



CEIAG Policy
The Axholme Academy
September 2020
Review Date: September 2023

Introduction

The Axholme Academy has high quality careers advice and guidance, to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at destinations associated with an Academy that has high aspirations for all students.

Aims and purpose

- Prepare students for the transition to life beyond secondary school (higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them Provide students with well-rounded experiences
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access. Statutory requirements and recommendations

The careers provision at The Axholme Academy is in line with the statutory guidance developed by the Department for Education, which refers to Sections 42A1, 42B and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008, Schedule 4 (15) of the School Information (England) Regulations 2008.

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should: be impartial include information on a range of pathways, including university options or apprenticeships be adapted to the needs to the student

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

The Axholme Academy is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information

3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance In July 2018 The Axholme Academy obtained a 'Careers Quality Award' with Prospects, which is valid for three years.

Our CEIAG Delivery Programme

The programme is delivered through lessons in curriculum time, drop down days, assemblies, via the Complementary Studies (CS) programme and timetabling of special events, visits and careers interviews.

In year 7 students receive 3 x 50 minute lessons as part of their CS programme. During this program students complete the topic called 'Step on' covering topics such as, personal qualities and skills, learning styles, working today and choosing options. Year 7 takes part in a drop down day introducing them to careers and the world of work.

In Year 8 students receive 3 x 50 minute lessons as part of their CS programme. In addition to this, they receive a workshop delivered by Performance in Education called 'Steps to Success' which allows students to consider future options and what it means to be successful, concentrating on employment and enjoyment in the world of work. Year 8 take part in a careers drop down today focused on jobs in the STEM industries

There is a focus on careers during their option choice preparation Year 9 including use of assemblies and 1:1 discussions with students and parents as necessary. Students considering transfer to a UTC receive tailored support and guidance. Year 9 students take part in a drop down day for careers and future pathways.

In Year 10 students receive intensive preparation for their work experience week. This starts in October for their work experience in July. This is delivered via CS lessons and assemblies. They also receive their first careers interviews with an independent careers adviser. All Year 10 students are offered a taster day at the two most popular post 16 providers in the locality (John Leggott 6th Form College and North Lindsey FE College). A targeted group of students attend a 'Critical Thinking Day' at Bishop Grosseteste University Lincoln where they develop study skills and experience learning on a university campus.

In Year 11 students receive their careers education and guidance through a weekly 50 minute lesson in CS (please see Academy website for more information). There is a focus on the selection of appropriate post 16 education choices, production of a high quality CV, production of high quality post 16 applications, further careers interviews, attendance at careers fairs and taster days.

See Appendix B for the Careers Provision Overview

Entitlement

Please see Appendix A outlining student and parent entitlement.

Roles and responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to KS4

Careers team

Mrs K Reich Link Governor for CEIAG
Mrs J Spencer-Hall: Careers Leader- Pathways and Progression
Mrs B Gwyther Complementary studies teacher
Ms K Kinroy SLT link for CEIAG
Independent Careers Advisor Mrs R Henderson

At The Axholme Academy, there is an independent Careers Advisor, provided by the local authority, who works alongside the Careers Leader. The Careers Advisor will work with the Careers Leader to ensure each student has an independent careers interview about their next steps in further and higher education.

Employer Encounters

We aim to engage fully with our local employers and professional community to ensure real-world connections with employers lie at the heart of our careers strategy. Interventions can include:

- Enterprise Adviser support
- Mentoring and coaching
- Speakers from the world of work
- Employer lead sessions on drop down days
- Working lunch events
- An insight from Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers
- Workplace visits and work experience placements
- Taster events
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with career management skills like CV writing, CV building and job searches. This is delivered through CS lessons.

Work Experience Provision

The aim of work experience is to provide an opportunity for all students to learn in a workplace environment; an experience that cannot be replicated in school. It is a key part of a student's education in helping to prepare to make their post 16 choices.

All students are offered the opportunity of a week of work experience in the July of Year 10.

The students are asked to arrange their own work experience placement and can access support to help them do this should they need to. The school has links with many large businesses and organisations through the partnership with GP Careers.

Parents are informed, and communicated with, throughout the process and a work experience agreement form and work experience information form are completed.

(Appendix)

GP Careers checks that the placement meets the school's requirements, the students will be treated fairly and they will undertake meaningful work.

