

Libra

Policies and Procedures

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Last Review Date 14.10.18

Next Review Due 12.10.19

Mid-year updates

Careers and Work Experience

We believe this policy relates to the following legislation:

- Education Act 1997
- Education Act 2011 and the Practical Guide for Schools on Securing Independent Careers Guidance published by the Department for Education in July 2012)
- Health and Safety at Work Act 1974
- Employers' Health and Safety Policy Statements (Exception) Regulations 1975
- Safety Representatives and Safety Committees Regulations 1977
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- Equality Act 2010
- The Education (Work Experience) Act 1996
- The Health and Safety (Training for Employment) Regulations 1990
- The Working Time Regulations 1998
- RIDDOR

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Managing for Health and Safety (HSE)
- Careers Education, Information, Advice and Guidance (CEIAG)
- Looking Forward, Skills for Choice and the QCA (Qualifications and Curriculum Authority)
- Learning Outcomes for CEG Developing the Careers education Curriculum in Schools (1999)
- NYBEP guidelines for work experience
- Careers Education in the New Curriculum (2000)
- Careers Education and Guidance in England, a National Framework 11 –19 (2003)
- DfE Careers Guidance and Inspiration in Schools March 2015
- DfE, March 2012, Statutory Guidance on the duty of schools to secure independent careers guidance
- DfE, July 2012, Practical Guide for schools on securing independent careers guidance
- Careers guidance and inspiration in schools, Statutory guidance for governing bodies, school leaders and school staff, March 2015
- ACEG Framework for Careers and Work Related Education
- Work Related Learning for all at Key Stage 4 (2003)
- Health & Safety Assessment for Work Experience Placements – a good practice Guide (2006).
- DfE's 'Help Children Achieve More'
- The Right Start, HSE, Work Experience for young people: Health and safety basics for employers
- Health and safety assessment for work experience placements – a good practice guide, HSE, Sept 2006
- Health and safety of children and young people in catering, HSE
- DfE Safeguarding Young People on Work Related Learning including Work Experience 2010.
- www.careersengland.org.uk
- National Careers Service: <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>
- apprenticeships: www.apprenticeships.org.uk
- university courses and how to apply: www.ucas.com

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- Not going to University? www.notgoingtouni.co.uk
- Cornwall Education Business Partnership website, [http://www.cornwall.gov.uk/education-and-learning/cornwall-learning/education-business-partnership-\(ebp\)/work-experience-placements/general-information](http://www.cornwall.gov.uk/education-and-learning/cornwall-learning/education-business-partnership-(ebp)/work-experience-placements/general-information)
- DfE's Mental Health and Behaviour in School 2016
- DfE Careers guidance and access for education and training providers 2018
- The Gatsby Charitable Foundation: Good Career Guidance

We believe that every child should leave Libra prepared age appropriately for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality careers guidance is also crucial in helping children emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions. To aid this, we strive to achieve as many aspects of the Gatsby benchmarks as possible, giving the children the opportunity to access the below throughout their schooling

1. A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information: Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.
3. Addressing the needs of each student: Students have different career guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A schools' careers programme should embed quality and diversity considerations throughout.
4. Linking curriculum learning to careers: All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces: Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with further and higher education: All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance: Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Work-Related Learning

The school is committed to maximising the benefits for every child, in the development of a whole school approach to work-related learning. The school recognises that there should be some work-related learning for all children, and more for some, according to their needs and abilities. The school wishes to promote work-related learning as part of the learning entitlement for all children and as a means for learning 'about work', learning 'through work' and learning 'for work'.

Work-related learning has an important contribution to make to the education of all our children in order for them to make an effective transition from the school to adulthood and employment. So that children are able to make this effective transition the school provides a wide range of opportunities for them to learn, about, through and for work in a range of contexts.

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The school encourages innovative approaches to work-related learning in order to motivate children and to raise standards. The accreditation of children's achievements in work-related learning has an important role to play in supporting the school's objectives.

The main purpose of work-related learning is to provide children with a range of activities as part of a balance and integrated curriculum. The work-related learning opportunities provided by the school contribute to:

- attainment in individual subjects by increasing children's understanding;
- achievement of qualifications by enhanced understanding and relevance to the world of work;
- achievement and development of the main key skills and the wider key skills;
- careers education and guidance by providing an insight into the factors which can inform career choice;
- learning about the world of work and better preparation for the transition from education and training to work;
- personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility; and
- Increasing the breadth of curriculum experience for all children to support them in their preparation for adult life.

