



Redruth School

Work Experience Policy

This policy was approved June 2016

The policy is due for review Annually

The designated person is Beth Haslam

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Appendix One

PART ONE

Work Experience

Redruth School Work Experience program is run in partnership with Cornwall Learning, Cornwall Council, adhering to their suggested model for carrying out a successful work experience process. Cornwall Learning's role in the work experience process is vital. Cornwall Learning is responsible for carrying out placement suitability visits on all workplaces attended by our students. They ensure the work environment is suitable for young people, and that employers have appropriate insurances in place. All paperwork we use in the work experience program is produced by Cornwall Learning; this ensures that we remain up to date with all legislative changes. Throughout the process of work experience, we are able to access advice and guidance on a daily basis via telephone and email, which ensures any queries are dealt with quickly and appropriately. Cornwall learning also holds an annual conference for work experience coordinators to attend, through which, coordinators are updated on changes to legislation and good practice.

Guidelines for Schools and APAs in Cornwall & the Isles of Scilly

1. Introduction

- 1.1 The Education Acts of 1973 and 1996 require that provision of work experience must be approved by the local authority. These Work Experience Guidelines are intended to assist schools in Cornwall and the Isles of Scilly to comply with the legal and administrative requirements put into place by the Government and by the Cornwall and Isles of Scilly Services for Education, Health & Social Care. ***All schools and APAs must comply with these guidelines before any pupils are allowed to participate in work experience programs.***
- 1.2 Part One of the guidelines covers the basic elements of organising work experience programs and the information which must be considered by a school or APA before putting any programs into place. Part Two of the guidelines details the National Quality Standards Framework for Work Experience which the government requires all schools participating in work experience to comply with.
- 1.3 The guidelines specify the minimum requirements for organising a work experience program but schools are free to exceed the minimum if they wish.

2. The Nature of Work Experience

- 2.1 Work Experience has a very specific meaning in the context of this document and can be defined as:

“a placement on an employer's premises in which a pupil carries out a particular task or duty, more or less as would an employee, but with an emphasis on the learning aspects of the experience.” (DCSF, 1996).

The experience involves taking on the role of a young worker and engaging in work tasks, using and developing work skills, being involved in work processes and experiencing work environments.

- 2.2 The DfE set an objective of at least a two week work experience placement of high quality for all pupils in Key Stage 4. Placements which merely replicate previous employment or link activity with employers and those in the family business are not encouraged by the DfE or the Education, Health & Social Care Service.
- 2.3 Although “Block” work experience has been in operation for many years the curriculum now allows “Extended” and “Vocational” work experience program where a student will spend one or two days a week in a placement over an extended period of time.
- 2.4 **These Work Experience Guidelines apply to ALL types of Work Experience Programs.** This includes placements undertaken by your students whilst working on a course with another Training Provider, e.g. Young Apprenticeships, Work Based Learning.
- 2.5 With its emphasis on “hands-on” participation, work experience differs from other work- related learning activities, such as work shadowing or employer visits, which focus on roles and processes respectively, or the use of a workplace as a setting for coursework. It also differs from other out-of-school activities, such as supervised field trips and approved sporting activities, because work experience placements necessarily involve schools in temporarily assigning their educational and custodial responsibilities to a number of individual employers. Moreover, since work experience focuses on the performance of actual tasks in the workplace with the students having the legal status of “employees”, it is subject to the statutory rights, responsibilities and restrictions relating to the employment of young people. Details of the employment of young people can be found on the Health and Safety Executives (HSE) website:
<http://www.hse.gov.uk/youngpeople/index.htm>

3. The Scope of Work Experience

- 3.1 These Work Experience Guidelines and any regulations associated with work experience mentioned in this document, apply to students in Key Stages 4 and 5 in any School/College or Alternative Provision Academy (APA) maintained by Cornwall and the Isle of Scilly Local Authorities. Students who do not come in the age profile for Year 10 in Key Stage 4 (i.e. 15 on or before the 31st August in the year they are doing Work Experience) are not allowed to undertake a Work Experience Placement.

4. Approval and Eligibility for Work Experience Organisers

- 4.1 All Work Experience Organisers who wish to run Work Experience Programs must have their program approved by the Services for Education, Health & Social Care. At present the Cornwall Education Business Partnership (EBP) discharges this duty for the Cornwall and Isles of Scilly Services for Education, Health & Social Care.
- 4.2 Work Experience Organisers who wish to run programs are encouraged to complete a Work Experience Action Plan and an Evaluation Report that demonstrates they have adhered to the Work Experience Guidelines which are contained in this document.
- 4.3 An employee of the Education Business Partnership will visit each Work Experience Organiser to review their Health & Safety Procedures and a p p r o v e their program on behalf of the Services of Education, Health & Social Care.

