

Work Experience Policy

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Ownership and Control

History

Version	Author	Dated	Status	Details
1	C Herron	October 2017	Approved	Approved by LGB 19 October 2017
2	C Herron	March 2020	Approved	Presented to LGC in March 2020, who asked for a safeguarding paragraph to be added. Approved by Chair's Action 2nd July 2020.
3	C Herron	July 2021	Approved	Approved by LGC 17th June 2021

Intended Audience

Intended Audience	Intended Method of Distribution
Staff, students, parents/carers	Staff shared google drive, website

AMENDMENT TRACKER

Summary of all changes being proposed in this policy review for July 2021:

None.

Throughout this policy the term 'Parents' refers to 'Parents/Carers'

Introduction

In line with the Education Act 1996, we believe in providing students with learning opportunities which aim to equip them for adult life. The school strives to introduce students to a range of teaching and learning opportunities, which offers them practical experience in many aspects of life. For many students, active learning is the key to motivation and has an impact on other aspects of their school life. Work experience is an integral part of our Key Stage 4 programme and offers students a valued opportunity to practice key skills and career management skills learned in other areas of the curriculum. The programme allows a tailored approach to students' learning needs. This approach ensures that students are able to link the skills they learn at school to the requirements of employers.

The context for the programme

In developing the programme, we have taken the following documents into consideration:

- Section 351 of the 1996 Education Act requires schools to provide a balanced and broadly based curriculum, which prepares pupils for the opportunities, responsibilities and experiences of adult life
- DCSF Work Related Learning Guide - first edition including the QCA framework document Economic Wellbeing 11-19: career, work related learning and enterprise, 2008

The aims of the programme

Work experience placements are regarded as a means of achieving learning outcomes. There are five main areas to which the work experience programme is linked. These are:

Employability and key skills — insights into skills and attitudes required by particular sectors and employers and an opportunity to develop, practice and demonstrate key skills in a work setting, in particular recognizing hazards, assessing and controlling risks, working with others, ICT skills and improving own learning and performance.

Careers education and guidance — a better understanding of changes in the world of work and the implications these have for their own careers.

Vocational subjects — a better understanding of vocational areas being studied, the opportunity to investigate real examples for coursework and the opportunity to gather evidence of vocational skills developed.

Personal and social development — development of increased maturity, with improvements in aspects such as motivation, self-confidence and interpersonal skills.

General subjects — opportunities for students to enhance their understanding of the National Curriculum, develop a practical understanding of a range of issues involving health and safety, economic and business issues, citizenship and environment and moral and social education.

Student entitlement

Should work experience be deemed appropriate our students are entitled to receive:

- Guidance to support their choice of placement
- An opportunity to set individual learning targets for their placement.

Both students and parents have a right to expect that all precautions will be taken to ensure that individual's health and safety will be paramount during all stages of the work experience placement.

Risk assessments will be carried out on each employer/location prior to students beginning. The level of risk (RA1, RA2 or RA3) will be established and the appropriate checks will take place by an appropriately qualified person. Copies of all risk assessments will be made available.

Equal Opportunities for all students

All students are given an equal opportunity to access placements. Every student is entitled to two weeks of work experience. Work experience is seen as an effective means of challenging stereotypical choices. Students are encouraged to try activities, which would not normally lie within their scope of interest.

The work experience team is responsible for all aspects of programme delivery including developing the learning programme, ensuring health and safety and policy production. This will also include all communications with parents, and employers and for maintaining records of student placements and ensuring health and safety and policy production.

Health and safety

All students must be placed in work experience placements, which have been health and safety checked by Harwich and Dovercourt High School, or a qualified agent employed by them in their professional capacity. This will ensure that the safety of students is maintained while they are on work experience. Risk assessments completed will ensure that the employers concerned have

employer liability insurance and robust systems in place for ensuring that the safety of learners is ensured.

No student will be allowed to go on a work experience placement unless it has been health and safety approved in advance by Harwich and Dovercourt High School.

Any placement organised by a parent and taking place with an employer which does not go through the school's procedure for gaining health and safety approval will be deemed by the school to be unauthorised absence.

Safeguarding

When organising work experience placements, it should be ensured that the placement provider has policies and procedures in place to protect children from harm. (in conjunction with H&S paragraph above).

If an employee working with the child is unsupervised and the same person is in frequent contact with the child (more than 3 days in 30, or overnight) the work is likely to be a regulated activity.

HDHS could ask the employer providing the work experience to ensure that the person giving instruction or training is not a barred person.

If the activity undertaken by the student on work experience takes place in a nursery, school or college, and this gives the opportunity for contact with children, this may be considered a regulated activity.

If the student is 16 or over, the work experience provider should consider whether a DBS enhanced check should be requested.

Evaluation

All students are visited by staff while they are on placement. Staff are required to provide informal feedback and evaluation after the visit and complete a report in cases of excellent student work or to outline any causes of concern.

This feedback including employer feedback is reviewed at the end of the summer term. Any gaps in the programme which have been identified as a result of the evaluation are considered in the planning of the programme for the following year.

Policy processes

This policy will be reviewed annually.