The aims for work-related learning focus on the provision the school makes for age appropriate opportunities for children to prepare for adult and working life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all children;
- to ensure that children follow courses and programmes which are appropriate to their longer term aspirations and needs;
- to improve children's understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all children;
- to improve the transition of children from school to adult and working life

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Careers Education Guidance at The Libra School clearly aims to prepare children for the opportunities, responsibilities and experiences of life. It is an integral and central part of our curriculum and is achieved through a cross curricular approach.

Careers Guidance

We are very aware that young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). We aim to provide careers advice that will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help them on the right path to develop skills employers want. We want our young people when they leave us to be inspired and motivated to fulfill their potential. We want our children to develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Throughout the school year, we plan a programme of Careers education, information, advice and guidance that is in agreement with the Gatsby Benchmarks. We aim to provide our children with access to a range of activities that will inspire them, including a cross curricular whole school approach, employer talks, visits to careers fairs, motivational speakers in assemblies and college and university visits for example.

Through a cross curricular approach children are also provided with staff directed activities to encourage them to access careers information through:

- JED – Job Explorer Database
 - Information on jobs with videos pictures and interest-matched suggestions. Children can complete quizzes to generate job suggestions matched to their likes and dislikes.
 - Eclips Online
 - Lots of up to date reliable careers information showing what different jobs involve, qualifications needed, how much you would be paid, etc.
 - Higher Ideas
 - Children can search to find courses related to interests, career ambitions and school studies. Helps children to see what they could do and plan for how to get there.
 - LMI for All
 - Government funded, high-quality labour market information.
 - Year 10
 - In Year 10 children have the opportunity to begin work experience. All students will be fully prepared for work experience and briefed on health and safety in the workplace.
 - Year 11
 - In Year 11 students are helped to make well informed realistic decisions about what their next step will be:
 - Sixth form or sixth form college
 - Further education college course
 - An apprenticeship or employment
 - Foundation learning course

Work Experience

Work experience is a government scheme which is described 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." (DfES, 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. It is an important part of work related learning which allows students to learn about the world of work in a "real life" working situation.

"Block" work experience is the scheme where students work with a placement provider for five or ten days consecutively. It is intended to give a student an experience of working life and the Key Skills needed in the workplace rather than a chance to try out an occupation they may want to follow. Within the limits of what is available, and the demands for very popular areas of work, the choice is made to benefit a student's education, rather than for job sampling or recruitment purposes.

Placements in companies where a student already has experience through a parent/owner or existing part time job are not generally regarded as valid due to the fact that they do not add significantly to the student's experience or learning and provide insufficient new challenge.

"Extended" work experience is the scheme where students work with a placement provider one or two days a week over a period of time. It is intended for students who wish to follow a particular occupation as part of their curriculum and usually leads to, or is part of, a vocational qualification. The school's preparation programme for students will ask them to look at equal opportunities and stereotyping prior to making their choice of placement. All students, from those taking the fewest examinations to those who will take degrees, need real knowledge of the world of work.

Building strong links with employers positively boosts young people's attitudes and employability skills, informs young people about the range of roles and opportunities available and helps them understand how to make this a reality. •

Work experience that is well planned and well organised has an important role in developing a child's personal and social skills and gives them important opportunities to learn directly about the world of work. However, children outside the school environment will be more exposed to the potential risks involved, both from the tasks they undertake and from the working environment, e.g. equipment and hazardous substances. The physical and psychological immaturity of children also constitutes a risk in itself and therefore it is important that these are taken into account in the risk assessment completed by the placement provider.

Work experience placements are only permitted by law for students during Key Stage 4 and above, i.e. Years 10, 11, 12 and 13. Schools are encouraged to provide up to two weeks' high quality work experience for all students, the Libra School however sees this as a very important part of our pupils' development and we encourage and timetable our pupils for regular work experience.

The Working Time Regulations 1998 apply to students at work experience placements, for example they should not work for more than five days in any consecutive seven-day period.

