

RED ROSE SCHOOL WORK EXPERIENCE

Updated: January 2021

Section 5

2

Work Experience Organiser: Head Teacher

INTRODUCTION

Red Rose School offers work experience to all Year 10 and year 11 students. We will check an employer has the appropriate risk assessment in place before a student goes on any work placement. National legislation and guidance will be followed to ensure the health, safety and safeguarding of students when on a work placement.

Definition of meaningful work experience:

- Purposeful, substantial, offers challenge and is relevant to the young persons' study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes for the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.

PURPOSE

This policy provides a framework to ensure that students are able to access work experience placements that are carefully managed, monitored and provide a safe environment. This includes the organisation as well as health, safety and safeguarding requirements of all work experience programmes for all age groups of students.

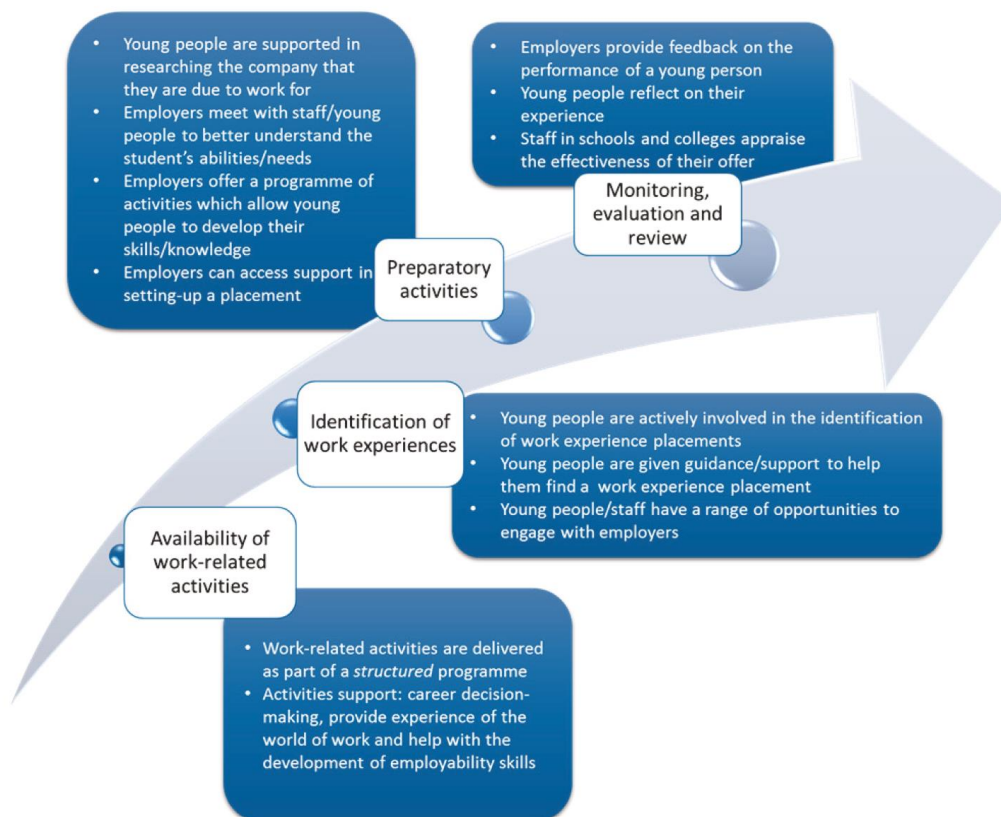
PRIORITIES

When preparing for work experience the school will:

- Ensure students are provided with a positive experience with an emphasis on learning
- Retain a 'duty of care' at all times
- Ensure that the potential risks to each student has been assessed
- Ensure that the placement chosen by the student is suitable for them and any additional safeguarding issues are taken into account and actioned
- Provide a named contact (senior member of staff), who is available during the times when students are on placements. This will include the period between the School/Academy/Learning Centre closure and the start/end of the business day, weekend working and any holiday period
- Obtain the consent of parents/carers and service provider.

GOOD PRACTICE IN THE DELIVERY OF WORK-RELATED ACTIVITIES

A range of approaches that are felt to support the delivery of effective work-related activities are summarised below. These are related to a number of different stages in the organisation and implementation of activities with implications for school staff as well as employers, students and their parents/carers.



Availability of work-related activities

In those schools in which work-related activities were perceived to have the greatest impact on students, work experience placements were offered as part of a structured programme of opportunities that were delivered over the course of a young person's programme of study. Such activities, both timetabled and extra-curricular, were seen as key to building students' confidence so that they were in a position to maximise learning from their work placements.

