

The Meadows School



Student Placement Policy

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Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
1	June 2025	First update	Fiona Lee	

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1. Introduction

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to supporting the students who require a school placement in order to gain experience with working with children and young people i.e.:

- Secondary school students who are considering a career in education.
- Students who need experience working with and observing children and young people before they commence a PGCE course.
- Students on the Graduate Teacher Programme.
- Students from overseas who need experience working in English schools.
- Social Work Students requiring practice placements.

We encourage the placement of students in order to further their professional development and to give them the opportunity to observe good practice in relation to various areas of the curriculum.

The school benefits from student placement as it enhances the continuing professional development of their mentors, supports pupils by an increased

staff/pupil ratio, supports the school with the development of new educational initiatives and is an effective method of promoting and maintaining links with the wider community in the form of colleges, universities, and other training establishments.

We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

2. Aims

- To support people who require a school placement in order to gain experience working with children and young people.
- To enable students to develop and practice their skills necessary to fulfil the standards set down for Qualified Teacher Status (QTS).
- To provide students with opportunities to meet the Social Work PCF (Professional Capabilities Framework) Standards.
- To encourage the placement of students in order to further their professional development.
- To give students the opportunity to observe good practice in relation to various areas of the curriculum.
- To encourage students to become active members of the school team.
- To enhance the continuing professional development of school mentors.
- To develop links with the wider educational community.
- To have in place health and safety control measures.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

3. Responsibility for the Policy and Procedure

3a. Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Student Placement Coordinator – Fiona Lee.

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy.
- responsibility for ensuring that the school complies with all equalities legislation.
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy.
- responsibility for ensuring all policies are made available to parents as appropriate
- responsibility for the effective implementation, monitoring and evaluation of this policy.

3b Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team and the Student Placement Coordinator to ensure all school personnel, pupils and parents are aware of and comply with this policy.
- ensure risk assessments are:
 - ✓ in place and cover all aspects of this policy, as appropriate and relevant.
 - ✓ accurate and suitable.
 - ✓ reviewed as appropriate.
 - ✓ easily available for all school personnel.
- have in place the following health and safety control measures:
 - ✓ Student's induction programme in place to outline school procedures such as emergency evacuation of the school building, health and safety, etc.
 - ✓ Students issued with a copy of the school personnel handbook.
 - ✓ DBS checks in place.
 - ✓ Students aware of health and safety procedures, pupil supervision etc.
 - ✓ Monitoring and review procedures in place to ensure safe procedures continue.
- provide leadership and vision in respect of equality.
- provide guidance, support, and training to all staff.
- monitor the way in which student placement is managed.
- monitor the effectiveness of this policy by:
 - ✓ monitoring learning and teaching through observing lessons
 - ✓ monitoring planning and assessment
 - ✓ speaking with pupils, school personnel, parents, and governors
- annually report to the Governing Body on the success and development of this policy.

3C. Role of the Student Placement Coordinator

The Student Placement Coordinator will

- organise placements in the school.'
- Manage communications between the school and placement/training providers.
- Offer or decline placement to work experience students after initial meeting subject to DBS checks, satisfactory references, application forms and availability to accommodate a placement on the basis of school's needs.
- Put in place and update as appropriate student placement risk assessments when matching student with placement.
- provide support and advice for all students on placement.
- liaise with other educational institutions.
- organise an induction meeting for all students on placement and will:
 - ✓ provide relevant information about the school.
 - ✓ outline the Health and Safety policy, Safeguarding and Child Protection policy and all other safeguarding policies such as Allegations of Abuse against staff policy.
 - ✓ introduce students to their class mentors who will provide:
 - continuous support, advice, and guidance.
 - observation and feedback of lessons.
 - advice on planning.
 - help with resources.
 - ✓ introduce students to all school personnel.
 - ✓ explain how their progress will be monitored by the:
 - Class Teacher Mentor.
 - Student Placements Coordinator
 - University/college tutor.
- Brief class teachers regarding any specific needs of the student on placement.
- Ensure key staff understand their roles and responsibilities in relation to work experience.
- Ensure students receive clear instructions from class teachers regarding their role in their classroom.
- Ensure clear communication and consultation are in place with all key parties involved with the student on work placement.
- discuss student progress with the student, the class teacher and college tutors.
- Attend the final grading meeting as per needs.
- provide support for all class teacher mentors.
- lead the development of this policy throughout the school.
- work closely with the Headteacher and the Senior Leadership Team.
- provide guidance and support to all staff.

- provide training for all staff when the need arises.
- keep up to date with new developments and resources.
- review and monitor.
- annually report to the Governing Body on the success and development of this policy.

The Student Placement Coordinator must ensure they are satisfied that the Placement Provider follows robust processes in terms of safeguarding and health and safety, before approving a placement. The training provider should apply on student's behalf for a DBS, communicate with the school regarding the student's expected duties and commitments, ensure adequate insurance is in place and also conduct own Health and Safety checks.

