

<b>Policy Name</b>	Work Experience Policy
<b>Statutory, Regulatory and or Contractual Considerations</b>	Statutory
<b>Implementation Date</b>	17 <sup>th</sup> May 2021
<b>Review Cycle</b>	Yearly
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**All policies are developed in accordance with the principles that define our Vision, Values and Ethos**

**Our Vision**

Act Wisely, Build Community, Help Others

**Our scripture**

Matthew 7: 12:

*So in everything, do to others what you would have them do to you*

**Our Values**

Wisdom, Community, Kindness, Responsibility, Sustainability

**Our Ethos**

Ready, Respect, Safe

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## **1. Introduction**

- 1.1 Work experience is an integral part of our pupils' entitlement to CEIAG (Careers Education, Information, Advice and Guidance); providing a key opportunity to support pupils in preparing for the next stage in their education, employment or training.
- 1.2 Work experience gives young people vital insights into the world of work, encourages them to aspire to great things, and helps them to prepare for their future. It bridges the gap between school, college and work and helps young people make decisions about their future and develop new and existing skills.
- 1.3 The opportunity to participate in work experience is provided to all pupils and provision is made to allow all pupils to access work experience placements. Pupils are encouraged to find placements linked to career paths that suit their interests, skills and strengths with the absence of stereotypes, which are actively challenged.
- 1.4 Pupils with Special Educational Needs or Disability (SEND), or any other additional needs, will be supported appropriately through liaison with parents and relevant staff i.e. the Special Educational Needs Co-ordinator (SENDCO) and the placement provider.
- 1.5 In school Work Experience is organised by Mr D Jennings Careers Lead and Assistant Vice Principal

## **2. Our aims**

- 2.1 Work Experience should:
  - Enhance pupils' knowledge of the world of work
  - Develop pupils' employability skills
  - Provide an insight into the skills, qualities and attitudes required by particular sectors and employers
  - Provide opportunities for personal and social development – including self-confidence, time management, personal organisation and resilience
  - Help prepare pupils for the world of work
  - Enable pupils to make cross-curricular links
  - Support the School's CEIAG provision
  - Provide pupils with an opportunity for self-evaluation

## **3. Provision**

- 3.1 The opportunity for a five-day work experience placement is offered to all year 10 pupils in the summer term.
- 3.2 When opportunities for virtual work experience placements arise, these opportunities are shared with pupils and provide opportunities to find out more about sectors that are often more limited in availability.

#### **4. Management and co-ordination**

- 4.1 Approval of work placements is the responsibility of the School and it is the School's responsibility to ensure relevant checks regarding health and safety and safeguarding are in place.
- 4.2 The academy utilises the services of an accredited company to carry out the checks. For the 2021 work experience window the company used to facilitate the checks for All Saints Academy is Careers South West, <https://cswgroup.co.uk/>
- 4.3 Placements can be sourced through a number of different methods including personal contacts of pupils and their families, school contacts or external provider contacts, e.g. Education. Development Trust and Connexions.
- 4.4 National legislation from the HSE and the DfE is followed to ensure the health, safety and safeguarding of pupils whilst on work experience. The School only authorises placements which have met all of our safeguarding requirements (see below).

#### **5. Safety considerations**

- 5.1 The HSE guidance for work experience and placements is invaluable and should be shared with staff and placement providers. It can be found at:

<http://www.hse.gov.uk/youngpeople/workexperience/index.htm>

- 5.2 Considerations for School:

“[For] those organising placements, [they] should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place. They should not be second-guessing employers' risk assessments or requiring additional paperwork. This means that schools do not need to complete extensive health and safety checks or risk assessments of their own, nor do they need to hire third parties to do so.”

HSE Guidance on Work Experience

- 5.3 Considerations for the placement provider

Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), pupils on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the pupils as it does to its own employees. The provider must ensure that any young person on placement is protected from any risks which are a consequence of their lack of experience or an absence of awareness of existing or potential risks or the fact that a young person has not fully matured. An employers' existing workplace risk assessments may already cover the risks that work experience pupils may be exposed to. Their existing Employer's Liability Insurance will cover such placements.

- 5.4 Employers are required to have risk assessments for their employees, although small employers (with fewer than five employees) do not have to have them written down. We

will ask placement providers to carry out an appropriate workplace induction, which may include undertaking the risk assessments with pupils, in accordance with the HSE guidance:

- For placements in **low-risk environments**, such as offices or shops, with everyday risks that will mostly be familiar to the pupil, we consider that existing arrangements for other employees should suffice.
- For **environments with risks less familiar to the pupil** (e.g. in light assembly or packing facilities), we will ask the placement provider to make arrangements to manage the risks. We consider this should include induction, supervision, site familiarisation, and any protective equipment needed.
- For a placement in a **higher-risk environment** such as construction, agriculture and manufacturing we will ask the provider to consider what work the pupil will be doing or observing, the risks involved and how these are managed and to satisfy themselves that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice.