Identification of work experience placements

In schools where staff took responsibility for identifying work experience opportunities for students, staff considered it important that young people played an active role in the process; for example, in meeting with a prospective employer and discussing what experience they might access. Involving students in this way was perceived by interviewees as a valuable way of establishing a young person's level of interest and managing the expectations of all parties involved in the discussion.

Preparatory activities for work experience placements

It is felt that it is important that students are provided with support in undertaking background research on the company that they would be working with. That would help ensure that students had realistic expectations of what type of work they might do while on a placement.

It is felt that it is important that employers met both with staff at the school or college and with the students themselves in order to better understand the skills and abilities of young people and ensure that proposed activities were appropriate. This was particularly important for students with SEND.

Students commonly regarded the most effective work-related activities to be those in which they had an opportunity to engage with a structured programme of activities that allowed them to get a feel for what it might be like to work for that employer in the future.

Monitoring, evaluation and review of work experience placements

It is felt that it is important that employers provided personalised feedback for the students on placements in order to support their ongoing development and to ensure that they had an opportunity to learn from the experience.

Work experience placements are felt to have the most impact if students are provided with a structured framework within which to reflect on what they had learnt, for example, through completion of a journal or workbook, which would then be discussed in a timely way with staff at their school and college. Such

discussions are seen as a valuable way of ensuring work experience was used to inform ongoing career planning.

LEGISLATION

The school has a range of legal responsibilities in relation to the organisation and delivery of work experience.

Education Act 1996

- Provide work experience in industrial and non-industrial settings but not on ships, for students who are in their final two years of compulsory schooling
- Enables students in Year 10 and 11 to assume the temporary status of a Young Person in employment law

Management of Health and Safety at Work Regulations 1999

- An employer has a responsibility to ensure that young people employed by them are not exposed to risk due to: lack of experience; being unaware of existing or potential risks and/or lack of maturity
- An employer must consider:
 - layout of the workplace; the physical, biological and chemical agents students will be exposed to;
 - how students will handle work equipment; how the work and processes are organised;
 - the extent of health and safety training needed; and
 - risks from particular agents, processes and work. These considerations will be straightforward in a low-risk workplace, for an example an office. In higher-risk workplaces the risks are likely to be greater and will need more attention to ensure that they are properly controlled.
- A child must not carry out work if it is: beyond their physical or psychological capacity; involves harmful exposure to substances that are toxic, can cause cancer, can damage or harm an unborn child, or can chronically affect human health in any other way; involves harmful exposure to radiation; involves risks of accidents that cannot reasonably be recognised or avoided by students due to their insufficient attention to safety or lack of experience or training; has risk to health from extreme cold, heat, noise or vibration.
- There are other agents, processes and work that should be taken into account.

Education Act 2002

- Safeguarding and promoting the welfare of young people within the School

Apprenticeship, Skills, Children and Learning Act 2009

- Encourage post 16 students to undertake work experience.

HEALTH AND SAFETY

The school retains a 'duty of care' at all times, and we will ensure:

- Employers have a risk assessment in place for the work placement for a young person that takes into account any restrictions and prohibited work aligned to age
- Our students are matched carefully to the placement and support the student when they are on a placement
- Our students are prepared and briefed about health and safety and understand how to identify hazards and the sort of control measures that can be put in place to reduce the risk of injury or accident
- Our students develop a set of safe behaviours, so that they play an active part in the process and acquire practical, transferable skills from their experience
- Students do not work excessively long hours, no more than 8 hours per day, 40 hours per week, 5 days per week with no unsocial hours
- Systems are in place to ensure the health, safety and welfare, so far as reasonably practicable, of placements, i.e. H&S Policy, Risk Assessments, communications and consents

We will remain aware of legislation and guidance documents relating to work experience published by the Department for Education and the Health and Safety Executive and update this policy as appropriate.

An overseas work placement is classed as an educational visit and all preparations will be completed in compliance with educational visit guidelines.

Any accidents/incidents on work experience will be reported to the appropriate Council Health and Safety Team or the appropriate Social Care team.