5. Key Players in Managing Work Experience

5.1 **The Key Players**

- 5.1.1 The successful management of Work Experience Program relies on close co-operation between three key players:

- Education Employers;
- Work Experience Organisers; and
- Placement Providers

5.1.2 For the purposes of these guidelines the following terms have these meanings:

- “Education Employers” means the Cornwall and Isles of Scilly Services for Children, Schools & Families.
- “Work Experience Organisers” means Schools/Colleges and Alternative Provision Academies maintained by Cornwall and the Isles of Scilly Services for Education, Health & Social Care who are organising Work Experience Program which have been approved by the Services for Education, Health & Social Care.
- “Placement Providers” means employers or other organisations offering Work Experience Placements.

5.2 Key Players’ duties under Health and Safety Law

5.2.1 Under the Health and Safety at Work Act 1974, all the key players have roles and responsibilities for ensuring, so far as is reasonably practicable, the health, safety and welfare of students on Work Experience.

5.2.2 In Health and Safety Law the term “so far as reasonably practicable” means a balance between the degree of risk in a particular job or workplace against the time, cost and physical difficulty of taking measures to avoid or reduce that risk. This must be considered in light of the age and fact that most pupils will not have been in a work place before.

5.3 Duties of Education Employers

5.3.1 Education employers have duties under health and safety law both to their employees, such as teachers, and to others affected by their work activity such as students. They should ensure, so far as is reasonable practicable, that non-employees, including students on work experience, are not exposed to risks to their health and safety. Cornwall and the Isles of Scilly Services for Education, Health & Social Care both have a policy for health and safety which includes work experience.

5.3.2 The responsibility of the Services for Education, Health & Social Care under the health and safety legislation **cannot** be delegated, even where other management responsibilities have been delegated, for example delegating the organising of work experience program to schools. In order to fulfil its duties under the health and safety legislation, the education employer must take reasonable steps to;

- i Ensure the suitability of work placements taken up by students, whether identified and arranged by the Work Experience Organiser or by the student themselves;

- ii Ensure that the Work Experience Organiser is competent and will make the necessary arrangements for assessing the suitability of a placement;
- iii Ensure that Work Experience Organisers provide the necessary information to the education employer and to the placement provider regarding students. This information must include details about health, learning disabilities and any other factors that could affect the health, safety and welfare of a student. Such information should only be disclosed where necessary in order to ensure the placement is suitable for the pupil and to put any necessary additional safeguards in to place to ensure the health and safety of that pupil and others working with the pupil;
- iv Any disclosure of personal information as described under iii above should only be made in accordance with the provisions of the Data Protection Act 1998.

5.4 Duties of Work Experience Organisers

Work Experience Organisers must:

- i. Ensure that students are not placed in a working environment where there are significant risks to their health and safety by assessing the suitability of a Placement Provider to take account of the students' health, safety and welfare;
- ii. Provide the student with a Health and Safety Welfare Preparation course based on the Health and Safety Program of Study and the Child Protection Program of Study.
- iii. Ensure that any staff they use to make Teacher Visits (teachers, other members of staff or governors) receive adequate health and safety instruction in relation to any risks they are likely to be exposed to in the course of their visits;
- iv. Provide staff making visits with suitable personal protective equipment and train them to use it; and
- v. Inform staff making visits that they must take reasonable care of themselves and of others who may be affected by what they do or fail to do.

5.5 Duties of Placement Providers

5.5.1 Placement providers must:

- i. Ensure that all students participating in Work Experience are treated as employees for the purposes of health and safety (Providers must ensure the health, safety and welfare at work of all their employees);

- ii. Ensure that all statutory risk assessments are carried out and that the risks to which employees are exposed at work are assessed;
- iii. Introduce and maintain appropriate measures to eliminate or control the risks;
- iv. Provide adequate information, training, instruction and supervision for all students;
- v. Provide adequate insurances for employees and notify the insurers that work experience will be taking place.

5.5.2 Under the Management of Health and Safety at Work Regulations 1999, placement providers have particular duties to:

- i. Assess the risks to young workers, including students on Work Experience, before they start work;
- ii. Ensure that the Young Person's Risk Assessment takes account of specific factors such as immaturity, inexperience and lack of awareness;
- iii. Introduce control measures to eliminate or minimise the risks;
- iv. Inform parents/carers before the student takes up the placement, of the key findings of the risk assessment and the control measures.

5.3 Duties of students on Work Experience

Students on placement must:

- i. Understand and comply with the legal duties of an Employee as set out in the Health and Safety Law – “What you Should Know” poster/leaflet which includes:-
 1. Take reasonable care of their own health and safety and that of other people who may be affected by an act or omission by the student;
 2. Co-operate with the placement provider in complying with the provider’s legal duties.
 3. Correctly using work items provided by the employer.
 4. Not interfering with or misusing anything provided for the use of health, safety or welfare.

- ii. There are many situations where a placement provider will consider the information about their business as confidential. All students must hold in confidence any information about the placement providers business which they obtain during a placement and not disclose such information to another person without the placement provider’s permission.

