

STUDENT/VOLUNTEER POLICY

Rationale

At Forfar ELCC all students and volunteers will be welcomed by staff and care will be taken to work with them to make their time in the centre both enjoyable and a positive learning experience. All students and volunteers will be treated with respect and actively helped and supported to broaden and extend their knowledge, skills and expertise in the early years setting. All staff play a significant role in ensuring that students / volunteers are encouraged by an enthusiastic, supportive team.

This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:

- 1.1 I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.
- 1.9 I am recognised as an expert in my own experiences, needs and wishes.
- 1.27 I am supported to achieve my potential in education and employment if this is right for me.
- 2.9 I receive and understand information and advice in a format or language that is right for me.
- 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.
- 3.7 I experience a warm atmosphere because people have good working relationships.
- 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

- 1.4 Leadership and management of practitioners
- 3.1 Ensuring wellbeing, equality and inclusion

This policy will be monitored by / through: feedback and policy review

This policy will be reviewed in:	12 months
Review Date:	August 2024
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> • To ensure student/volunteers have been cleared to work in the setting. • To ensure an appropriate induction procedure is in place. • To make the person feel part of the team. • To value the person's contribution to the ongoing work of the group. • To provide the student with appropriate support. 	<ul style="list-style-type: none"> • Maintain appropriate systems. • Renew and update student/volunteer information as necessary. • Monitor working knowledge of practices and procedures. • Hold regular reviews (formal/informal). • Seek feedback. • Gauge level of involvement. • Monitor practice and procedures • Give feedback. • Record meetings. • Evaluate plans. • Seek appropriate feedback/evaluation from mentor/student/tutor. 	<ul style="list-style-type: none"> • As a staff we will: • Ensure all appropriate checks have been made. • Designate a member of staff to carry out the induction. • Ensure appropriate information is shared • Take student/volunteer on a tour of the centre ensuring they meet all staff. • Discuss with the student/volunteer their roles and responsibilities. • Involve the person in the ongoing work of the group. • Include them in meetings (as appropriate). • Set time aside to share views and ideas. • Ensure systems are in place to promote effective communication. • Offer support and advice to extend skills and knowledge. • Give them time to settle into the group and feel confident in the environment. • Acknowledge their skills/expertise. • Value their views and opinions. • Acknowledge the benefits brought to the centre and the children's experiences. • Ensure dedicated time is set aside to monitor their practice. • Provide feedback on plans and practice. • Liaise with college staff. • Support them in the provision of resources. • Give appropriate advice and support. • Complete the appropriate reports. • Follow guidance in Health and Social Care Standards 2017 (Standards 1.1, 1.9, 1.27, 2.9, 3.6, 3.7, and 3.14 – <u>Health & Social Care Standards</u>) • How Good is Our Early Learning and Childcare Quality Indicators – 1.4 and 3.1