The Student Placement Coordinator with the School's Business Manager/HR Manager need to ensure that the right DBS Checks have taken place as appropriate. Students on placement will always be supervised/accompanied by a DBS verified member of staff at the Meadows.

Written parental consent is legally required before a placement can commence if a student is below the minimum school leaving age (pre-16).

3d. Role of placement students

Placement Students will:

- contact the school before commencing their placement.
- Follow the school's student placement processes and procedures.
- attend the induction meeting.
- be expected to arrive punctually every day.
- Communicate with school and their training provider to inform of absences or changes to routine.
- follow the school staff code of conduct including dress code.
- Conduct themselves in a professional manner and maintain a professional, fair relationships with children.
- not use mobile phones in class (will follow the school's Mobile Phone policy).
- not give out their personal details.
- not take any still or video images of children or young people.
- not socialise with any pupils outside school.
- not contact any pupil on social media.
- not liaise with any parent.
- not discuss a pupil's progress with any parent.
- report to their Class Mentor if they are approached by a parent.
- report all disclosures to the Designated Safeguarding Lead or Head teacher.
- report any concerns they have regarding a pupil/s safety, wellbeing, and protection to their Designated Safeguarding Lead or Head Teacher.
- be aware that all school personnel ensure the safety, wellbeing, and protection of all pupils

- take reasonable care of their own health and safety, or that of other people who may be affected by their actions throughout the duration of their placement. Students are expected to cooperate fully with the school and behave in a manner befitting their work place, as representatives of the school.
- Adhere to the Student Placement policy and procedures.
- Inform class teachers in advance of any additional duties required such as observations or reports.
- Carry out duties as directed by the class teacher or Student Placement Coordinator.
- Follow the example set by the class teacher and act as a role model for children.
- Read and follow current Health & Safety, Safeguarding and Child Protection Policies.
- Adhere to issues of confidentiality at all times.

3e. Role of School Personnel

School personnel will:

- comply with all aspects of this policy.
- volunteer to be class mentors and undertake appropriate training or provided with support as appropriate.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- report any concerns they have on any aspect of the student placement following the school's safeguarding processes and procedures.

4, Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with school personnel
- reports such as annual reports to the Governing Body

5 Supervision

All students on placement will work under the supervision of the Class teacher of the class to which they are assigned with the Student Placement Coordinator having overall responsibility. Teachers retain responsibility for all children at all times, including the children's behaviour and the activity they are undertaking. Students on placement should have clear guidance from the teacher as to how an activity is carried out/what the expected outcome of an activity is. Students are encouraged to seek further guidance/advice from the teacher in the event of any query or problem regarding children's understanding of a task or behaviour.

Students' work will not involve manual handling, personal care, administering medication, behavior management or physical interventions.

6. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support, and care for both pupils and school personnel, training for school personnel and with working with parents.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

To ensure the safety of our children all placement students are provided with a copy of the student placement policy and asked to sign an agreement. Students receive a first day induction on key safeguarding processes and procedures and also complete a class specific induction. Students are also provided with a copy of the school's Safeguarding policy, Allegations of Abuse against staff policy, Behaviour Policy, the Staff Code of Conduct, Online Safety Policy and the Staff Handbook.

7. Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

The policy does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

8. Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment, and the criminal justice system.

The educational section of the audit that covers differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

9. Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed every two years or when the need arises by the coordinator, the Headteacher and the Senior Leadership team.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

10. Linked Policies

- Staff Code of Conduct
- Health and Safety
- Safeguarding and Child Protection
- Behaviour Policy
- Management of Allegations against Staff
- Online Safety

We believe this policy:

- has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead.
- flows and is easy to follow.
- is an essential part of the school.
- supports staff in managing certain situations.
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment.
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates.
- provides a roadmap for day-to-day operations.
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes.
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them.
- stems from the school's vision and objectives which are formed in strategic management meetings.
- is provided to all school personnel and an electronic copy can be found in the staff drive and the school website.



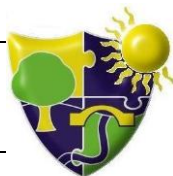
Student Placement procedures to be followed at the Meadows.

Prior to commencing work experience, you will have visited the school, completed the necessary paperwork, and had an enhanced DBS check with a barred list check.

- You will be placed in a class (unless movement is agreed)
- Students arrive on site at 8.50am and leave at 3.00pm, you are therefore expected to be on site from 8.40am until 3.10pm
- **If you are unable to attend, please phone us to let us know by 7.30am on 0121 569 7090**
- If you wish to go offsite e.g., for a break, please inform your class teacher and sign out at Reception and sign back in on return.
- Dress code – that which allows you to do the job. No short skirts, low cut tops, open toed sandals, or flip-flops. Jewellery such as earrings, studs and necklaces are advised to be removed and long hair should preferably be tied up.
- Your work will involve helping students with tasks set in lessons, assisting students moving around the school and assisting with break duties.
- **Your work will not involve manual handling, personal care, administering medication, behavior management or physical interventions.**
- If any Behaviour Management or Physical Intervention incidents occur, you will be directed by the class teacher. Please do as they request promptly.
- In the event of a fire, follow instructions from school staff. Procedures are displayed in each room.
- **You will not be left on your own with a student or group of students.**
- We are a non-smoking school and a nut-free school. Hot drinks must be consumed in the staff room.
- Please do not use your mobile phone in school hours unless you are in the staff room.
- You are required to respect issues of confidentiality.
- If you have questions, please ask but accept not all may be able to be answered fully if of a confidential nature.
- If you have any worries speak to the class staff. If this does not resolve your concerns, please see our **Student Placement Coordinator- Fiona Lee.**

I confirm that I have read and understood the Meadows School Student Placement Policy & Student Placement Procedures overview.