6 Key Contacts

The central contact for Work Experience queries is:

Gavin Stephens (Placement Suitability Visit Requests)
Cornwall Education Business Partnership - Work Experience Team Leader
Carew House, Suite 6
Beacon Technology Park
Dunmere Road
Bodmin PL31 2QN

Tel: 01209 615082

Fax: 01872 322826

Email: gstephens@cornwall.gov.uk

The Cornwall Services for Education, Health & Social Care must be informed of any accidents or incidents under the RIDDOR regulations by the school's authorised Accident Reporting Officer (see section 3.3v below)

The Isles of Scilly contact for reporting accidents or incidents under the RIDDOR regulations (see section 3.3 below) is:

Cambridge Education Associates
Town Hall
St. Marys
Isles of Scilly
TR21 0LW
Tel. 01720 423996

PART TWO

The National Quality Standards Framework for Work Experience

Introduction to Part Two

The QCA outlined the National Quality Standards for Work Experience in the publication “Learning from Work Experience – A Guide to Successful Practice”. Part Two of this document is set out to reflect this framework.

The requirements of the framework are highlighted in bold below with an explanation of what is required in order to achieve the requirements of each part of the framework. It is intended that this part of the guidance should assist with the preparation of the school or APA’s Action Plan. Each school or APA must ensure that they comply with all the requirements outlined below. Schools should also be aware of the 2008 DCSF “Quality Standard for Work Experience” which provides an audit tool for self-assessment. See www.cornwall.gov.uk/workexperience under Resources for Teachers.

1. Curriculum Links and Learning Objectives

1.1 Work experience forms part of a coherent program of work-related learning

Work Experience Organisers should outline where Work Experience features as part of their overall policy for Work-Related Learning (WRL).

1.2 Schemes of work in PSHE and other courses identify learning objectives for work experience and incorporate preparation and follow-up activities

- i. Work Experience Organisers should have a Scheme of Work with learning outcomes, based on the work undertaken in Careers/Citizenship/PSHE, which prepares students to go into the workplace. There is a need for students to be given a full Briefing before they take up a placement (see section 4).
- ii. Where students are following shared/linked courses which involve a work placement there must be a clear division of the responsibility for the teaching of the learning objectives between the school/APA and the Institution, usually an FE College or Training Provider.
- iii. De-briefing and Follow-up activities are covered in section 7 below.

1.3 Individual Action Plans identify key skills and personal objectives to be developed and are based on discussion and agreement

- i. Work Experience Organisers should prepare students to be able to complete an Individual Action Plan (IAP) for Work Experience, arrived at through discussion and agreed with an appropriate adult. The IAP forms part of the Work Experience Logbook (see section 5.1). The completion of the IAP should form part of the Briefing process

(see section 4 below) so that it is still fresh in the student's mind when attending the placement. This applies to both Block Work Experience and Extended Work Experience

2 **Institutional Support and Administration**

2.1 **All staff share an understanding of the aims of the work experience programme and policy**

- i. Work Experience Organisers must have a policy for Work Experience, which must be made available to governors, teachers and ancillary staff. Where the school or APA has a Staff Handbook it is suggested that the Work Experience Policy should be included.

2.2 **There are monitoring procedures for Equal Opportunities and Special Educational Needs**

- i. Work Experience Organisers should have procedures for monitoring Equal Opportunities and Special Educational Needs.
- ii. The Disability Discrimination Act 1995 states that it is unlawful for a school to discriminate against a disabled pupil in relation to “the provision of education or associated services provided for, or offered to, pupils at the school”. Advice from the Disability Rights Commission suggests that Work Experience is an “associated service” in terms of the act. In view of this a school/APA must ensure that in the provision of associated services:
 - a. It does not treat the pupil any less favorably than it treats or would treat other pupils, unless it can show that the treatment in question was justifiable; and
 - b. It takes reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled (this is known as the “reasonable adjustments” requirement).

2.3 **Time and the necessary administrative support is allocated to the organiser’s Work Experience Co-ordinator**

- i. Work Experience Organisers must appoint a Work Experience Co-ordinator. All Work Experience Program run by a Work Experience Organiser, for whatever purpose, must be organised through (although not necessarily by) the Work Experience Organiser’s Work Experience Co-ordinator.
- ii. The Work Experience Co-ordinator must inform any colleagues involved in running Work Experience Program of the need to follow these guidelines and that ALL Placement Suitability Visits (see section 3.2 below) must be requested through the Work Experience Co-ordinator.

The Qualifications and Curriculum Authority (QCA) estimates that running a Work

Experience program can take as many hours as a GCSE short course and it is therefore recommended that Work Experience Organisers review, on an annual basis, the support given to their Work Experience Co-ordinator. Work Experience Organisers need to have a management system in place that supports and monitors the work of the Work Experience Co-ordinator. Help and guidance on this is outlined in the publication “Managing Work Experience – A Guide for Senior Managers” which has been prepared by Cornwall Education Business Partnership and a copy can be obtained from the Cornwall Council website (see Appendix 1).

2.4 Staff attend appropriate training courses

- i. The Work Experience Organiser’s Work Experience Co-ordinator must have the Chartered Institute of Environmental Health’s (CIEH) **Level 2 Award in Health & Safety in the Workplace** before managing the school/APA Work Experience Program.