All students on placement are covered by the employers' insurance and places of work are risk assessed by GP Careers. See further details in WEX employer Guidance. (Appendix C)

Students complete a WEX booklet whilst on their placement (Appendix D)

Monitoring, Recording and Evaluation

The Compass Tool is used to ensure the 8 Gatsby Benchmarks are being met. The Careers leader, SLT and Governors complete quality assurance activities to monitor and evaluate our CEIAG Provision. All participants in the careers activities and events complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.

Appendix A

Policy Statement on Provider Access Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the academy for the purpose of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement All students in years 8 to 11 are entitled to

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, through appropriately organised events.
- Understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests Procedure A provider wishing to request access should contact Mr Damien Keogh, Principal. Telephone: 01724 710368 Email: admin@theaxholmeacademy.com

Opportunities for Access A number of events, integrated into the school CEIAG programme will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

- Parents Evenings Years 9, 10 and 11
- Taster Days Year 10 Careers Events Year 9, 10 and 11
- Roadshows Years 7, 8, 9, 10 and 11
- Independent Careers Advisor Years 10 and 11
- Assemblies Year 10 and 11

Please speak to Mr Keogh for which opportunities are most appropriate.

Premises and Facilities

The academy will make space available for discussions between the provider and students, as appropriate to the activity. The academy will also endeavour to make available requested equipment to support provider presentations. All will be discussed and agreed with Mr Keogh prior to the visit. Providers are welcome to leave a copy of their prospectus or other relevant course literature for the careers area.

Appendix B Careers Provision

CAREERS PROVISION



Throughout our 5 year Learning Journey students will have the opportunity to participate in various careers activities enabling students to make informed choices and equipping them for their next steps through our wider careers program.

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- Visit a 6th form college
- Visit a further education college
- Visit a university
- Have encounters with employers and employees

YR 7	In year 7 students will cover topics such as, your beliefs, job families, budgeting & writing an action plan.	<ul style="list-style-type: none"> • NLC Roadshow • Careers Week Events • Yr7 Drop down days
YR 8	In year 8 students will cover topics such as, personal qualities & skills, learning styles, working today & choosing options.	<ul style="list-style-type: none"> • NLC Roadshow • Careers Week • Yr8 Drop Down day • Visit to Higher Education
YR 9	In year 9 students will cover topics such as, exploring possibilities, the world of work, budgeting & different qualifications.	<ul style="list-style-type: none"> • NLC Roadshow • Careers Week • Yr9 Drop Down day • Visit to Higher Education • Health Academy
YR 10	In year 10 students will cover areas such as, skills and interests, which way do you go, the changing job market, personal learning & thinking skills, choices now, choices later.	<ul style="list-style-type: none"> • NLC Roadshow • Careers Week • Work Experience Week • Further Education Visits • Health Academy
YR 11	In year 11 students follow a year long program of careers developing their careers knowledge learning what is important in the work place, online opportunities, apprenticeships, higher education, lifelong learning, volunteering, opportunity knocks & where do I go from here	<ul style="list-style-type: none"> • NLC Roadshow • Careers Week • Careers Interview • Assemblies from Post 16 providers • College Applications • CV writing workshop • One to one with NLC and JLC

IN ADDITION TO THE CAREERS PROGRAM ,STUDENTS ALSO HAVE ACCESS TO:

- Apprenticeships and traineeship information
- Access to Morrisby
- Extensive careers library
- Independent careers advice
- Additional transition support for SEND, disadvantaged and vulnerable students
- Guidance on using Lincs4u
- Links to LMI via website
- Support from the local enterprise partnership
- Humber outreach Partnership
- Enterprise advisor & Coordinator
- External Employer visits

Appendix C: WEX employer Guidance

Employer Work Experience Guide at The Axholme Academy relies upon the local community to offer work experience placements and are extremely appreciative of the time and effort given by businesses and organisations in helping deliver this invaluable learning experience to students.

This guide provides information on the work experience process, the benefits to both employers and young people and an overview of health and safety and risk assessment considerations.

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Work Experience is defined by the DFES as “A placement on an employer’s premises in which a student carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with an emphasis on the learning aspects of the experience”.