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The number of hours worked and pattern of duties is normally agreed by the placement provider, school and students. Schools should put measures in place to ensure that students on placements are not required to work excessively long hours or unnecessarily unsocial hours. It is strongly recommended that students should not be asked to work more than a standard eight-hour day.

Children between 13 and the minimum school leaving age (MLSA) are prohibited from being employed in industrial undertakings such as factories, construction sites etc, except when on work experience schemes approved by the Children's Services Department. The Health and Safety (Training for Employment) Regulations 1990 have the effect of designating children on work experience placements as staff and employers must provide them with at least the same health, safety and welfare protection that they give their own staff. There are also some age-related restrictions which prohibit young workers, including children on work experience, from working with particular machinery or undertaking particular tasks. Employers should be aware of these restrictions.

The Department for Education (DfE) defines work experience as "a placement on an employer's premises in which a student carries out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience."

Safeguarding

When arranging work experience placements there are considerations regarding child protection. Child protection means protecting children against all forms of abuse, including sexual abuse, physical and emotional abuse and neglect and applies to all young people under 18.

Employers are asked, when preparing a programme of work experience for a young person, to take responsibility for their social welfare as well as their physical welfare.

Employers should do all they can to ensure their employee's relationships with young people on work experience are appropriate to their age and gender, and do not give rise to comment and speculation. Attitude, behaviour and language all require care and thought. Employers must be given the school's Children Safeguarding Policy.

All parties involved in setting up and monitoring of work experience placements should be familiar with child safeguarding procedures.

The school uses the Department of Education and Ofsted Guidance, Safeguarding Young People on Work Related Learning including Work Experience, 2010.

Feedback

Successful management of work experience programmes depends on feedback, therefore the coordinator and teacher are to ensure that feedback is obtained from the placement provider.

It is recommended that pupils are asked to feedback on the health and safety standards of the placement provider during the post placement review. The coordinator will need to be notified immediately if concerns are raised.

Insurance

There are 6 principal areas of risk that may arise in the course of work experience:-

- Injury to students themselves;
- Injury to others on the premises;
- Injury to others not on the premises;
- Damage to or loss of employers' property;
- Damage to or loss of other property;
- Damage to or loss of an employee's property.

The Association of British Insurers, The British Insurance and Investment Brokers Association and Lloyds of London have agreed to regard work experience students on a placement as "employees" solely for the purposes of work experience. All placement providers must have Public Liability and Employers Liability Insurance. For "sole-traders" who do not have Employer Liability insurance, the employer will need to contact their Public Liability insurer to see if they will indemnify the student for employers liability as a volunteer. The employer's insurance company must be informed of the employer's intention to take on a work experience student. Where a student will be travelling in a vehicle for the purposes of work the vehicle insurance must cover them.

Where a "liability" can be demonstrated then:-

Injuries caused to others on the premises, others not on the premises, damage to others property and damage to an employee's property should normally be covered by the employer's Public Liability Insurance policy.

Damage to the employer's own property should normally be covered by the employer's material damage policy.

Injuries to the student whilst on work experience will be covered by the employer's Employers Liability Insurance policy.

Students must be briefed that if they cause injury or damage through a deliberate act they will not be indemnified by insurance and may be required to meet the cost of any compensation the Courts may award.

NB. Although employers who are close relatives of the student (mother, father, siblings, uncle, aunt, grandparents) are considered exempt from this, it is still recommended that placements do not take place with ANY employer who does not have employer's liability insurance. (This recommendation is made with the intention of maintaining the safety and well being of the student at all times, all appropriate health & safety guidance adhered to, and appropriate risk assessments carried out).

Pay, Tax & National Insurance

The parent or carer will need to be aware that it is a condition of work experience that students do not receive payment. They therefore will not be entitled to the industrial injuries benefits of the Social Security Act 1975 if they are involved in an accident while taking part in work experience.

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Students on work experience have the status of an "employee" for legal and insurance purposes but must not receive payment for the work they do. Employers can assist with travelling expenses or lunch costs if they wish.

Reporting of Accidents during Work Experience

It may be necessary to remind placement providers that they have a responsibility to report all accidents to students that are reportable under the Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995.

Placement providers must notify immediately the school, giving full details of any incident/accident involving a student. Schools should then report the incident and complete an investigation.

Risk Assessment

The Management of Health and Safety at Work Regulations 1999 states that employers must assess the risks to their young workers, including students on work experience before they start work.