2.5 Work Experience documentation is produced in consultation with partners

- i. Work Experience Organisers must provide written information to students, parents/carers and employers outlining their scheme, explaining all the aspects of Work Experience and giving details of the procedures involved in setting up a placement. There is, at present, an “Information for Parents/Carers and Employers” leaflet provided by the Education Business Partnership which covers most of these areas. There are also examples of a “letter to parents” and a “letter to employers”. As well as the Letter and Information Leaflet you should include any other information you feel will be useful. Copies of the letter and Information Leaflet can be obtained from the Cornwall Council website (see Appendix 1).
- ii. The Cornwall Education Business Partnership also organises an annual Conference for Work Experience Co-ordinators and other key players. Examples of good practice among organisers are shared at this event and there is an opportunity to view and comment on materials produced to support Work Experience (see also 2.7 below)

2.6 There is a schedule of key dates and a record of deadlines being met

- i. The Work Experience Organiser should inform students and parents/carers of the key dates and deadlines associated with the Work Experience scheme. There is an example of a schedule of key dates which can be obtained from the Cornwall Council website (see Appendix 1).

2.7 Paperwork used by the organiser is user-friendly for young people, parents, other staff and employers

- i. Where possible, the Work Experience Organiser should seek feedback from staff, students, parents/carers and placement providers on all Work Experience documentation which they produce. This should form part of Work Experience Evaluation Report (see section 8.2)
- ii. The Approval and Consent Form and the Information for Parents/Carers and Employers leaflet used by all schools and APAs has been compiled by Cornwall Education Business Partnership with advice from Cornwall Council Legal Services and the Education, Health & Social Care Service's Safety Officer.

3 Health, Safety and Welfare

3.1 Health and safety issues and regulations are presented to young people by the organiser and reinforced in the workplace

- i. The Pre 16 Work Experience Health and Safety Preparation Program of Study for a Block, Extended and Vocational Work Experience Program, prepared by the Cornwall Education Business Partnership, outlines the minimum level of preparation a student must receive in relation to health, safety and welfare BEFORE they attend a work placement. Work Experience Organisers must base their Scheme of Work on this Program of Study but can exceed this if they wish. Details of this Program of Study and the associated High Risk Placements Programs of Study can be obtained from the Cornwall Council website (see Appendix 1).
- ii. All Work Experience Organisers must have a Scheme of Work for Health and Safety Preparation, which all students taking part in work placements must follow. It is advisable for the Work Experience Organiser to register students attending this program in order to monitor and verify that students have been adequately prepared.
- iii. Post 16 students must receive Health and Safety Preparation which builds on the pre 16 work and takes account of the nature of the placement and the level of work to be undertaken before going out on the placement. If a Post 16 student has not completed the Pre 16 Health & Safety Preparation then arrangements must be made for this to be done.

3.2 There is a database of placement risk-assessments and record of visits

- i. Work Experience Organisers have a responsibility to decide the suitability of each placement and need to be reasonably satisfied that the placement provider:
 - a. has appropriate systems in place to ensure the health, safety and welfare, so far as is reasonably practicable, of the students while under their control;
 - b. is competent to manage health and safety in relation to the placement; and
 - c. will use suitably competent people to supervise students on work experience
- ii. To determine the suitability of a Placement Provider to provide a work experience placement, each Placement Provider must receive a Placement Suitability Visit (PSV) in accordance with the LA policy on the frequency of visits (see section - 3.2.1 iv).

3.2.1 Arrangements for Placement Suitability Visits to be carried out

- i. There are significant problems faced by a school when arranging for placement suitability visits to be carried out, including:

- a. the level of competence needed to determine a placement provider's suitability in terms of health, safety and welfare;
 - b. the problems repeat visits by all the schools to one provider would cause;
- ii. the need to meet the standards of management and Health and Safety required by both the HSE and the Education, Health & Social Care Service for these visits; Therefore, the Cornwall Education Business Partnership provides this service for Work Experience Organisers in Cornwall and the Isles of Scilly who choose to buy into this scheme. All Placement Suitability Visits are conducted by employees holding the Institute of Occupational Safety and Health's (IOSH) 'Managing Safely' qualification as a minimum and who have met the Safe Learner standards which were set out by the Learning and Skills Council.
- iii. The frequency of the placement suitability visit depends on the nature of the placement provider's business and the work environment. The EBP shall assess the risk banding for each placement provider upon notification of the placement by the school. The risk bands are as follows:
 - Potentially High Risk placements – visit every year
 - Medium Risk placements – visit every second year
 - Low Risk placements – visit every fourth year
- iv. Work Experience Organisers, through their Work Experience Co-ordinator, are responsible for verifying that a work placement has a current Placement Suitability Visit Approval **before** sending any students on the placement. The Work Experience Co-ordinator must inform the Cornwall Education Business Partnership of their intention to use a placement provider *at least six weeks in advance of the placement*. Where a placement is considered as an "Out of County Placement" (see section 3.2.3 below), *at least ten weeks notice is required*. For secondary schools /APAs this is managed through Veryan "WebView", and for the Five Islands School this will be managed via a spreadsheet.
- v. The Work Experience Organiser must make sure that the Approval and Consent Form (see 3.3. below) for the student wishing to use a placement provider has been fully completed **BEFORE** booking a placement on WebView. This will avoid a visit being made unnecessarily if, when the form is completed, the placement is not suitable and will ensure the placement provider is fully aware that they are offering a student placement when visited.