1. Introduction

Work experience introduces young people to the reality of working life and is a valuable and essential part of their Education. Practical time in the workplace is the most important factor in shaping their perception of work, where they can experience working in an adult environment with its different disciplines, routines, procedures, technology and social structures, in a safe and supervised way. Students can witness first-hand what employers and universities look for, and how the subjects they study in school link to particular jobs. The UK is currently experiencing a skills shortage and this is especially acute in some industries. Work experience is an ideal opportunity to raise the profile of your business sector and bridge the gap between education and the world of work. You can shape the

future workforce by engaging, inspiring and informing young people about what working life is really like. Helping to develop their key skills, occupational knowledge and understanding of the skills, attributes and qualifications required is a crucial stepping stone in their future decision making. Your contribution as a work experience provider is a valuable resource to secure and sustain employment in the future. This booklet will help you, and those responsible for work experience in your company, ensure that young people have a fulfilling and meaningful placement whilst they are with you.

2. Placement Duration

Placements will run for 5 school days and should take place during the work experience period: Monday 3rd July 2023 to Sunday 9th July 2023.

3. Careers at The Axholme Academy

The Axholme Academy has a Careers Lead that is responsible for planning the Work Experience programme. To contact the Careers Lead telephone 01724 710368 or email jspencer@theaxholmeacademy.com.

4. Things to consider before agreeing to work experience

Talk to your staff and determine whether it is viable to take on a work experience student and how they can contribute. The student will have a very limited experience of working. A few may have Saturday or evening jobs but for many this will be their first experience of working – even opening and distributing post can be a new ‘skill’.

Identify the person that will support, supervise and mentor the student during their work experience. This person will need to be competent in their role and mature in their attitudes. They will be the first point of contact for the school and the student in any instances of absence. Maybe you have a staff member that is looking to develop their supervisory skills and step up to Supervisor? Think about who will be responsible if the Supervisor is absent? It is recommended that the number of students in the workplace does not exceed one student for every three employees. Is the work experience inclusive?

The placement will need to take into account the student’s age, inexperience, immaturity, lack of awareness and any medical/health conditions. Can you make appropriate arrangements for young people with special needs, for example those who have particular disabilities or learning difficulties? You will be given relevant medical/health information and any necessary advice well in advance of the placement. You may need to alter the risk assessment to take account of this. Plan a programme of work. You will need to provide these details on our ‘Self Canvass Form’. Students always ask what they will be doing, so the more detailed the job description is, the better chance there is of placing the right student with you. Work experience can include any number of activities and tasks, for example:

- Assign a project or task, which is supervised but allows them to use their own ideas and creativity.

- Identify some work shadowing or team working opportunities.
- Arrange site and study visits.
- Set-up mock interviews and mentoring sessions.
- Organise enterprise competitions and challenges.
- Delegate administrative tasks such as answering telephones, sending emails, minute taking or filing.

Good quality work experience placements are those that are:

- Flexible for both the employer and the student.
- Purposeful, relevant and really challenge a student to think about their career goals and abilities.
- Planned and supervised, so that a student's time is well spent.
- Clear about the roles, responsibilities and expectations of the student and employer.
- Reviewed at the end, with the employer providing feedback on the student's performance.

5. Benefits of Offering Work Experience

Work experience should be beneficial both to you and the student, so it is essential they are given as much insight into the world of work as possible. Some of the benefits allow you to:

- Investing in young people brings commitment and loyalty; better staff retention helps maintain productivity and reduce recruitment costs.
- Shape the future workforce and get access to the up and coming talent of the future.
- Develop your current employees by involving them in the placement and providing potential management opportunities.
- Young people can bring a new perspective and fresh ideas which may open up new and emerging markets for the business.
- Increase your understanding of modern learning processes and current educational qualifications.
- Break the cycle – many students find themselves in a situation where they cannot get a job because of lack of experience so taking part in a work placement ensures they can demonstrate their practical experience to potential employers.
- Work placements help young people to gain experience in working with people, improving their social and communication skills.
- Students can learn about the recruitment e.g., how to apply for a job, prepare for interviews and build a CV.

6. Working Times, Location and Conditions

Although young people under the age of 16 cannot be employed during the school day under normal circumstances, this does NOT apply to work experience. Work placements to support pre-16 learning must be compliant with the EU Working Time Directive, therefore

students cannot be asked to work excessively long or unnecessarily unsocial hours. Placements should be a minimum of thirty hours a week to give the best experience of a working environment. Students are expected to follow the normal working day of your company. Start/finish times do not need to be restricted to school hours but must be agreed beforehand by all parties. Students may work up to 8 hours a day between 6am and 10pm, to a maximum of 40 hours, over five consecutive days out of seven. Placements should be a minimum of thirty hours to give the student the best experience of a working environment. If the student has an existing weekend job, they may need to take some time off from it to avoid working excessive hours. The hours will need to be aggregated to the maximum 40 hours in any one week, with the work experience hours prioritised as part of the student's compulsory education. Students can work a Saturday and/or Sunday but must have days off during the week to compensate.

