

# HONYWOOD SCHOOL



## Work Experience Policy 2021/22

<b>Version</b>	<b>1</b>
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**Appendix 1** - Safeguarding work experience, guidance and procedure

**Appendix 2** - WEX consent form (inc letter of understanding for the employer providing a placement)

## 1. Introduction

Work experience is an integral part of our learners' entitlement to CEIAG (Careers Education, Information, Advice and Guidance) and this clearly supports Gatsby Benchmark 6 "Experiences of Workplaces" which states:

*Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.*

<https://www.goodcareerguidance.org.uk/the-benchmarks>

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.

The opportunity to participate in work experience is provided to all learners by the end of their compulsory school education. Learners 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. Our PSHE and careers curriculum both include sessions on stereotypes.

Learners 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 (SENCO), Essex CC and the placement provider.

## 2. Our aims

Work experience should:

- Enhance learners' knowledge of the world of work
- Develop employability skills, eg: team working and effective communication
- 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 learners for the world of work
- Enable learners to make cross-curricular links
- Support the school's CEIAG provision
- Provide opportunity for self-reflection and evaluation

## 3. Provision

The opportunity for a one day work placement is offered to all Cohort 9 learners in the summer term and a five day work experience opportunity to Cohort 10 in Term 3. However, some learners may access additional work experience placements during their time at Honywood.

## 4. Management and coordination

Approval of work placements is the responsibility of the school and the school manages all documentation for placements. Placements can be sourced through a number of different methods including personal contacts, school contacts or external provider contacts, e.g. The Education People or Careers Enterprise Company. National legislation from the HSE and the DfE will be followed to ensure the health, safety and safeguarding of students whilst on work experience. The school only authorises placements which have met all of our safeguarding requirements (see below).

## 5. Safety considerations

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>

## 6. Considerations for School

The HSE guidance (above ) states:

“[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.”

## 7. Considerations for the placement provider

Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), learners on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the learners as it does to its own employees. The provider must ensure that any young person on placement is protected from risks which are; a consequence of their lack of experience, an absence of awareness of existing or potential risks, the fact that a young person has not fully matured.

An employer’s existing workplace risk assessment may already cover the risks that the learner can be exposed to. The Employer’s Liability Insurance must be in place before the placement begins and can cover most of the above points.

## 8. Assessing the risk

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 learners, 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 learner, we consider that existing arrangements for other employees should suffice.
- For environments with risks less familiar to the learner (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.

- **We do not encourage placements in high-risk environments and will communicate this to parents/carers.** For a placement in a higher-risk environment such as construction, agriculture and manufacturing we will ask the provider to consider what work the learner will be completing or observing, the risks involved and how these are managed. We require evidence that a job description and risk assessment have been completed, considering instruction, training and supervisory arrangements and that they work in practice.
- In addition to this, we will ask that the risk assessments take into account the learners' 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 SENCO, Cohort Leader, Medical and Safeguarding lead along with other relevant staff, shall be sought in such cases before information is sent from the school.

Briefing our learners in school:

- The school will deliver an assembly, prior to the learner 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.
- The school will reinforce these messages in the final few days before the learners are due to go out on placement, during LS5.
- We request that the placement provider brief learners on their first day of induction covering health and safety; how to identify hazards and control measures that can be put in place to reduce risk of injury or accident.

## 9. Safeguarding our students

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.
- 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.
- For students aged 16 or over, where the placement is in a "specified place" (such as a school, children's home, childcare premises), the placement provider "should consider whether a DBS enhanced check should be requested."
- Separate government guidance suggests that students aged 16 and over, who will be undertaking a placement in Health Care or the Early Years sector should have an enhanced DBS check. Time should be allowed for this to be undertaken in advance of the placement commencing. (This refers to "Post-16 work experience as a part of 16 to 19 study programmes and traineeships" published by the DfE in March 2015). 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. All placement providers will be given guidance prior to the commencement of the placement (see appendix 1) which highlights good practice for safeguarding staff and how to report a safeguarding concern.

## 10. Monitoring and evaluation

All learners who access the work experience programme will be asked to evaluate and reflect on their experiences immediately after they return from their placements. This will take place through, but will not necessarily be limited to, a formal evaluation and other reflective work that would take place during LS5. Learners’ parents/carers will also be asked to review the programme on an annual basis, once the placement is complete.

In addition, the work experience programme is reviewed by the Careers Lead (Mrs Jo-Anne Hickford [jhickford@honywoodschoo.com](mailto:jhickford@honywoodschoo.com)) and the school CEIAG Officer (Mr Matthew Ramsay [mramsay@honywoodschoo.com](mailto:mramsay@honywoodschoo.com)) who is responsible for work experience. This review is based on evidence from feedback from all stakeholders and will be presented to the SLT and the Governors as part of the CEIAG reporting procedures.

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
- Calculate the percentage of learners arranging their own placement
- Calculate the percentage of learners completing a placement
- Consider reasons for failure to complete a placement
- Identify areas for improvement, which will be incorporated into the CEIAG development plan.

## Appendix 1

### **Safeguarding Work Experience Guidance and Procedure**

📄 168852-the-ocr-guide-to-best-practice-in-work-experience.pdf

#### **Employer Guidance:**

Positive role models: During the work experience, the employer acts in a mentor capacity and therefore needs to act as an appropriate role model with due regard for appropriate conduct with learners, it is therefore important to:

- Act as an appropriate role model
- Value a learner's contributions and opinions
- Encourage them to reach their desired goal and
- Listen to the learner and discuss relevant topics

It is also important that work experience supervisors are not put in a vulnerable position, so it is suggested that where possible liaison with learners should:

- Take place in an open space with other people present where possible
- Be within appropriate working hours
- Consider if questions asked about personal or family life are of an appropriate nature.

**Disclosure from a learner:** If you have concerns about the protection of a young person you are working with (for example something the learner has said) then immediately contact the school and speak to the Safeguarding Lead Mrs Kerry Nichols who will inform the Head Teacher Mr James Saunders and the CEIAG officer responsible for arranging work experience Mr Matthew Ramsay. In the absence of Mrs Kerry Nichols then the contact should be the DSL on duty that day.

## Appendix 2

📄 WEX Consent form 2021-22