Work Placement Policy

This policy was approved and ratified by

the Senior Leadership Team of Cox Green School

on 12th November 2026

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Revision Overview

Version	Area
V1.4	**1, 3, 13, Glossary**

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1. Policy

Planning and preparation - There is a clear process, systems are in place, employers are well informed, students are prepared, school ensures placements are safe.

Delivery and Monitoring – Objectives are clear to employers and students, feedback are collected.

Debrief and Evaluation - Students understand the learning outcomes, feedback is collated, evaluation is completed, lessons are learned, shared and used for future panning.

Work placements are an integral part of our students' entitlement to CEIAG (Careers Education, Information, Advice and Guidance) specifically Gatsby Benchmark 6 – Experiences of the workplace, providing a key opportunity to support students in preparing for the next stage in their education, employment or training.

Work placements give young people vital insights into the world of work, encourage them to aspire to great things, and help them to prepare for their future. It bridges the gap between school, college and work, helping young people make decisions about their future and develop new and existing skills. The opportunity to participate in work experience is provided to all students and provision is made to allow all students to access work experience placements.

Students are encouraged to find placements linked to career paths that suit their interests, skills and strengths, with the absence of stereotypes, which are actively challenged.

Students with Special Educational Needs or Disability (SEND), or any other additional needs, will be supported appropriately through liaison with parents and relevant staff i.e. the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the placement provider.

2. Our Aims

Work Placements Should:

- Enhance students' knowledge of the world of work;
- Develop students' employability skills;
- Provide an insight into the skills, qualities and attitudes required by particular sectors and employers;
- Provide opportunities for personal and social development – including self-confidence, time management, personal organisation and resilience;
- Help prepare students for the world of work;
- Enable students to make cross-curricular links;
- Support the school's CEIAG provision;
- Provide students with an opportunity for self-evaluation.

3. Provision

The opportunity for a five-day work placement is offered to all Year 12 students in the summer term. However, some KS5 students might access additional work experience placements during Year 12 and/or 13.

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Years 7-11 will complete work shadowing placements, 3 days' work experience and ad hoc events within curriculum areas and PD.

4. Management and Co-ordination

Approval of work placements is the responsibility of the school, and all placements are managed by the school. They can be sourced through a number of different methods including personal contacts, school contacts or external provider contacts, e.g. Workfinder App.

It may be that virtual work experience will replace work-place visits for some students. Cox Green School will advise students of opportunities available, however any online work experience should be investigated thoroughly by the student and their parents/carers. The following advice should be attached to any correspondence sent.

Please Note: *There are many websites and companies on offer that you can search for on the internet, here are a few samples of virtual work experience opportunities. Any that are chosen by the parent/student and any data shared by yourself is with your consent and not shared by Cox Green School so the parent/student is not covered by the Cox Green School privacy policy.*

National legislation from the HSE and the DfE will be followed to ensure the health, safety and safeguarding of students whilst on work experience. The school only authorises placements that have met all of our safeguarding requirements (see below).

5. Safety Considerations

The HSE guidance for work placements is invaluable and should be shared with staff and placement providers.

It can be found at http://www.hse.gov.uk/youngpeople/workexperience/index.htm

6. Considerations for School

"[For] those organising placements, [they] should simply ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place. They should not be second-guessing employers' risk assessments or requiring additional paperwork. This means that schools do not need to complete extensive health and safety checks or risk assessments of their own, nor do they need to hire third parties to do so.

" HSE Guidance on Work Experience"

7. Considerations for the Placement Provider

Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), students on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the students as it does to its own employees.

The provider must ensure that any young person on placement is protected from any risks which are a consequence of their lack of experience, an absence of awareness of existing or potential risks, or the fact that a young person has not fully matured.

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An employer's existing workplace risk assessments may already cover the risks that work placement students may be exposed to. Their existing Employer's Liability Insurance will cover such placements. We will ask for a copy of this Employer's Liability Insurance.

Employers are required to have risk assessments for their employees, although small employers (with fewer than five employees) do not have to have them written down. We will ask placement providers to carry out an appropriate workplace induction, which may include undertaking the risk assessments with students, in accordance with the HSE guidance:

- For placements in low-risk environments, such as offices or shops, with everyday risks that will mostly be familiar to the student, we consider that existing arrangements for other employees should suffice;
- For environments with risks less familiar to the student (e.g. in light assembly or packing facilities), we will ask the placement provider to arrange to manage the risks. We consider this should include induction, supervision, site familiarisation, and any protective equipment needed;
- For a placement in a higher-risk environment such as construction, agriculture and manufacturing, we will ask the provider to consider what work the student will be doing or observing, the risks involved, how these are managed and to satisfy themselves that the instruction, training and supervisory arrangements have been properly thought through, and that they work in practice. In addition to this, we will ask that the risk assessments take in to account the student's potential inexperience, lack of awareness of risks and their stage of development.