Lunch and break times should be discussed and agreed during the process. Students are responsible for making their own travel arrangements and should have considered this when applying for your placement. If the placement is some distance from their home, they may wish to stay with a relative or friend. You will be provided with details of this person if this is the case. If a placement is arranged in a school holiday, then this is not classified as 'school time' Work Experience. It is a parent's responsibility to ensure that health and safety issues, such as Employer Liability Insurance, are in place. Speak to the Work Experience Administrator if you require further guidance. Students are not expected to be paid during work experience, as it is part of their continuing education programme. However, you may wish to contribute to 'out of pocket' expenses such as travelling, meals or by extending the benefits of any employee welfare scheme to students engaged on work experience at your discretion.

7. Attendance

Work experience is a vital part of the student's compulsory education and as such it is not acceptable to arrange a holiday or non-urgent appointment during this period. The student should work the hours you have agreed, unless they have a valid reason to leave early such as an emergency medical appointment, where they are permitted to attend. All absences must be reported, so if a student is going to be late, is ill or is attending an emergency medical appointment, we ask that they notify you and the Work Experience Administrator immediately.

Absences will be recorded in line with the school attendance procedures. If you do not receive contact from the student within 30 minutes of the agreed arrival time, you should contact the Work Experience Administrator to follow up. Students should continue to ring you and the school for each day of absence. They must not leave the placement without notifying either yourself or the school. Should you wish to send the student home earlier than the agreed hours, you are entitled to do this at your discretion; we do however ask that you contact the Work Experience Administrator and parent/carer to let them know.

8. The Law

Work experience is governed by the Education Act 1996, as amended by the School Standards & Framework Act 1998. Section 560 of the Education Act 1996 allows work experience at any time during the last two years of compulsory schooling (Years 10 and 11). However, the Act prohibits work experience where the work itself is subject to a statutory age limit. All tasks asked of students must conform to the laws governing the Employment of Young Persons and Work Experience (as defined in the Education Act 1996). You must also ensure that any other statutory obligations are also being observed, in particular that relating to the Health and Safety at Work Act 1974; the Management of Health & Safety at Work Regulations 1999; RIDDOR 1995; PUWER 1998 and COSHH 1999, and legislation in respect of Sex Discrimination, Race Relations, Disability, and the Children Act. Your company must be registered with the Health and Safety Executive or Local Authority, as applicable.

9. Health and Safety

This section, along with sections 10, 11 & 12, tells you what you need to do when assessing the health and safety risks to work experience students below the age of 18. It outlines the requirements in law. Putting the requirements into practice should be straightforward and in most cases, you should already have the necessary risk management arrangements in place. It will also give you some idea of the sort of questions the school are likely to ask you about your health and safety arrangements.

When you offer a work experience placement to a student, you have the same primary responsibilities for their health, safety and welfare as for your entire workforce. Under health and safety law, our students are regarded as your employees. The Work Experience Administrator will ask you to complete a placement form detailing what tasks the student will be doing and your health and safety arrangements with regard to this. This is especially helpful in making the responsibilities of both sides clear. Once a student has been allocated to your placement, the Work Experience Administrator will need to be satisfied that you have assessed the associated risks to workers under 18 on your premises and have suitable and sufficient risk management arrangements in place. This is part of their legal responsibilities towards the students they send to work placements. In a low-risk environment, simple checks are all that is required.

For higher risk environments, more robust checks will need to be made. There is no requirement for the school to use a third party to do this and it can be done in several ways including using past history, telephone/ email conversations and site visits. Young people will be facing unfamiliar risks from the job they will be doing and from their surroundings and are therefore likely to need more supervision than adults. Students must be adequately supervised throughout the placement; however, student participation with observation of other activities is one of the main characteristics of the programme.

Monitoring the student will help you to get a clear idea of their progress in the job and enables you to monitor the effectiveness of their training. Restrictions may apply to the types of work which young people, including students below the MSLA (Minimum School Leaving Age) on work experience, are allowed to do. This includes operating dangerous machinery, carrying out any manual handling tasks identified as being a risk to the student's health and

safety, or being exposed to dangerous substances, radiation, extreme heat or cold, noise or vibration or any other work environment that may endanger their health and safety. Young people below the MSLA must never do work involving these risks whether they are employed or under training such as work experience. Parent/carers must give permission for their child to take part in the work experience programme and the school will have sought this consent before allocating a student to you. The consent form contains medical and emergency contact details and will be shared with you where it is relevant to the student's health, safety and well-being whilst in the workplace. This information may require you to review your Young Person Risk Assessment, taking into consideration the student's specific needs.