SAFEGUARDING

Our 'duty of care' extends to all students, including those who undertake work experience. We will:

- Consider the specific circumstances of the work experience, in particular the nature of the supervision, e.g. unsupervised and the frequency (at least once a week or 4 or more days in a 30 day period, or overnight) of the activity being supervised, to determine what, if any barred checks are required. If a person working with a child is unsupervised and in frequent contact, we will ask the employer providing the work placement to ensure that the person providing the instruction or training is not a barred person.
- Identify actions to be taken, when and by whom, if any child protection

- issues are raised prior to, during or after the placement
- Provide students with clear advice and a point of contact at the school in case of problems.

We will consider any potential risks to students to see if any additional safeguards are needed in the case of:

- Any young person who is vulnerable, e.g. special needs, immaturity, is known to have experienced abuse or neglect, substance misuse
- A student who is likely to be alone with an adult as part of the work placement, e.g. sole trader, journey person, self-employed person working from home
- The work placement having a residential component.

Employers no longer need to carry out a DBS check with barred list information on staff who are supervising young people aged 16 or 17 on work experience. If a 16-17 year old student is on work experience at a school or college where they will have contact with children, we will consider whether a DBS enhanced check will be required. Young people on work experience are treated the same as employees of the same age under health and safety legislation.

The school will arrange visits to the student and employer during the work placement. Any member of staff visiting a workplace will be provided with details of the job description, risk assessment and any specifics and restrictions.

QUALITY ASSURANCE

In order to offer a quality work experience programme we will:

- Ensure the employer and the workplace is suitable for a work experience placement
- Carefully match students to placements and support them throughout the experience
- Ensure parent/carers receive employer risk assessments before giving consent to a work experience placement for their son/daughter
- Pursue a policy of equal opportunities that considers the needs of the six equality groups – Race/Ethnicity to include Gypsies/Travellers, Disability, Religion and/or belief, Sexual orientation, Age, Gender.
- Counter gender stereotyping, take cultural issues into account, increase student confidence and challenge under achievement.

RESPONSIBILITIES

We will also implement and/or monitor the responsibilities for students and young people, parents/carers, employers, and the work experience organiser in line with Health and Safety Executive guidance.

Students and young people

- Have a duty to take care of their own health and safety, and that of others who may be affected by their actions.
- Must listen carefully, follow instructions, use any safety equipment that has been provided and take part in any relevant training.
- Raise any concerns about health and safety and any work related accidents or illness with the school/college work experience organiser.

Parents and carers

- The employer must inform the parents of any significant workplace risks and how they can be controlled (This may be done through the Work Experience Organiser).
- There are a few work activities that a student cannot do due to health and safety law.
- If a parent/carer is advised that a placement is not suitable due to health and safety, they can contact HSE's Myth Buster Challenge Panel for further information.
- If the student has any medical or behavioural conditions the work experience organiser must be informed.

Employers

- Under health and safety law, work experience students are treated as employees and no differently to other young people employed.
- An employers existing Employers' Liability Insurance Policy covers work placements as long as the insurer is a member of the Association of British Insurers.
- Employers will use their existing arrangements for assessments and the management of risks to young people.
- A written risk assessment is not required if an employer has fewer than five employees.
- If the employer does not employ a young person or are taking on a student for a work placement for the first time the risk assessment must be reviewed before the student starts.
- Discuss with organisers and take into account the student's physical and psychological capacity and any other particular needs, e.g. Health conditions or learning difficulties.
- Additional work required by the employer should be kept in proportion to the environment and the level of risk.
- Explain to parents of students the significant risks and how they can be controlled. This may be done through the work experience organiser.
- Induct students explaining the risks and how they are controlled and check that they understand what they have been told.
- Check students know how to raise health and safety concerns.

Work Experience Organiser

- The employer has primary responsibility for the health and safety of the student and should manage any significant risks but the organiser must take reasonable steps to satisfy themselves that this is being done.
- If a new employer is used, talk through what the student will do and any relevant precautions. Make a note of the conversation.
- Where an employer is known to you and has a good track record and the student needs are no different to past placements rely on this past experience, no further assessments are required.
- Work with parents to ensure employers know in advance about students who might be at greater risk.
- Keep checks in proportion to the environment – low risk, less familiar risks, higher risk environments.
- Discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed.
- Check that the instruction, training and supervisory arrangements have been properly thought through.
- Check employers understand the specific factors relevant to employing young people.
- Check that students know how to raise any health and safety concerns.

GUIDANCE DOCUMENTS

- HSE website: <http://www.hse.gov.uk/youngpeople/index.htm>
- Keeping children safe in education , 2021
- Working Together to Safeguard Children, 2018

This policy will be monitored and evaluated annually and as new legislation and guidance becomes available.