- vi. For Block Work Experience the “start date” and “end date” of the week or fortnight must be entered on the Approval and Consent Form and on WebView or spreadsheet.
- vii. For Extended Work Experience you should enter the proposed start and end date on the Approval and Consent Form. FOR VERYAN WEBVIEW the end date entered on the system must be within the same school term as the start date. If the placement continues into the following term the end date must be re-entered at the start of the new term. This process must be repeated at the start of every term in order to keep the Veryan database accurate and up to date.
- viii. The EBP shall carry out any required visits and inform the school or APA whether or not the placement is suitable providing that the information has been received within the deadlines given above.
- ix. The “status” of a placement is shown in the “status” column in Veryan WebView or on the spreadsheet using the following descriptors:-

Descriptor	What this means	Can it be used?
EBP Approved	The placement provider is approved and can be used	YES
Ins Failed	The provider has not obtained the necessary insurance cover	NO
Emp Cancelled	The provider has cancelled the placement	NO
Stud Cancelled	The student has cancelled the placement	NO
HS Failed	The provider cannot cater for the health, safety and welfare of students	NO
Ins needed	The provider needs to provide details of their insurance	NO
Visit Required	The provider needs to have a PSV	NO

Unable to visit	The EBP were unable to visit due to a late notification OR the provider was contacted to arrange a visit on at least 3 occasions but did not respond.	NO
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3.2.2. Placements not approved by the Services for Children, Schools & Families

- i. Where the “status” of the Placement Provider is **NOT** “EBP Approved”, the placement must not be used **under any circumstances**.
- ii. If the parent/carer decides they want to take their son or daughter out of school for the Block Work Experience or Extended Work Experience times and put them in the workplace this action will involve both the parents and the employer contravening Employment Law. It is suggested that the school’s/APA’s EWO is informed and the parents notified in writing as this constitutes an unauthorised absence.

3.2.3. Of County Placements

- i. It is recognised that some Work Experience Organisers may wish to encourage students to travel out of County both for specialist placements and to experience the working environment outside Cornwall. These guidelines do not in any way prohibit out of County activity but organisers must not underestimate the additional work involved. Placements in Scotland cannot be supported as they have their own Education Act.
- ii. Where pupils are staying away from home, travel and accommodation arrangements are wholly the responsibility of parents/carers.
- iii. Health and Safety Placement Suitability Visits must still be carried out in advance of any Out of County placement. This visit has to be delegated to a partner organisation working to the same standards in the area where the placement will take place. In view of this **it is advisable for the student concerned to have an alternative placement in county in case of problems with obtaining a PSV visit in time**. The additional cost of the visit will be passed onto the school.
- iv. Cornwall Service for Education, Health & Social Care does not currently support Work Experience abroad.

3.2.4 Work Experience during School Holidays

- i. Where a Work Experience Organiser organises a placement during the school holidays, all the legal requirements specified in this document apply as if it were a term-time placement. Placement Suitability Visits and Teacher Visits to Students must take place and any issues of claiming for overtime or expenses must be addressed in advance by the Work Experience Organiser.

- ii. Any “Work Placements” organised by parents/carers taking place during school holidays, which are not part of the Work Experience Organiser’s Work Experience Program, cannot be approved by the Education, Health & Social Care Service. It is essential that Work Experience Organisers inform the parents/carers that this placement is not approved and that the parents/carers must take full responsibility for all arrangements, including travel, insurance, health and safety.
- iii. The Organiser may wish to mention to the parents the need to contact the Child Employment Officer for the Education, Health & Social Care Service to make sure that what they intend to do is within current legislation. It is extremely important that the Work Experience Organiser plays no part in helping to arrange such placements.

3.3 Where appropriate, parents/carers are informed of significant findings of risk assessments

- i. The Work Experience Organiser must obtain the consent of each key partner in a Work Experience Placement: parent/carer, placement provider and student, and give their approval of the placement as well. The consenting agreements are contained in the “Approval and Consent Form” which is a single document, so that each partner has the relevant information on which to base consent. This Approval and Consent Form must be fully completed and signed by each partner and the Work Experience Organiser **before** the placement can take place.

- ii. The form is completed as follows:-

Step 1 - **Section 1 Information about the student** to be completed first by the parent/carer and the student.

Step 2 - The school sends/gets the student to take the form to the employer who completes:-

Section 2 - Information about the Employer and the Placement

Section 3 - The Young Persons Risk Assessment; and

Section 4 - signs the Employer Agreement and Consent section. Step 3

- The Employer sends/gives the form to the student and parent/carer

Step 4 - The parent/carer and the student complete their parts of **Section 4 – Parent/carer and Student Agreement and Consent** and return the form to the school.