Where it is appropriate to do so, relevant information (such as a care plan) may be sent to the employer to allow them to consider how best to provide safe methods of working. The advice of the SENDCo, Head of Year, and other relevant staff shall be sought in such cases before information is sent from the school.

8. Briefing Our Students in School

- The school will deliver an assembly, prior to the students going out on placement, which reiterates the importance of work experience and its benefits. This assembly will also be used to explain about health and safety in the workplace and confirm the procedure for raising any health and safety, as well as safeguarding, concerns.
- The school will reinforce these messages in the final few days before the students go out on placement, through tutors.
- The school will advise parents/carers of any significant risks in the form of an information sheet and what has been done to control them once a health and safety assessment has taken place.

9. Work Experience Administration

Applications for work experience are now online and managed via the Unifrog destination platform. Risk Assessment, Health & Safety Policy, Employer Liability Insurance and Safeguarding are included as part of the application process that covers all legal requirements for work experience and that students are safe while on their placements. A Microsoft online form will be used in extremis to gain the permissions should Unifrog not work for a student.

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10. On Placement

We request that the placement provider briefs students on their first day of induction regarding health and safety; how to identify hazards, and control measures that can be in place to reduce the risk of injury or accident.

11. Safeguarding Our Students

Guidance from the Disclosure and Barring Service (DBS) and the Department for Education in the document "Keeping Children Safe in Education" indicates:

- Pupils below the age of 16 cannot have a DBS check undertaken;
- It may be appropriate for barred list checks to take place on individuals who supervise such a placement. Consideration should be given to whether the person providing the supervision will be unsupervised and how frequently they are providing the supervision. If it is more than 3 days in a 30-day period then it is likely to require a check. This check can be in the form of a barred list check;
- For students aged 16 or over, where the placement is in a "specified place" (such as a school, children's home, childcare premises), the placement provider "should consider whether a DBS enhanced check should be requested.";
- Separate government guidance suggests that students aged 16 and over, who will be undertaking a placement in Health Care or the Early Years sector should have an enhanced DBS check. Time should be allowed for this to be undertaken in advance of the placement commencing. (This refers to "Post-16 work experience as a part of 16 to 19 study programmes and traineeships" published by the DfE in March 2015). It is recognised that the issue of safeguarding refers both to the pupils undertaking the placement as well as service users who attend such specified places.

Whichever way it is viewed, the advice of maintaining "reasonable supervision" should be considered central to protecting both parties.

12. Monitoring and Evaluation

All students who access the work placement programme will be asked to evaluate and reflect on their experiences immediately after they return in the September. This will take place through, but will not necessarily be limited to, a de-brief assembly, a formal evaluation and other reflective work through tutor groups.

In addition, the work placement programme is to be reviewed by the Information Advice and Guidance Officer. This review is based on evidence from students and placement providers and will be presented to the SLT and the Careers Trustee as part of the CEIAG reporting procedures.

The review will:

- Consider the extent to which the programme meets the stated aims;
- Consider any health and safety issues that have arisen, including from the induction provided;
- Calculate the percentage of students arranging their own placement;
- Calculate the percentage of students completing a placement;

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- Consider reasons for failure to complete a placement;
- Identify areas for improvement that will be incorporated into the CEIAG development plan.

13. Annual Proposed Plan

Year	Plan	Requirements	Lead by
Year 7 Feb	Careers Fair (Benchmark 5)	Co-ordination Parental Support Unifrog to research Employers, options careers met through encounter and recorded	HTH
Year 8 Feb	Careers Fair (Benchmark 5)	Co-ordination Parental Support	HTH
Year 9 March	External Guest Speakers during options taster day (Benchmark 5)	Co-ordination Parental Support Unifrog to research Employers, options careers met through encounter and recorded	HTH
Year 10 July	Work Placement 3 days Volunteering (Benchmark 6)	Co-ordination Unifrog work experience placement tool for applications. Parental Support Employers	HTH/Head of Year/Tutors
Year 12 July	Work Placement 5 days Volunteering (Benchmark 6)	Co-ordination Unifrog work experience placement tool for applications. Parental Support Employers	HT/Head of Year/Tutors
All year groups: work shadowing and visits to employers on an ad hoc basis, or based around subject curriculum			

14. Communication of Policy

This policy will be published on the school website and on the school intranet.

15. Review of Policy

This policy shall be reviewed every three years by the Senior Leadership Team.

16. Version History

Version	Authorisation	Approval Date	Effective Date	Next Review
V1	Senior Leadership Team	17/03/2017	17/03/2017	March 2020
V1.2	Senior Leadership Team	10/11/2020	10/11/2020	November 2023
V1.3	Senior Leadership Team	07/11/2023	07/11/2023	November 2026
V1.4	Senior Leadership Team	12/11/2026	12/11/2026	November 2029

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Glossary

CEIAG	Careers Education, Information, Advice and Guidance
DBS	Disclosure and Barring Service
DfE	Department for Education
HSE	Health and Safety Executive
SEND	Special Educational Needs and Disabilities
Unifrog	A universal destinations platform that helps students explore education and career opportunities.

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