Where appropriate, you must legally provide students with, and instruct them on, the correct use of personal protective clothing and equipment (PPE). They should be given appropriate instruction before, and supervision by an appropriate, competent, responsible, and experienced person whilst, operating any machinery or equipment. The school must be informed immediately if a student suffers an accident during the placement period. They must have access to adequate first aid facilities as required under the Health and Safety (First Aid) Regulations 1981. Where appropriate, you must comply with the provisions of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995. Students are not employed under a Contract of Service and therefore not entitled to the benefits of the National Insurance (Industrial Injuries)

Act in the event of injury through accident.

Students will be briefed in a programme of careers lessons about Health and Safety issues prior to their placement. You must provide the student with a health and safety induction at the start of their work experience. There is a section in the student's logbook for you to complete with them. Explain the risks and how they are controlled, checking that they understand what they have been told and how to raise any health and safety concerns. The Health and Safety Executive has further information on health and safety for young workers: Work Experience Health and Safety -<http://www.hse.gov.uk/pubns/indg364.htm>

10. Insurance

The Association of British Insurers (ABI), The British Insurance & Investment Brokers Association (BIBA) and Lloyds of London have agreed that, students on work experience placements should be treated as employees for the purposes of insurance. In order to participate in our programme, all work placement providers must have cover for both Employer and Public liability insurances. This means students will be covered if they injure themselves, an employee, or a member of the public, or if they damage your property or property belonging to someone else. Employers' liability policies must provide cover of at least £5 million per occurrence. If your insurer is a member of ABI or Lloyds, there should be no need to obtain additional employers' liability insurance for work experience students, as your policy will already cover work placements. If you are in any doubt, check with your insurer and advise them that a student will be on the premises and the applicable dates. More details about ELI can be found here: - <http://www.hse.gov.uk/pubns/hse40.pdf>

Company vehicles must have 'Business Use' insurance cover if the student is to accompany employees during work hours on outside visits to customers and suppliers etc. You will be asked to provide valid copies of the insurance certificates and confirm that the ELI covers work experience before the placement can commence.

11. Risk Assessment

As an employer of 5 or more employees, you should already have written risk assessments for your workforce. This means you have already looked at what in your work could cause harm to people and weighed up whether you have taken enough precautions or could do more to prevent harm. Under health and safety law, you must assess the risks to young people under 18 years old, before they start work/work experience and tell them what the risks are. The law does not expect you to remove all risks, but to protect the health and safety of all your employees, irrespective of their age, by putting measures in place to control those risks, so far as reasonably practicable. This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble. Your risk assessment need only include what you could reasonably be expected to know – you are not expected to anticipate unforeseeable risks.

If there was an accident, you would need to show evidence of reasonable measures taken to control the risks, e.g. that the student had been advised of potential risks and control measures, or that appropriate levels of supervision and training had been provided where necessary. A separate risk assessment, specifically for work experience students, is not necessary as long as your existing assessment already considers the specific factors for young people. There is no requirement to re-assess the risks each time you take on a new work experience student, provided the new student has no particular or additional needs. The Work Experience Administrator will update you with any medical/health conditions, disabilities or learning difficulties that the student has before the start of the placement. If you do not currently employ a young person, have not done so in the last few years or are taking on a work experience student for the first time, or one with particular needs, you will need to assess the risks before a young person starts work or work experience. In low-risk environments such as offices or shops, this need not cover everyday risks familiar to the student, your existing arrangements for other employees should be enough. Assurance can be gained through conversations or past experiences. For environments with risks less familiar to the student (e.g., in light assembly or packing facilities), you will need to make arrangements to manage the risks – this will include induction, supervision, site familiarisation, and any protective equipment needed.

For a placement in a higher-risk environment, such as construction, agriculture, and manufacturing, you will need to: consider what work the student will be doing or observing, the risks involved in that work and how these are managed; satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice. You may, particularly for higher-risk environments, need to consider specific factors that must be managed for young people, including exposure to radiation, noise and vibration, toxic substances, or extreme temperatures. Where these specific factors exist in your workplace you should already have control measures in place.