Step 5 The School completes the Approval and Consent section in **Section 4**

- iii. The school/APA is responsible for making sure the Essential Medical Information is accurate as far as they are aware. This means that Section 1 must be checked **either BEFORE** it goes to the placement provider **or AFTER** it has been received from the parents in step 4. If the latter is the case then the employer must be informed if any information is incorrect or has been omitted **BEFORE** the student starts the placement
- iv. It is the responsibility of the Placement Provider to carry out a Young Persons Risk Assessment and communicate the findings to the parents/carers. The Work Experience Organiser has a duty of care to make sure the placement provider has done this so the

Approval and Consent Form has a section which employers must complete to comply with this requirement, or they may attach a copy to the form if they wish. The parent/carer and the school can use this information to inform their decision as to whether the placement is suitable or not. The "Work Experience Information" section of the Cornwall Council website has sample Young Person's Risk Assessments for providers to use.

- v. When the Approval and Consent Form is returned to the Work Experience Organisers it must be checked to see that it is fully completed and the Work Experience Organisers must complete their Approval and Consent section. The Approval and Consent Form for a student must be archived by the school/APA for at least 3 years after the student has reached the age of 18 years. This is required to make sure that any enquiries regarding this placement can be related to the actual agreement made.

3.3.1 Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)

- i. The Work Experience Organiser must follow the Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) Regulations 1995, as set out in the Education Safety Policy, Health and Safety Management: Reporting Accidents. Placement providers must report any incidences under RIDDOR to the Work Experience Organiser, who must in turn inform the Education, Health & Social Care Service through their normal procedures. The Health & Safety Team will contact Cornwall Education Business Partnership providing copies of any forms completed. It is important that the EH&SC are informed immediately.

3.3.2 Child Protection Issues

Educating Children About Child Protection Issues

- i. Schools and APAs must give careful consideration to preparing students to deal with and report incidents that they feel uncomfortable with during their work placement. The DCSF guidance in Safeguarding Children and Safer Recruitment in Education Annex A outlines some examples of what children should be taught so they are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Work Experience Organisers must base their Scheme of Work on the Program of Study for Educating Children about Child Protection Issues on Work Experience. This Program of Study can be found on the Cornwall Council website (see Appendix 1).
- ii. There must be a “Point of Regular Contact” who the students can contact and they need to be told:
 - a. who to contact if they are worried or uncomfortable about their surroundings or if they suffer abuse;
 - b. make it clear that this person is a continuing point of regular contact within the school for the duration of the work experience placement;
 - c. explain to the students that this person is available to listen to any concerns they may have.
- iii. In practice the regular point of contact will be the Work Experience Co-ordinator whose contact details will be in the Work Experience Logbook.

3.3.3 Cases Where Extra Child Protection Issues must be considered

Students working in placements where there are children

- i. Schools and APAs in Cornwall are responsible for matching students to placements and when arranging a placement, the head teacher and Governors or the APA are responsible for ensuring that child protection issues are properly considered. This is especially important where a student is taking up a placement which involves working with children.

- ii. In such cases, the school or APA **must** have in place a procedure sufficient to safeguard the children attending the school, nursery or playgroup etc from any risks that may be posed by the student who is undertaking the work placement. Schools should ensure that only students suitable to be placed in an environment where access to children is a feature of that employment are allowed to undertake such placements. The EBP have designed a procedure which can be used and this can be found on the Cornwall Council website (see Appendix 1)
- iii. The DfE guidance, Safeguarding Children and Safer Recruitment in Education states that “Pupils who undertake short periods of work experience that involve contact with children in other schools or other educational establishments need not apply for disclosure. However, students who are required to work with children as a necessary part of a training course... will need to apply for disclosure when they are accepted onto the course.”

Other cases

The DfE guidance states that the following types of placement **must** have **additional safeguards** put into place:

- a. **Long Term Extended Work Experience Placements**
A work experience placement which lasts for more than one day per week for a term or is a placement which occurs over more than one term is considered to be a long term extended work experience placement. i.e. 15 days or more
- b. **Placements for Vulnerable Children**
A placement aimed at a student who may be vulnerable, e.g. a student who is likely to form inappropriate relationships with others and/or has difficulty in forming working relationships with others.
- c. **Residential Placements**
A placement which is residential or includes a residential component.
- d. **Placements with unsupervised access**
A placement where a workplace supervisor or a colleague will have substantial unsupervised access to the child, because of the nature of the business (i.e. sole trader, micro business).

The “additional safeguards” which must be in place are:

- i. The staff of the LA, Schools and APAs involved in arranging, monitoring and assessing the suitability of work placements must have been given appropriate Child Protection Training;
- ii. Work Placement Providers taking responsibility for a student must be asked to make a commitment to safeguarding their welfare by endorsing an agreed Child Protection Policy or Statement of Principles a copy of which is on the Cornwall Council website;
- iii. Any person whose specific designation or whose normal duties will include regular

responsibility for looking after, caring for, training, or supervising a student in the workplace must be vetted and subject to a Criminal Record Bureau (CRB) Enhanced check to ensure that s/he is not disqualified from working with children or otherwise unsuitable to be responsible for them. **NB.** This will not include people who will have contact with the student simply because s/he will be in the same location, or as part of their work.