Risk assessments should be undertaken by the placement provider as soon as the placement details have been agreed in conjunction with the school and before the student takes up the work placement. Placement providers should be informed in advance by the school about any individual students who may be at greater risk, for example because of any specific medical needs/behavioural needs or learning difficulties.

The risk assessment must take into account the following factors;

- inexperience and immaturity;
- lack of awareness of existing or potential risks;
- the fitting and layout of the workplace and/or workstation;
- the nature, degree and duration of any exposure to physical, biological and chemical agents;
- the form, range and use of work equipment and the way in which it is handled;
- the organisation of processes and activities;
- the extent of the supervision to be provided to the student;
- the extent of the health and safety training provided, or to be provided, to the student concerned;
- risks from agents, processes and work
- any issues relating to students medical, behavioural, physical and/ or learning needs.

The extent of the risk will determine whether to restrict the work or the activities of the work experience student. If the placement provider concludes, that as a result of a risk assessment, there is a significant risk to the student undertaking this activity, the student must be prohibited from doing it.

The placement provider must ensure that the control measures identified on the risk assessment are implemented. The person responsible for mentoring the student must be provided with a copy of the risk assessment.

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There is, however, an extra requirement on the employer to provide the parents/guardians of children at work (including those on work experience) with information on the key findings of the risk assessment and control measures taken before the child starts work.

Where the placement provider employs five or more staff, the significant findings of the risk assessment must be recorded, including work experience risk assessments

In order to fulfil the legal requirements relating to risk assessment, schools must implement a procedure to ensure that consent forms and the risk assessment are sent to parents/carers and that a copy of this document is signed and returned before the placement begins.

Further information on the risk assessment process can found at:

www.hse.gov.uk/youngpeople/risks/index.htm

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To provide opportunities for all pupils to learn and achieve
- To promote pupils' spiritual moral social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Directors

The Directors have:

- appointed a member of staff to be responsible for Careers and Work Experience and to cover the key objectives for work-related learning.
- delegated powers and responsibilities to the Headteacher to ensure all school Staff and stakeholders are aware of and comply with this policy;
- responsibility to have in place a whole school approach to Careers and Work Experience goals;
- a suitable and sufficient management system is implemented for work experience;
- the school's insurance covers the placement of students on work experience
- The school is required to inform an employer of any of the above that may affect the employer's willingness to take that student for work experience. If this information is not supplied then the placement cannot be approved. Permission must always be sought from parents and the student before any information listed above covered by the data protection act is shared. Please note that a placement cannot go ahead if such permission is not received.
- responsibility for ensuring that the school complies with all equalities legislation in this respect;

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- nominated a designated Equalities Manager to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Senior Management Team

The Headteacher and the Senior Management Team will:

- ensure all school Staff, pupils and parents are aware of and comply with this policy;
- ensure Risk Assessment and Work Experience plans and arrangements are in place for individual pupils;
- work closely with parents/carers in establishing arrangements and plans;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school Staff, parents and Directors.

Role of the Careers Leader

The Careers Leader will:

- Be responsible for the management and co-ordination of the various aspects of work-related learning, careers guidance and work experience; and in liaison with appropriate teaching staff ensure that:
 - levels of attainment are raised through high quality work-related learning for all KS3 and KS4 pupils;
 - a range of opportunities are developed which enhance the curriculum (Enrichment Days)
 - greater awareness for pupils about the world of work is promoted, the development of key skills and employability;
 - the work experience placement provider is a suitable provider
 - the work experience placement has responsibility for ensuring that the health and safety requirements for work experience are carried out are completed;
 - he/she keeps in regular contact with the work placement provider
 - work experience arrangements are in place to ensure that any guidelines issued are implemented and monitored;
 - the tutor/mentor works with the pupils through associated lessons on the school timetable to complete the Pupil Work Experience booklet.
 - if the service is being delivered in-house, the responsibilities of the coordinator are implemented
 - the suitability of work experience placements has been assessed by a competent person;
 - there is clear communication with all key parties involved with the work placement;

