



## **VOLUNTEERS & STUDENTS**

Frank Wise School welcomes students on work experience placements from local schools and colleges. Experience of managing such placements over many years has led to a recognition of what is, and what is not, good practice in this area of our work. This policy has been drawn up to ensure that work experience placements run smoothly and are beneficial to student and school alike.

### **WHERE DO WE ACCEPT PLACEMENTS FROM ?**

We have been pleased to welcome work experience placements from all our local secondary schools (including those in Northamptonshire and Warwickshire) and from several local Colleges of Further Education over the years. We try to give favourable consideration to every request, as part of Frank Wise School's inclusion policy of maintaining as high a profile as possible in the local community. However, it must be understood that there are times when the demands upon the school to provide work experience cannot be met to the satisfaction of everyone. At such times, usually when we have received an overwhelming number of requests to provide placements for many students at the same time, it may be judged that to grant all requests would have a detrimental effect on the smooth running of the school, which must be paramount over every other consideration. Therefore, we would give priority to those schools, colleges and universities with whom we have a mutually beneficial relationship.

### **WHEN DO WE ACCEPT PLACEMENTS ?**

We aim for an even spread of work experience and volunteer placements at Frank Wise School across the academic year. The more flexible you can be as to when you can come (so that you are more likely to coincide with when we need the extra help) and the more regular a commitment you can make (i.e. the same time every week) the more likely you are to be successful in your request for a placement. Duration of placement is not usually an influential factor either way.

### **HOW MANY STUDENTS CAN WE ACCEPT AT ANY ONE TIME ?**

This varies according to how many requests we receive and what is taking place in the school at the time. We wish to provide quality work experience. For a placement to be as beneficial as possible to the student, the teacher with whom he/she is placed must have time to guide and explain. This becomes difficult if too many students are placed at the same time.

### **EQUAL OPPORTUNITIES**

At Frank Wise we are proud to be an inclusive school. We welcome applications for voluntary work from all people regardless of their age, gender, ethnicity, sexual orientation, disability or religion provided that they can demonstrate a genuine interest for working in a school such as ours and can promote the school's aims and values.

### **REPORTS AND VISITS FROM TUTORS**

Teachers are very willing to provide an end-of-placement report on the student's progress. However, we do not have the time to produce lengthy text-based documents. Forms which ask for ticked replies and/or short written comments are ideal, but must be handed to the supervising teacher well before the end of the placement, not just before the student leaves on his or her last day. This is in line with Oxfordshire Education and Business Partnership guidance.

All visits by tutors to the school, whether to meet the student or teacher, should be by prior arrangement through the school office. Tutors visiting Frank Wise School to supervise work experience students will appreciate that it is not possible, or appropriate, for teachers to chat with them during teaching time. Tutors are very welcome to observe students working in the classroom, but discussion with the supervising teacher should be arranged for after school or lunchtime.

## **YOUR FIRST CONTACT WITH THE SCHOOL**

Please telephone or email the school office to enquire about the availability of a placement, indicating when and how regularly you could come. It may well be that you are told at this stage that no placements are available at that time, but are asked to enquire at a later date. Alternatively, you may be asked whether you can come at a time other than the ones you have suggested, which may be more appropriate to the needs of the school.

## **INITIAL PLACEMENT**

Everyone wishing to work voluntarily at Frank Wise (but not students on work experience from local schools) must first visit the school to meet with staff and take part in a trial placement. This is a formal interview process, which is documented (please see appendix) and includes a discussion about risk assessment. The purpose is to get to know a little bit about you and to give you some information about the school. You will be shown around the school and introduced to the school's routines and practices. We may also be required to seek a police check on volunteers, therefore please do not be disheartened if you are not offered a placement immediately after your trial placement.

## **WORKING IN THE SCHOOL**

Students are usually placed in one Family Group for the duration of their work experience. The class teacher is responsible for organising students' work and duties.

Please wear sensible and tidy clothes (jeans and trainers are appropriate) for your placement. Excessive jewellery should be avoided.

**NO STUDENT OR VOLUNTEER WILL BE LEFT UNSUPERVISED WITH A GROUP OF CHILDREN**

**NO STUDENT OR VOLUNTEER WILL UNDERTAKE ANY WORK INVOLVING PERSONAL CARE OR MOVING AND HANDLING OF PUPILS UNLESS THEY HAVE RECEIVED SPECIFIC TRAINING AND HAVE BEEN POLICE CHECKED.**

**STUDENTS OR VOLUNTEERS MAY BE REQUIRED TO HAVE A DBS CHECK CARRIED OUT BY THE SCHOOL BEFORE THEY CAN BEGIN WORKING AT THE SCHOOL.**

We are confident that you will enjoy your placement at the school, working in special education is a very rewarding experience, and you will be able to feel that you are playing an important part in the work of the class while you are here. Some of our children have quite severely challenging behaviour. Please ask the teacher for help and guidance with any child you may find difficult. We seek to encourage all aspects of appropriate and acceptable behaviour. Please remember, therefore, always to reinforce good behaviour by praise. With children who are presenting more severe behavioural problems, the class teacher, in conjunction with the Head and parents, will decide on an appropriate, consistent strategy. This is then circulated to every member of staff and must be carried out. This is very important as consistency is the keynote to successful management of children exhibiting behavioural difficulties. When in doubt, please ask.

**Reviewed by:** Matt McArthur

**Date:** January 2018

**Approved by Governors:** 

**Date:** 26th February 2018