- iv. All CRB checks must be arranged by the school or APA, through the normal procedure and the person will be regarded as a “volunteer” for the purpose of the check.
- v. The person responsible for the student whilst on work experience must be given a Referral Guide which will be part of the Statement of Principles. This will make them aware of their responsibilities in accordance with “What to do if you are worried a child is being abused”. The person must also be provided with the name of a person in school who can be contacted in the event that there are any concerns about the student.

A copy of the Child Protection Statement of Principles with the Referral Guide flowchart can be found on the Cornwall Council website (see Appendix 1).

3.3.4 Reporting of Child Protection Issues Raised

- i. Where an alleged incident of child abuse is reported to the school prior to, during or after the placement, the school will act in accordance with the procedures outlined by the South West Safeguarding & Child Protection Group.
- ii. The school must inform the Cornwall Education Business Partnership. The EBP will immediately class the placement provider as “unsuitable” and will not authorise the provider to accept work experience placements until the investigations into the incident have been concluded and the Safeguarding Children Unit/Local Safeguarding Board has given its approval.
- iii. Where an allegation of child abuse is reported to the Education, Health & Social Care Service and/or the Cornwall Education Business Partnership, they will contact the school immediately either via the Headteacher, the Designated Person for Child Protection or the Work Experience Co-ordinator.

4. Guidance and Preparation

4.1 Feedback from employers confirms that young people have been adequately briefed

The Work Experience Organisers should ensure that placement providers have the opportunity to comment on the briefing of the student prior to the placement. This forms part of the Work Experience Logbook (see section 5.1 below)

4.2 Young people's work placement choices are monitored for stereotyping

Work Experience Organisers must have procedures for monitoring placements for stereotyping.

4.3 Where appropriate, briefing sessions are held for parents/carers

- i. Section 2.5 above requires Work Experience Organisers to provide all the key partners, parents/carers, placement providers and students, with written information on their Work Experience Programme.
- ii. It is recommended that parents/carers are given an opportunity to talk to the Work Experience Co-ordinator regarding work experience prior to their son or daughter taking up a placement.

4.4 Schemes of work and lesson plans for the preparation programme identify specific learning objectives

- i. The preparation as part of Citizenship/Careers/PSHE is covered in section 1.2 above.
- ii. There is need for the students to have a "Briefing" fairly close to the time they are attending their placement and this should cover as a minimum:-
 - a. The completion of the following sections of their Logbook:
 - i. You and Your School's Details;
 - ii. Preparing Your Action Plan;
 - iii. Work Experience Placement Details;
 - iv. Names of People to be Contacted in an Emergency;
 - b. A brief review of the main elements of their Health & Safety Preparation and what to do in an emergency and how to report an injury;
 - c. A brief review of Child Protection Issues and who the "point of contact" is if the need arises;

5 **Recording Learning**

5.1 **Recording documents are in active use**

- i. Work Experience Organisers should have a recording document which will be known as the “Work Experience Logbook”, which students will use to record various aspects of their placement. The Logbook must contain the following sections as standard:-
 - Personal and Work Placement Details;
 - Key Skills and PLT Skills Targets;
 - Notes on Company Health & Safety Briefing on first day;
 - Know your employer;
 - Day to Day Diary;
 - Employer’s Assessment of the Student;
 - Students Comments on the Placement;
- ii. There are Extended / Vocational Pre 16 Work Experience Logbooks covering a range of occupational sectors in an A4 format which can be obtained from the Cornwall Council website (see Appendix 1).

5.2 **The proportion of young people whose learning outcomes are endorsed by employers is monitored**

Work Experience Organisers must provide the opportunity for employers to complete a report on the student related to their targets. The logbook will include a section where the employer can write a report on the student.

6. Placement Visit to Students

6.1 There is a checklist for Teacher Visits and a record of all visits made

- i. The Work Experience Organiser must arrange for a suitably experienced person who knows the student to make a Teacher Visit to every student whilst on a work placement. This person must talk to the student and placement provider separately to review the student's progress and monitor aspects of health, safety and welfare concerns. Where the placement is "Out of County", the placement provider and student must still be contacted, usually by telephone, to review the student's progress and monitor health and safety concerns.
- ii. The Work Experience Organiser must have a checklist, for each Work Experience Programme they run, which indicates who will be making the Teacher Visit to each student.
- iii. There must be a written record of each visit or telephone contact including information on health and safety. A sample Teacher Visit Recording Form can be obtained from the Cornwall Council website (see Appendix 1).. The completed Teacher Visit Report Forms must be archived by the school for a minimum of three years after the student has reached the age of 18 years.
- iv. Work Experience Organisers have a particular responsibility in terms of health and safety for any staff they employ to make Teacher Visits. It is suggested that all the people involved in undertaking Teacher Visits are asked to sign a form, confirming that they have received appropriate guidelines and training before undertaking any Teacher Visits. Where the person is not a Cornwall Council employee (for example, Governors or Connexions Personal Advisers) they must sign to confirm that they understand the nature of the task they are required to undertake and the fact that they are acting as a representative of Cornwall Council. A Teacher Visit Agreement Form can be obtained from the School Cornwall Council website (see Appendix 1).
- v. For students on a Block Work Experience Program of five or ten days in duration, one visit must be made whilst the student is on the placement. Where the student has two blocks of five days a visit must be made to each placement. For students on an Extended Work Experience Program visits need to be on the basis of one visit in three weeks, where the placement is of one or two days in a week, as a minimum and more often if the situation of the placement and the student dictates e.g. potentially high risk placement, vulnerable student.
- vi. Work Experience Organisers must ensure that all personnel involved in Teacher Visits using their own vehicles have appropriate insurance cover.