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- Arrangements are in place to send consent forms and risk assessment to parents/carers and that a copy of this document is signed and returned before the placement begins;
- arrangements are in place to provide placement providers with any additional needs of the student;
- a range of appropriate and relevant activities are developed which assist in raising all pupils' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- awareness is promoted and understanding of work, industry, the economy and community;
- pupils' skills, attitudes, concepts and knowledge learned in school are related to applications in the wider world;
- pupils' personal and social skills in relationships are developed in a range of contexts;
- pupils are provided with informed and impartial guidance eg Connexions on the choices available for education, training and employment as well as other interests.
- ensure that placement providers hosting students on placement have been approved based on a robust health and safety inspection, and there is evidence of Employer's Liability Insurance and Risk Assessments in place;
- to provide the school with full details of the above
- to confirm the details of the placement in writing with the employer and copy all communications to the pupils education file and School Manager.
- assess the suitability of all placement providers with regards to health and safety and child protection;
- ensure that health and safety inspections are carried out by a competent person.
- ensure that placement providers understand their responsibilities with regards to health and safety and when undertaking a risk assessment, that they take in to account any additional needs the student may have;
- ensure that placement risk assessments are made available to the school, in order that it can be sent to parents/carers if required.
- ensure that placement providers understand their responsibilities regarding child protection and sign a Principles of Child Protection Document, or provide evidence that they have a Child Protection Policy in place;
- ensure that all placements are visited and there is a revisit programme in place if the placement continues to be in use, as follows:
 - high risk placements are visited annually;
 - medium risk placements are visited every 2 years;
 - low risk placements are visited every 3 years.
- to liaise with teaching staff over visits to the work experience provider whilst the placement is in progress, and monitoring the status accordingly;
- the range of activities in each key stage;
- how the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated.
- the assessment procedures and strategies for pupil evaluation of activities and learning outcomes
- employer liaison and risk assessment
- lead the development of this policy throughout the school;
- work closely with the Headteacher/Director;

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- work closely with external careers advisers and work experience co-ordinators at external placements;
- undertake risk assessments;
- provide any appropriate training for school Staff and pupils;
- ensure that requests by work experience placements for DBS checks and vetting for pupils attending work experience are carried out – at the appropriate level;
- work closely with parents, school Staff and pupils in establishing work experience arrangements;
- ensure work experience placements have all necessary details of the pupil eg:
 - name and staff contact details
 - pupils' emergency contact details
 - details of any pupil's medical condition (eg allergies/asthma) if it is applicable to the role undertaken (and authority to inform has been given by parent/carer)
- ensure all school Staff know what to do in an emergency;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor

Role of School Staff

School Staff will:

- comply with all aspects of this policy;
- teaching staff will assist the coordinator where required and cover areas with him/her such as:
 - ensuring that their schemes of work contribute to work-related aims;
 - identifying the types of activity at relevant points in the schemes of work;
 - identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them.
- On request by the coordinator, visit and monitor work experience placements, taking into account:
 - they are familiar with the risk assessments for placements being visited to alert them of the control measures that should be in place and the potential risks to their own health and safety in that industry and that any identified personal protective equipment (PPE) or clothing is worn;
 - records are kept of the monitoring visit;
 - a visit takes place once for a block placement and termly for an extended placement. Where it is not possible to make a visit due to location of the placement, phone contact takes place and is recorded;
 - ensure where there are any concerns, this is reported as soon as possible to the coordinator and more frequent visits made. Any concerns should also be fed back to the work experience provider;
 - ensure child protection and health and safety procedures are followed including asking the pupil about the tasks they are performing and the level of supervision that they have received. If the level of supervision is believed to be insufficient, this should be raised with the employer, school and coordinator so that remedial action can be taken;
 - Ensure that the pupil completed the Pupil Work Experience Diary;
- be aware of all pupil's work experience arrangements where appropriate;
- be aware of all other linked policies;

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- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend any appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- take part in required training;
- Undertake any requested DBS checks and vetting that the work experience placement requires;
- liaise with the school council;
- take part in questionnaires and surveys

Work Experience Placement / Placement Provider

The Placement Provider is the employer that has agreed to take a student on placement and the Libra School is extremely grateful for their support. The Placement Provider must comply with the following requirements:

- contact their insurance company to advise them that they are taking a student for work experience and ensure that Employer's Liability Insurance is in place;
- assess the risks to their young workers (i.e. under 18 years of age) including students on work experience, before they start work;
- ensure that a risk assessment completed and takes into account specific factors such as immaturity, inexperience and lack of awareness, as well as any additional needs the student may have. This document must be forwarded to the school so that parents/carers can receive a copy prior to the placement commencing;
- introduce and implement control measures to eliminate or minimise the risks and ensure that these are implemented, including the wearing of personal protective equipment or clothing;
- ensure the student receives adequate training and health and safety instructions prior to commencing the placement/first day;
- nominate a mentor to work with the student;
- provide adequate supervision as detailed on the risk assessment;
- ensure students are made aware of the work activities involved and any associated significant risks;
- ensure that students are informed of who has day to day responsibility at the workplace for supervising them, and who (if different) has overall responsibility for their health and safety during their work experience;
- inform the coordinator, the school and parents/carers of any accident/incident as soon as practicable;
- complete the incident/accident book, and/or report as a RIDDOR to HSE in the event of serious accident/incident in line under required under RIDDOR.

The coordinator must ensure that they are satisfied that the Placement Provider has these processes in place before approving a placement.

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- liaise with the school regarding planning and arrangements of the pupil's work experience;
- ensure the school has sufficient emergency medication;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- Parents or carers of a child (day pupil) have no specific responsibilities under health and safety legislation, except when they provide work experience for members of their own family. In this case they will have the same health and safety responsibilities as other placement providers.
- Parents must inform the school of any issues, health or otherwise (behavioural issues, infringements of the law, language ability etc) relating to the pupil prior to the work experience commencing.
- Parents or carers of a child can provide useful information about their child's medical or behaviour conditions, or particularly any potential health and safety problems that may relate in the placement. This information must be passed on to the placement provider so that he or she is able to carry out an effective risk assessment prior to the commencement of the placement.

Curriculum and Planning

The school offers a wide range of activities that contribute towards work-related opportunities in order to help prepare pupils effectively for adult and working life. These activities complement subject teaching, contribute towards the development of pupils' key skills as well as contributing to lifelong learning opportunities.

Courses delivered by other providers including local schools and colleges. The Apprenticeships, Skills, Children and Learning Act (2009) includes requirement that schools provide all young people with impartial information about apprenticeships and other 16-18 education and training options. The range of activities the school is currently using in order to help meet its objectives includes:

- Other relevant vocational courses and qualifications.
- COPE(Certificate of Personal Effectiveness) / YAS (Youth Aware Scheme) for some pupils
- Careers Education and Guidance
- Connexions interviews
- Use of computer programmes like Kudos, Careerscape, Kangeroo and jobs4u.
- Work Experience
- Enterprise activities

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- Personal, Social, Health, Citizenship and Careers Education Lessons.
- Annual Careers and Jobs Programme, with curricular support from outside agencies.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the Staff Handbook
- meetings with parents such as introductory, parent-teacher consultations
- school events
- meetings with school Staff
- communications with home such as daily report cards and end of term newsletters
- information displays in the main school entrance
- the schools' website

Training

All appropriate school Staff:

- have equal chances of training, career development and promotion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher/Director.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Directors for further discussion and endorsement.

Linked Policies

▪ Health and Safety	▪ Risk Assessments
▪ Disclosure and Barring Service Checks	▪ Safeguarding
▪ Curriculum	▪

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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Careers and Work Experience	As above			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion																
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No						
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No

Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	✓			
• Policy in line with current legislation	✓			
• Coordinator in place	✓			
• Nominated Director in place	✓			
• Coordinator carries out role effectively	✓			
• Headteacher/Director and coordinator work closely	✓			
• Policy endorsed by Directors	✓			
• Policy regularly discussed at meetings of the Directors	✓			
• School Staff aware of this policy	✓			
• School Staff comply with this policy	✓			
• Pupils aware of this policy	✓			
• Parents aware of this policy	✓			
• Visitors aware of this policy	✓			
• Local community aware of this policy			✓	
• Funding in place	✓			
• Policy complies with the Equality Act	✓			
• Equality Impact Assessment undertaken			✓	
• Policy referred to the School Handbook	✓			
• Policy available from the school office	✓			
• Policy available from the school website	✓			
• School Council involved with policy development	✓			
• All stakeholders take part in questionnaires and surveys	✓			
• All associated training in place	✓			
• All outlined procedures complied with	✓			
• Linked policies in place and up to date	✓			
• Associated policies in place and up to date	✓			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				