



### Manor School Work Experience

<b>Key Manager</b>	DCA
<b>Ratified by Trust Board</b>	
<b>Review Dates:</b>	New policy
<b>Location of Policy:</b>	School website and Manor Staff Teams
<b>Earliest Admission date this policy applies to</b>	September 2015
<b>Date of next consultation on this Policy</b>	Autumn 2024
<b>Access to Policy:</b>	Open
<b>Policy Context:</b>	This Policy applies to all staff of the Trust and to those others offered access to such resources.

Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
January 2022	New Policy			

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### 1. Introduction & aims

Work experience is an integral part of our students' entitlement to CEIAG (Careers Education, Information, Advice and Guidance) and this clearly supports Gatsby Benchmark Six ("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 help prepare them for their future. It bridges the gap between school and work and helps young people make decisions about their future and develop new and existing skills.

Manor School would seek to provide our students with a range of opportunities to understand and have some experience of the workplace through trips, placements or through virtual careers workshops and tours. Students at Manor School in Year 12 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.

Students with Special Educational Needs or Disability (SEND), or any other additional needs, will be supported appropriately through liaison with parents, the SEND Co-ordinator and the placement provider.

Work experience should:

- Enhance students' knowledge of the world of work
- Develop students' 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, organisation and resilience
- Help prepare students for the world of work
- Enable students to make cross-curricular links
- Support the school's CEIAG provision
- Provide students with an opportunity for self-evaluation

## **2. Provision**

Students in KS5 are also encouraged to independently arrange additional work placements during school holidays. The option to organise work placements in KS5 using timetabled non-subject lessons is available in consultation with the SLT. Some KS4 students might access work experience placements as part of their subject courses. In addition, work placements may be organised as part of a student's individual education plan.

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

Manor School uses a third party (currently Proactive) to approve all work placements and manage all documentation for placements. Placements can be sourced through a number of different methods including personal contacts, school contacts or external provider contacts.

National legislation from the HSE and the DfE will be followed to ensure the health, safety and safeguarding of students on placements. The School only authorises placements which have met all safeguarding requirements (see below) using Proactive to complete risk assessments and ensure that liability insurance is in place.

## **4. 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>

## **5. 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.

## **6. Considerations for the placement provider**

Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), students on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the students 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 students may be exposed to. Their existing Employer's Liability Insurance will cover such placements.

## **7. 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. Placement providers will be asked to carry out an appropriate workplace induction, which may include undertaking the risk assessments with students, 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 student, Proactive will consider that existing arrangements for other employees should suffice.
- For environments with risks less familiar to the student (e.g. in light assembly or packing facilities). Proactive 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 Proactive will ask the provider to consider what work the student 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.
- In addition to this, Proactive will ask that the risk assessments consider the student'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 relevant staff shall be sought in such cases before information is sent.

Briefing our students in school:

- Manor School will brief prior to the students going out on placement, which reiterates the importance of work experience and its benefits, the importance of health and safety in the workplace and the procedures for raising any concerns regarding health and safety, as well as safeguarding.

- The school will reinforce these messages in the final few days before the students go out on placement, through the pastoral system (tutor time).
- Manor School will ask the placement provider to brief students 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.

## **8. 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 if a DBS enhanced check is needed.
- 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 (if required by the nature of the placement). 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 section 10) which highlights good practice for safeguarding staff and how to report a safeguarding concern.

## **9. Monitoring and evaluation**

All students will be asked to evaluate and reflect on their experiences of work 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 with subject teachers or tutors.

In addition, the work experience programme is reviewed by the Careers Leader and the WRL Administrator based on evidence 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 students arranging their own placement
- Calculate the percentage of students completing a placement
- Consider reasons for failure to complete a placement
- Identify areas for improvement, which will be incorporated into the CEIAG development plan.

#### **10. Safeguarding Work Experience Guidance and Procedure Employer Guidance:**

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 listen to the learner's opinions in discussing relevant topics
- Encourage them to reach their desired goal

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 there are concerns about the protection of a young person (for example something the learner has said) then the relevant person must immediately contact the school and one of Manor School's Designated Safeguarding Leads.