This will also apply to legally required age limits on the use of some equipment and machinery (e.g., forklift trucks and some woodworking machinery).

Consider whether you need to do anything further to control the risks to young people. You should record your significant findings, keeping it simple, focusing on controls and bringing them to the attention of those at risk. It should cover the job, its suitability and the measures taken to protect/control the student, taking into account their age, inexperience, immaturity, lack of awareness and any medical/health conditions, disabilities and learning difficulties they may have. You must not allow the young person to do the work where you find that a significant risk remains in spite of your best efforts to take all reasonable steps to control it. You will be asked to supply a copy of the key findings of the risk assessment and the control measures taken before the young person can start work experience. The information will be shared with parent/carers as necessary. Checks by the school will be kept in proportion with the risk environment however, the Work Experience Administrator may request a site visit to satisfy themselves that the placement is suitable for the allocated student. All relevant supervisors/mentors must be made aware of the agreed student needs, tasks and risk assessments.

12. Sole Traders / Employers with less than 5 Employees

Sole Traders and/or employers with less than 5 employees are not legally required to hold ELI or have a written health and safety policy. Whilst we are grateful for all placement offers, we must put our student's health, safety, and welfare first and therefore it is with regret that we are unable to take up offers of work experience from businesses without the appropriate insurances and policies in place. You may still participate in our work experience programme, providing that you are willing to obtain temporary ELI cover, at your own cost, for the duration of work experience.

You will need to provide an appropriate written risk assessment before the student starts. Copies of both the ELI and risk assessment must be forwarded to the Work Experience Administrator as soon as possible to share with parent/carers before the placement can be approved. The Health and Safety Executive has further information on managing risks for young workers, along with some example risk assessments and templates to help you: <http://www.hse.gov.uk/youngpeople/workexperience/index.htm>.

If you will be working on a one-to-one basis with the student and are not related, you may also require a DBS check. <https://www.gov.uk/government/organisations/disclosure-and-barring-service> You may request that parent/carers cover any additional costs (i.e., ELI premium and/or DBS check) of taking their child on work experience.

13. Safeguarding

Safeguarding (including Child Protection) means protecting against abuse and non-accidental injury to all young people under the age of 18. You do not need a Child Protection Policy, however, you are responsible for the social and physical welfare of the student during work experience and should be aware of child protection issues, particularly

responsibility under the Criminal Justice and Court Service Act 2000 to disclose the names of individuals who are disqualified from working with children, where they are known to you. For adults working with young people, particularly those below the age of sixteen, it is important to consider your location, the students travel arrangements and access to any confidential material they may have.

You may need to review your Young Person Risk Assessment to ensure adequate safeguarding measures and controls are in place before the student starts with you. It is becoming increasingly easy to access many people online, i.e., Facebook, Twitter etc. Remind employees that handing out personal details for social websites to individuals on a placement, or requesting personal details from the student, could be both inappropriate and dangerous, particularly as both parties would be relatively unknown to each other. Whilst it is important to reassure a young person who may be nervous and particularly reliant on your guidance, you should avoid being over familiar. Instructions should be given to all employees in relation to bullying, inappropriate behaviour, horseplay, and language, where potentially difficult situations could arise causing embarrassment, misunderstanding or fear. Relevant staff should be briefed on basic safeguarding issues and how to handle them.

Occasionally a young person may disclose confidential information to a work colleague that gives cause for concern for their physical or emotional safety. In such situations you should refer to your own safeguarding policy/designated person or speak to Jamie Bennett, Designated Safeguarding Lead at The Axholme Academy (01724 710368). The need for one-to-one work in an isolated or closed environment with a single adult should be avoided wherever possible. In the vast majority of placements, as you and your employees will not have regular unsupervised access with the student there is no need for DBS checks to take place. However, a DBS check will be required where a student is to have substantial unsupervised contact with an employee or supervisor on a one-to-one basis, particularly if located in an isolated environment, whilst travelling or where the placement has a residential element. You are responsible for identifying if a DBS check is required and for organising it. Further information can be found on the following website:
<https://www.gov.uk/government/organisations/disclosure-and-barring-service> Children under 16 do not require DBS checks.

14. Equality and Diversity

Work related learning should be made equally available to all, irrespective of academic ability, race, gender, age, disability, religion and belief, ethnicity, national origin or sexual orientation. Employers are required to comply with the Equality Act 2010 that bans unfair treatment and helps achieve equal opportunities in the workplace and the wider society.

