



St Philip Howard
CATHOLIC SCHOOL

Work Experience Policy

This Policy has been approved and adopted by the Governors of the Standards committee

Approved	Review
January 2026	January 2028



Work Experience Policy (2025/26)

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1. Introduction

Work experience is an essential part of students' entitlement to high-quality Careers Education, Information, Advice and Guidance (CEIAG). It directly supports **Gatsby Benchmark 6: Experiences of Workplaces**, which states that all students should have first-hand experiences of the workplace to support their career exploration and develop personal networks.

Work experience provides young people with insight into employment, supports informed decision-making, develops transferable skills, and helps bridge the transition between school, further education and employment. All students are offered the opportunity to complete work experience by the end of their compulsory schooling.

Students are encouraged to seek placements aligned to their interests and potential career aspirations, free from stereotype or bias. Students with Special Educational Needs or Disabilities (SEND), or other additional needs, receive appropriate support through consultation with parents, the SENDCo and relevant staff.

2. Our Aims

Work experience will:

- Increase students' understanding of the world of work
- Develop employability skills
- Improve awareness of the qualities and behaviours valued by employers
- Support personal development (confidence, resilience, communication, organisation)
- Help prepare students for future education, training and employment
- Enable students to apply transferable skills across the curriculum
- Strengthen the School's CEIAG programme
- Provide meaningful opportunities for reflection and self-evaluation

3. Provision

A five-day work experience placement is offered to all Year 10 and Year 12 students during the summer term.

Some students in KS4/KS5 may undertake **extended work experience** as part of specific curriculum pathways or personalised programmes. These placements follow the same health, safety and safeguarding expectations as standard placements.

Extended Work Experience

A small number of students may be offered extended placements (e.g., one day per week). These placements are identified through collaboration between Year Heads, pastoral leads and senior staff. Parents/carers are consulted and learning objectives agreed.

Where placements exceed **15 days** or where a student is considered **vulnerable**, the school will ensure appropriate safeguarding checks are in place at the placement provider.

4. Management and Co-ordination

The School is responsible for approving and managing all work experience placements and associated documentation. Placements may be sourced by the school, the student, their family, or external partners.

All placements must meet the School's safeguarding and HSE requirements before approval. The School follows all relevant national guidance, including from the Health and Safety Executive (HSE) and the Department for Education (DfE).

5. Safety Considerations

The HSE provides clear guidance on work experience arrangements for young people and employers. This guidance is shared with staff and placement providers. (Reference: HSE Young People at Work & Work Experience guidance)

6. Considerations for School

In line with HSE expectations, the School will ask **proportionate and sensible** questions about risk management but **will not** require employers to provide additional paperwork or duplicate risk assessments.

Schools are not required to conduct their own H&S inspections or commission external checks unless the placement presents unique risks that require further clarification.

7. Considerations for the Placement Provider

Under the Health and Safety (Training for Employment) Regulations, students on work experience are considered employees for the purposes of health and safety. Employers must:

- Protect young people from risks associated with inexperience or lack of awareness
- Consider the developmental stage of the young person
- Ensure appropriate levels of supervision
- Maintain valid Employer's Liability Insurance

Existing workplace risk assessments normally cover work experience students.

8. Assessing the Risks

Placement providers must provide an induction and ensure appropriate supervision. Risk assessment expectations vary by setting:

Low-risk environments (e.g., shops, offices)

Existing arrangements for employees will usually be sufficient.

Medium-risk environments (e.g., workshops, packing facilities)

Employers should provide clear induction, supervision, familiarisation, and protective equipment where necessary.

Higher-risk environments (e.g., construction, agriculture, manufacturing)

Employers must consider:

- The tasks being undertaken
- Associated risks
- The suitability of training, instruction and supervision

Where relevant, the School may provide additional information to support risk assessment (e.g., medical needs, care plans), following internal consultation with the SENDCo, Head of Year and welfare staff.

Briefing Students

Before placements begin, the School will:

- Deliver an assembly explaining expectations, procedures and safeguarding
- Reinforce messages through tutor time
- Ensure students know how to report concerns

Placement providers must brief students on Day 1 regarding workplace safety, hazards and control measures.

9. Safeguarding Our Students

All safeguarding procedures follow the latest **DfE Keeping Children Safe in Education** guidance and DBS regulation.

Key points:

- Students **under 16** cannot undergo DBS checks
- A **barred-list check** may be required for individuals providing unsupervised, frequent supervision (more than 3 days in 30)

- Students aged **16 or over** in **specified settings** (schools, childcare, children's homes) may require an **enhanced DBS check**, at the provider's discretion
- Students aged **16+** on placements in **healthcare or early years** settings should normally undergo an enhanced DBS check (DfE Post-16 Work Experience Guidance)
Placement providers receive safeguarding guidance (Appendix 1), including how to report concerns. "Reasonable supervision" remains the primary protective principle.

10. Monitoring and Evaluation

All students complete evaluations and reflections on their placement. The programme is reviewed annually by the Careers Lead and findings are reported to SLT and Governors.

Reviews will:

- Evaluate alignment with stated aims
- Identify any health & safety or safeguarding concerns
- Record the percentage of students arranging their own placements
- Record completion rates
- Analyse reasons for non-completion
- Identify improvements for the CEIAG development plan

Appendix 1: Safeguarding Work Experience Guidance and Procedure

Employer Guidance

Acting as a Positive Role Model

Supervisors should:

- Model appropriate and professional behaviour
 - Value and encourage learners
 - Support them to achieve their goals
 - Listen openly and discuss appropriate topics
- To protect both staff and students, supervisors should:
- Meet or communicate in open, visible areas where possible
 - Maintain appropriate professional boundaries
 - Avoid overly personal questions
 - Ensure interactions occur within normal working hours

If a Learner Discloses a Concern

If you are concerned about the safety or welfare of a young person, contact the School **immediately**.

Designated contacts:

- **Mr Nick Patterson** – Senior Lead for Child Protection (DSL)
- **Mrs Nesta McNeil** – Head of Sixth Form
- **Mrs Jules Hlynianski** – Coordinator Sixth Form Work Experience
- **Mrs Abbey Wadey** – Careers Leader (Work Experience)