5.5 In addition to this, we will ask that the risk assessments take into account the pupil's potential inexperience, lack of awareness of risks and their stage of development. Where it is appropriate to do so, relevant information (such as a care plan) may be sent to the employer to allow them to consider how best to provide safe methods of working. The advice of the SENDCO, Head of Year, First Aid Lead and other relevant staff shall be sought in such cases before information is sent from the school.

5.6 Where deemed appropriate, for instance if a placement is in a higher risk environment, or insufficient information has been provided by the placement provider, we will use the service of the aforementioned company to undertake Health and Safety checks on placements, as an additional precaution.

## 6. **Briefing our pupils**

6.1 In school: The school will deliver an assembly, prior to the pupils going out on placement, which reiterates the importance of work experience and its benefits. This assembly will also be used to explain about health and safety in the workplace and confirms the procedure for raising any health and safety, as well as safeguarding, concerns.

6.2 The school will reinforce these messages in the final few days before the pupils go out on placement, through the pastoral system.

6.3 Pupils will be given a printed copy of this logbook: <https://allsaintsdorsetsch.sharepoint.com/:b:/s/Resources/EYHGhYhxBMtMk9kUfhlE5PYBTmckYS3HiCBQ34bFEz6LjQ?e=nPlm33>

6.4 Pupils are expected to complete the logbook to keep a record of their experience. This includes information about the placement to be completed before starting, a daily diary to be completed during and self-reflection to be completed after the placement.

6.5 The school will advise parents/carers of any significant risks in the form of a telephone call from the careers lead and accompanying written confirmation detailing what has been done to control them once a health and safety assessment has taken place.

6.6 On placement: We request that the placement provider brief pupils on their first day of induction on health and safety; how to identify hazards and control measures that can be put in place to reduce risk of injury or accident plus general orientation. We request

that the provider has a named designated lead contact in charge of looking after the pupil.

## **7. Safeguarding our pupils**

- 7.1 Guidance from the Disclosure and Barring Service (DBS) and the Department for Education in the document "Keeping Children Safe in Education" indicates: Pupils below the age of 16 cannot have a DBS check undertaken.
- 7.2 It may be appropriate for barred list checks to take place on individuals who supervise such a placement. Consideration should be given to whether the person providing the supervision will be unsupervised and how frequently they are providing the supervision. If it is more than 3 days in a 30-day period then it is likely to require a check. This check can be in the form of a barred list check.
- 7.3 It is recognised that the issue of safeguarding refers both to the pupils undertaking the placement as well as service users who attend such specified places. Whichever way it is viewed, the advice of maintaining "reasonable supervision" should be considered central to protecting both parties.

## **8. Monitoring**

- 8.1 Each pupil will receive a monitoring visit from a member of school staff. During this visit the member of staff will talk with the employer and the pupil to discuss what is going well and what could be done to improve their experience. The member of staff will check the pupil's daily logbook and complete the Teacher comments on page 22.

## **9. Evaluation**

- 9.1 The pupil's logbook contains evaluation pages to be completed before the end of the placement.
- 9.2 In addition to the daily record pupils are asked to complete the work experience review on page 17 and Skills self-assessment on page 18
- 9.3 Providers are asked to complete the Employer's Assessment on page 19 and 20
- 9.4 Parents and guardians are asked to complete the Parent/guardian comments on page 21
- 9.5 All pupils, providers and parents will be asked to complete an online survey directly after the work experience has been completed. This will be reviewed by the Careers Lead and presented to SLT and the Governors as part of the CEIAG reporting procedures.
- 9.6 The review will:
  - Consider the extent to which the programme meets the stated aims
  - Consider any health and safety issues that have arisen, including from the induction provided
  - Report any safeguarding issues and steps that were taken
  - Calculate the percentage of pupils completing a placement
  - Consider reasons for failure to complete a placement
  - Identify areas for improvement which will be incorporated into the CEIAG development plan

- 9.7 On return to school the pupils will be given time to reflect on their experience in a Learning For Life lesson. The daily logbook and online survey results will be used as a bases for this reflection lesson. Testimonials created in this lesson will be reviewed and posted on the website for future work experience placements.