6.2 Evaluation forms allow young people to comment on the usefulness of the placement and of the Teacher Visit

- i. The Work Experience Logbook (see section 5.1 above) must have a section where

the student can comment on the usefulness of the placement and record the Teacher Visit.

7 Debriefing and Follow-up

7.1 De-briefing and follow-up lessons allow learning to be recognised and built upon effectively

Work Experience Organisers should have a Scheme of Work for Debriefing and Follow-Up which outlines the learning outcomes. The DfE guidance on Work-Related Learning states that this debriefing should happen immediately after the placement has taken place. Schools/APAs which have students on placements during the last week of the Summer Term will not be able to meet this requirement and must be aware that they cannot comply with this guidance.

7.2 Certificates are awarded to young people and employers

- i. The Work Experience Organiser should award a Certificate of Completion to students who complete their placement and their Work Experience Logbook. Although students who are undertaking a qualification whilst on their placement will receive a Certificate from the Examination Board if they successfully achieve the standards, it is suggested that they should receive a Certificate of Completion as well.
- ii. It is suggested that Work Experience Organisers recognise the value of placement providers and where appropriate provide a Certificate of Participation for employers.
- iii. The Cornwall Education Business Partnership has developed a Quality Standard for Work Experience placement providers called the Platinum Provider Award which recognises providers who have met or exceeded these standards. Details of this award can be found on: www.cornwall.gov.uk/workexperience

7.3 Recording Student Achievement

- i. The Work Experience Organiser should enable students to put information collected on Work Experience into a summative record of their achievements.

8. Feedback, Review and Improvement

8.1 Records of feedback on individual placements are sent to employers

The Work Experience Organiser should encourage students to write a Letter of Thanks to the placement provider to say thank you and to give feedback on what they feel they gained from the placement.

8.2 There is an evaluation report based on feedback from all aspects of the program

The Work Experience Organiser should prepare a brief Evaluation Report evaluating all aspects of the program outlining those aspects that have worked well and those for development which can form part of the next years Action Plan. An outline for this report can be obtained from the Cornwall Council website (see Appendix 1).

8.3 A summary of the evaluation report is circulated to all partners

The Work Experience Organiser should make copies of the Evaluation Report available for all partners on request.

8.4 The evaluation report is discussed by the governing body annually and action needed agreed

The Work Experience Organiser should submit a copy of the Evaluation Report for consideration by the governing body of the school or the manager of the APA.

8.5 The evaluation report results in an action plan for the development and improvement of the work experience program

The Work Experience Organiser, through the Work Experience Co-ordinator, may provide an annual Action Plan outlining current practice and intended improvements and/or developments. This Action Plan will form the basis for discussion and approval of the Work Experience Organisers Scheme by the Education, Health & Social Care Service. Guidelines for the completion of the Action Plan can be found on the Cornwall Council website (see Appendix 1).

8.6 The work experience action plan is incorporated into the organiser's development plan

The Work Experience Action Plan should be made available to Work Experience Organiser's Senior Management Team so that it can be incorporated into the institution's Development Plan.

APPENDIX 1

The following documents can be downloaded from the Cornwall Council website:-

<http://www.cornwall.gov.uk/workexperience>

Work Experience Policy & Guidelines

Information for Parents/Carers and Employers (section 2.5)

Guidelines for the Letter to Parents/Carers and Employers (section 2.5)

Sample Letter to Parent/Carers(section 2.5)

Sample Letter to Employers(section 2.5)

Schedule of Key Dates and Deadlines (section 2.6)

Programme of Study for Pre 16 Work Experience Health & Safety Preparation (section 3.1)

Approval and Consent Form (section 3.3)

Programme of Study for Educating Children about Child Protection Issues on Work Experience (3.3.2)

Child Protection – Suitability of Student Process (3.3.3)

Child Protection – Statement of Principles (3.3.3)

Teacher Visit Recording Document (section 6.1)

Teacher Visit Agreement Form (section 6.1)

Guidelines for Completing the Evaluation Report (section 8.2) Guidelines

for Completing the Work Experience Action Plan (section 8.2)

Review of Health, Safety & Welfare Aspects of Work Experience Programs

Managing Work Experience – A Guide for Senior Managers

APA Centres – Process Record Work

Experience Process Outline Work

Experience Planning Sheet Work

Experience Logbooks