities, as well as their well-being,

their empathy and emotional literacy, while continuing to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence; all of which fosters and secures, children's pro-social behaviours and responsible citizenship and real sense of belonging.

### **What is not acceptable:**

- Actively promoting intolerance of other faiths, cultures and races/ · Failure to challenge gender stereotypes and routinely segregating boys and girls.
- Isolating children from the wider community.
- Failure to challenge behaviours (whether this is staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

### **What to do if you suspect that children are at the risk of radicalisation·**

Follow the setting normal Safeguarding Procedures including discussing with the designated safeguarding person, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

- The Safeguarding Lead can also contact the local police force or dial 101 (the non-emergency number). They will then talk in confidence about the concerns and help to access support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff to raise concerns relating to extremism directly. Concerns can also be raised by email to:

[counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

All Child Protection concerns need to be acted on immediately. If you are concerned you must tell the Designated Person (Noreen Khan).

### **Security Policy**

Everyone who enters includEd Learning sign in using the visitor book- this is for safety reason. Students aren't permitted to open the door to let visitors into the building.

## Other Information

### Key Tasks

Students will be working with pupils at the school. Students will generally assist teachers and work as part of a team. Students may be asked to supervise at lunch or break times but will never be left in charge of a group of children.

### Working Hours

9:00am-3:00pm. There is a 20 minute mid morning break and a 40 minute lunch break. Staff usually eat lunch with pupils - you may wish to leave the premises for lunch if you wish to do so.

### Requirements

Students should have a genuine interest in working in an educational setting. Students should be punctual, polite, and friendly and be prepared to interact with both the pupils and staff. Students should note that the police may be called if there is an incident and that bags may be searched if the situation called for it. Students are expected to adhere to all of the school's policies and procedures.

## Good Induction Practice Suggestions

A good induction will typically include the following, some of which can be done online in advance of the trainees' arrival – in conjunction with trainees from other universities:

1	Standards, expectations etc.
2	Tour of school – layout, hotspots, staff facilities, ICT, reprographics etc.
3	Plan for variety of activities for trainees: <ul style="list-style-type: none"><li>- learners shadowing/tracking</li><li>- observing a range of teaching staff</li><li>- introduction to department</li><li>- pastoral and extra curricula involvement</li><li>- directed to school policies and procedures</li></ul>
4	Know and understand the roles of colleagues with specific responsibilities including responsibility for learning with special educational needs and disabilities, EAI - pastoral - TA's.
5	Explain and discuss with trainees selected key documentation on school rules and expectations such as: <ul style="list-style-type: none"><li>a) timings and procedures throughout the day</li><li>b) Safeguarding - health and safety responsibilities</li><li>c) expectations regarding pupils such as: behaviour, dress, entry to class</li><li>d) General policies and procedures:</li></ul>
6	<b>Provision of important school policy documents</b> <ul style="list-style-type: none"><li>- Child Protection/Safeguarding</li><li>- Equal Opportunities/Race/Gender/Inclusion</li><li>- SEND</li><li>- Teaching and Marking and Assessment</li><li>- Rewards and Sanctions</li><li>- Health and Safety</li><li>- School Behaviour/Discipline</li></ul>

7	<p><b>Expectations of trainees outside normal subject teaching responsibilities:</b>  <b>Trainees should attend:</b></p> <ul style="list-style-type: none"> <li>a) CPD/Professional meetings</li> <li>b) Team meetings</li> <li>c) Educational reviews - parental/professionals meetings</li> <li>d) Extra curricular activities</li> <li>e) Therapeutic activities</li> </ul>
8	<p><b>Professional Mentor's end of induction checklist:</b></p> <p><b>a) Check: trainees' draft timetable for hours and ability range (KS3/KS4/KS5)</b></p> <ul style="list-style-type: none"> <li>- teaching groups - range</li> <li>- solo teaching hours</li> <li>- supporting, team teaching?</li> <li>- full classes/groups</li> <li>- preparation and marking time</li> <li>- SEND involvement</li> <li>- ICT involvement</li> <li>- EAL where possible</li> <li>- TA involvement</li> </ul> <p>b) slots for CPD Professional Studies meetings</p> <ul style="list-style-type: none"> <li>- Weekly Subject Mentor meetings</li> </ul> <p>c) trainees' ongoing observations of teaching</p> <ul style="list-style-type: none"> <li>- own subject – other departments</li> </ul>

# IncludEd Work Based Learning Appraisal Sheet

Student Name: .....

Placement Dates:.....

Connected	Feedback	Interpersonal	Feedback	Autonomous	Feedback	Enterprising	Feedback
Collaborate, forming network to share and broaden knowledge.		Communicate confidently demonstrating clarity, empathy and listening skills.		Demonstrate initiative and be proactive.		Generate creative insights into real-world opportunities and challenges.	
Recognising diversity and difference in cultures beyond my own.		Challenge assumptions and seek diverse perspectives to foster equity and inclusion.		Reflect critically on own integrity, self motivation and professionalism.		Solve problems using systems thinking and innovative approaches.	
Making a positive contribution to communities and recognising the impact on others.		Apply self-awareness and be compassionate, recognising impact and influence on others.		Demonstrate self-efficacy.		Set aspirational goals with achievable and measurable outcomes.	
Influence others through skills of communication, negotiation and leadership.		Network and lead to motivate, guide and empower others to achieve goals.		Respond constructively to feedback, facing setbacks with perseverance and courage		Be agile to adapt to opportunities, risks and failures.	

## STUDENT PLACEMENT EXPERIENCE FEEDBACK FORM

Student Name:	Placement Date:
Course:	

We would like a quick check in with you about your placement at IncludEd and how you felt your time here has supported you with your learning. Please take the time to answer the following questions to help us to support our students the best we can! We really value your opinion (please make your feedback constructive).

How did you find your placement at IncludEd?	What should we keep doing and why?
What should we stop doing and why?	Is there anything you would like to add?

Thank you for completing the form

## Student Placement Induction Sheet

Name:		
Address:		
DBS No:		
ID seen:		
Mobile no:		
Emergency Contact Name:		
Emergency Contact Number:		
Course:		
University:		
Assigned Mentor:		
Placement Organiser Name:		
Placement Organiser Contact:		
Dates of Placement:	from	to
Days of the week:		
<p><b>Please sign and date to confirm that you have been given information on the following areas and that you agree to adhere to IncludEd's policies and procedures.</b></p>		
Policies and Procedures	Student Signature	Date
Health & Safety Policy and Procedures		
Safeguarding Policy and Procedures		
Staff Wellbeing Policy		
IncludEd's Expectations		
Staffing Structure		
School Day/Timetable - Breaks		
Housekeeping		

## Student Placement Feedback Form

Name:				
DBS No:				
Course:				
University:				
Assigned Mentor:				
Dates of Placement:	from		to	
Please comment on the student's:	Excellent	Good	Average	Below average Please comment
Trustworthiness				
Reliability				
Timekeeping				
Honesty				
Flexibility				
Competency				
Communication skills				
Team work				
Ability to work on own initiative				
Ability to take and follow instruction				
Interaction with Pupils				
Further Comments:				