15. Data Protection

During the process, you will be given personal information about the student that should remain confidential and safeguarded in accordance with the Data Protection Act 1998. Parent/carers are aware that this information will be shared with you for the purposes of health and safety in the workplace. The information given must only be disclosed to another party when and where appropriate, for instance if treatment is required for a known medical

condition or in the case of a medical emergency. Any information regarding the student should be destroyed once the placement has concluded.

16. The Process Allocated Placements

Once you have agreed to take a student on work experience, you will be given an 'Self canvassed work experience Form' to complete. This confirms to the school who you are, where the student will be working, what they will be doing, when they will be doing it and who will be responsible for them. This is the main point of reference between The Axholme Academy and your organisation. Once the placement form has been received (and is not a direct placement), we then send this information to GP Careers who provide our external Work Experience support for risk assessments and advice. This information is then collated in a database, risk assessment checks are undertaken by this service in the form of a visit or a call, and a Pupil information sheet created which is then provided to the student. For those students who are not successful in finding a placement, we can provide information to help them make contact with employers who have previously provided experiences for students. Students will be notified of their confirmed placement allocation from May and informed they cannot change it. However, this is not to say there is not the odd exception, but you will be updated if this is the case. It is the student's responsibility to contact you before work experience starts to thank you for the placement, introduce themselves and/or arrange a convenient time to attend an informal meeting/ interview. It is recommended that you meet with the student before the start of work experience, however, this is entirely at your discretion; you can be as formal or informal as you like. It is a good opportunity to meet the student that has been allocated to you and ensure they are suitable for the placement that you are offering. It is also a valuable learning experience for the student. You can clarify your expectations and re-check your risk assessment based on the student's ability/experience. If the allocated student does not make contact or does not attend an interview you have requested, please inform Jo Spencer-Hall (Careers Lead) to follow up in school. If you feel after the interview/meeting that the student is not suitable or the placement is not appropriate for the student, you do not have to offer them the placement. You should contact Jo Spencer-Hall (Careers Lead) as soon as possible so they can work with the student and re-allocate your placement as necessary. You can explain to the student why they are not suitable for the placement if you feel comfortable doing this or the Jo Spencer-Hall (Careers Lead) can pass on the feedback. Constructive feedback to the student is a useful way for them to learn about the world of work and develop/improve for the future. It may seem a long time away for work experience to begin, however, there is a lot of background work to place 110+ students. Your help in providing any information requested at your earliest convenience would be much appreciated. Other schools will also be competing for your placements, so remember to put us in the diary early to avoid double booking and let your colleagues know you are expecting a work experience student if you move on!

17. During Work Experience

During the placement, the student will have a Work Experience Logbook to log their experiences in each day. They can record their personal objectives and keep a note of the work that they do and the skills and computer packages they use. There are also some research challenges to complete, to help them find out more about your business and what it

takes to work there. You may be able to help them complete it. If a student does not have a logbook when they arrive, please contact admin at The Axholme Academy. On the first day, welcome the student and carry out an induction. This is a good opportunity to get to know the young person; where you can start to build a good relationship, understand their previous experience, talk about the expectations on each side, identify areas for development, establish their goals and allow space for them to ask questions. The induction is best given during the students first tour of the areas in which they will be working and should include clear instructions on workplace hazards and their control, fire, emergencies, first aid, accident reporting and security arrangements. There is a Health and Safety Checklist in the student's logbook for you to complete with them.

Show the student to their work area, and explain about the welfare arrangements such as eating/drinking arrangements, breaks, toilets and where to put their personal belongings. Explain that they may need to turn their mobile phone off whilst they are at work and discuss what may or may not be posted (comments, photos etc.) on any social media sites by the student – before, during and after the placement. The student may leave your premises during lunch or break periods if permission has been granted by their parent/carers; this will be indicated on the parental consent form that will be sent to you during the allocation process. Be aware that students can quite often feel quite isolated at this time, especially if they are some distance from the town centre or friends and family. They may wish to complete the tasks in their logbooks during this time if they so wish. Introduce the student to key contacts in the organisation, so they do not feel isolated and are known to other staff.

Give the student a short job description of the tasks they will cover during their placement. Assess their knowledge and adjust the job description if necessary. As far as possible students should undertake real tasks to give them an idea of the work carried out by your business. They should learn how the company is organised. Some students may observe the more complicated parts of running a company and gain an understanding of how enterprise, creativity, and innovation help business growth. Discuss objectives and expectations with the student and be supportive of any projects or assignments they may have. You could ask them directly if they have any suggestions for what they would like to do, or improvements they think could be made within your business. Encourage them to ask questions whenever they are in doubt about anything. They may well be shy and reluctant to ask which can lead to mistakes and knock the student's self-confidence. Monitor and review the progress the student has achieved.