Student Name & Signature:		Date:	
Student Placement Coordinator Name & Signature:		Date:	



Student Placement Application Form

Thank you for your interest in applying for a placement at the Meadows School. All student applications are reviewed with consideration of current student opportunities. The information you provide will be stored in confidence under the provisions of the Data Protection Act. Your completed form will be held securely and confidentially. Only authorised staff will have access to your information. Please complete all sections of this form to the best of your ability. The more information we have the easier it is to select the right person to place with us. If you require any assistance in completing the form, please contact our Student Placements Coordinator- Eileen Pace. Type in block capitals and ensure you sign the form.

Contact Details

Forename/First Name	Surname	Proposed Start Date	Proposed End Date
Are you over 18?	Gender	Email Address	
Yes / No			
Tutor/Coordinator Name	Tutor /Coordinator Telephone	Tutor/Coordinator email address	
Home Address & Post Code		Telephone (Home)	
		Telephone (Mobile)	

Education and Training

Please provide details of your previous educational and training experiences to date in the section below.

Period: From/To	Name of School, College or Training centre attended	Qualifications and name of Course

Non-Formal Training

Please list any other relevant qualifications or non-certified courses.

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Employment

Please provide details of any relevant experiences to date in the section below.

Period: From/To	Name and Address of Employer	Position held and summary of duties

General Information

Please help us to place you effectively by completing the following information about yourself.

Please list the main subjects/topics on your course
•
What are the objectives of your placement
•
What do you think you can bring to the placement in terms of skills, experience, and abilities, etc.
•
How do you think your placement would benefit the Meadows School and its students?
•
Why have you decided to take a placement with the Meadows School? What are your expectations of this placement?
•
Please list any outside activities, interests and any other information you feel is relevant to your application.
•
Please tell us how you heard about the Meadows School.

- ☐ The Meadows School Website
- ☐ Leaflet
- ☐ Word of Mouth
- ☐ Other

Availability/ Placement Hours

Please fill in details on days per week and hours per week your placement will require.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

If there are additional requirements for your proposed placement such as additional block weeks, specialist provision etc. please let us know in the section below so we can see if we can accommodate your requirements.

Referees

Please provide the contact details of two referees who are in a position to assess your skill, knowledge and aptitude for your placement with the Meadows School. References will only be accepted from those that know you in a professional capacity and therefore can't be accepted from family or friends. Please complete all details.

	First Referee	Second Referee
Period of time you are known to them.		
Name of Referee		
Address of referee		
Daytime Phone Number		
Email Address		

Vetting for Student Placements

Because of the nature of our work we need to know the following:

Do you have a current DBS Check?	Yes	No
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Type of DBS:

Declaration

I declare that the information given on this form is complete and correct to the best of my knowledge and that I understand that inaccurate or false information given may result in an offer of placement being withdrawn. Application forms must be signed and dated.

Applicant's Signature	Date



Student Placement Feedback Form

The Meadows School would appreciate if you would take the time to complete this form. Your input is very important to the future development of our Student Placement processes and procedures. The purpose of this form is to assist in evaluating student placement experiences in an effort to ensure high quality placement experiences for current and future work placement students.

Our Student/Work Placement Coordinator will collect this data and review accordingly and confidentially.

Please return this form to our Student/Work Placement Coordinator – Eileen Pace-upon completing your placement.

Date:		
Name:		
Allocated Class:		
Course:		
Provider:		
Period of Placement:	From:	To:

Statement	Please rate (circle) on a scale of 1-5, where 1 is Strongly Disagree and 5 is Strongly Agree.
Provided with sufficient pre-placement information to enable you to prepare for this placement.	1 2 3 4 5
Received adequate on-site induction.	1 2 3 4 5
Received adequate support from your Student Placement mentor.	1 2 3 4 5
School expectations clear, explicit, and reasonable throughout the placement.	1 2 3 4 5

Had adequate opportunities to learn and develop competencies throughout the placement.	1 2 3 4 5
Had opportunity to apply and develop your knowledge and skills to the specific area of practice.	1 2 3 4 5

Please give details about the positive aspects of this placement.

Please give details/suggestions to help improve and further develop student placement processes.

Do you have any other comments?

Thank you for taking the time to complete the Feedback Form, it is much appreciated.