Encourage the student to reflect on what they have learned on a daily basis and how these new skills could enhance their CV. They should record this in their logbook. Ensure the student is treated as a young adult who is making a valuable contribution to the team. Give them any useful documents you may have, for instance a map of the building if they have to "run errands" from one department to another or a short list of contacts and telephone numbers of people they may have to phone. You may arrange to take the student out on-site visits and other activities associated with the work experience placement. You will need permission from their parent/carers (as indicated on the parental consent form that will be sent to you during the allocation process).

You should ensure a risk assessment has been conducted, the student is suitably supervised and appropriate transport and insurances are in place. Consider whether a DBS check is necessary. You must notify the parent/carer of the arrangements i.e., leaving and returning times and any lunch or monetary requirements. On the last day, where possible, you should meet with the student to discuss their placement. You may wish to discuss the following:

- The student's achievements - offer positive feedback and constructive criticism
- Lessons learned • How does the experience relate to their education and career plans?
- If there are there any positions coming up the company that the student may be interested in

Please complete the Employer's Statement section in the student's logbook at the end of the placement. This is very useful for the student as it can be used in the future as a reference for CV writing. Monitoring: A staff representative from the Axholme Academy will either visit or call during the Work Experience Programme to ensure that the student arrived safely and to discuss and review their progress. Please let the student know which staff member is due to visit/call and when they will be coming – they often find this reassuring. The Axholme representative will need to discuss progress in confidence. A reasonably quiet space will be required. Monitoring forms will be used to record discussions, and a copy retained by each party. You may be asked to complete a work experience process feedback form. This will enable the Careers Lead to analyse any suggested recommendations/improvements to our work experience programme.

18. What If Things Go Wrong?

Students are reminded before they start that whilst they are on work experience they are a representative of The Axholme Academy and as such, we expect the highest standards of punctuality, attendance, good manners, appearance, behaviour and reliability. We expect students to observe and adhere to your codes of conduct in the workplace and follow the instructions of the workplace staff at all times. Students on work placements are classed as employees and should be subject to discipline at work in the same way as employees. Although incidents are very infrequent, you must report any unacceptable behaviour or serious misconduct to the Work Experience Administrator immediately. If you consider it necessary to suspend or terminate the placement for any reason before the specified time, the student must return to The Axholme Academy.

19. After Work Experience

Students are requested to write and thank you for their placement. We are continually reviewing the work experience process and appreciate your feedback on improving the programme. Please contact the Careers Leader with your thoughts and suggestions. We hope that you would like to be involved in the programme again next year and will be back in touch in the Autumn term.

20. Sources, References, and Information

- GOV.UK - Employer guides to work experience -
<https://www.gov.uk/government/collections/employerguides-to-work-experience>
- Education Act 1996; 1996 c. 56; Part X; Chapter IV; Section 560 -
<http://www.legislation.gov.uk/ukpga/1996/56/section/560>
- Association of British Insurers
<https://www.abi.org.uk/products-and-issues/choosing-the-rightinsurance/business-insurance/liability-insurance/employers-liability-insurance/work-experiencestudents/>
- Health and safety assessment for work experience placements – a good practice guide -
<http://www.myworkexperience.com/teachers/docs/Health%20and%20safety%20assessment%20for%20work%20experience%20placements%20.pdf>
- Work-Related Learning and the Law -
http://dera.ioe.ac.uk/5356/7/dfesworkrlaltedlearningandthelaw2006-2_Redacted.pdf
- Not just making tea: a guide to work experience -
<https://www.gov.uk/government/publications/not-justmaking-tea-a-guide-to-work-experience>
- Work experience: changes to government policy -
<https://www.gov.uk/government/publications/workexperience-changes-to-government-policy>
- Business and schools: building the world of work together -
<https://www.gov.uk/government/publications/business-and-schools-building-the-world-of-work-together>

Copies of all Work Experience documentation can be found on our website:

<https://www.theaxholmeacademy.com/page/?title=Careers+and+IAG+%28Information+advice+and+guidance%29&pid=116>

Appendix D: Work Experience Log

<https://barclayslifeskills.com/downloads/WorkExperienceLog.pdf>