



Outcomes
First Group

WORK EXPERIENCE POLICY



**Belmont
School**

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1.0 INTRODUCTION

Outcomes First Group is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our children at all times.

This policy is in line with the:

[Independent School Standards, guidance for independent schools](#)

[Keeping children safe in education \(KCSiE\) 2024](#), and

must be read alongside the school’s Safeguarding Policy

In line with the [Education Act 1996](#), we believe in providing children with learning opportunities which aim to equip them for adult life. Our schools strive to introduce children to a range of teaching and learning opportunities, which offer them practical experience in many aspects of life. For many students, active learning is the key to motivation and has an impact on other aspects of their school life. Work experience is an integral part of our Key Stage 4 programme and offers students a valued opportunity to practice key skills and career management skills learned in other areas of the curriculum, within a safe environment. The programme allows a tailored approach to students’ learning needs, and is personalised to each individual. The programme includes target setting and action planning as the norm and allows teachers to link the experience to the aspirations and interests of each child. This approach ensures that students are able to transfer the skills they learn at school to the requirements of employers. All young people within our schools (where safe and appropriate within their risk assessment), will have the opportunity for external work experience.

2.0 GENERAL/LEGAL REQUIREMENTS

Health and safety is an important consideration for those organising placements for children away from the learning base. It is important that robust health and safety systems and procedures are in place to ensure the safety of children, employees and others, both prior to and during the placement.

The [Health & Safety at Work etc. Act 1974](#) places a duty on employers, including learning providers to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all its employees. Children on work placement are regarded in health and safety law as employees.

The Health and Safety (Training for Employment) Regulations 1990 [Health and Safety \(Training for Employment\) Regulations 1990](#) states that anyone receiving relevant training (work experience provided as part of a training course or programme, or training for employment or both) should be treated as employees for the purposes of health and safety legislation.

Children on work placements must be provided with the same health, safety and welfare protection given to employees.

The regulations define a ‘child’ as someone who has not attained the age of 18. Certain types of employment are prohibited.

A child should not be expected to do any of the following as part of Work Experience:

- Work beyond their physical or psychological capabilities

- Work involving harmful exposure to radiation
- Work involving risks to health from noise, vibration or extreme heat or cold
- Work involving harmful exposure to any agents which can chronically affect health, including those with toxic or carcinogenic effects or those causing genetic damage or harm to an unborn child

3.0 WORKPLACE HEALTH & SAFETY CHECK/INSPECTION

A model checklist for employers/learning placements to complete has been produced reflecting the minimum standard required by Outcomes First Group, which lists the questions that must be included to ensure that **specific health and safety arrangements are in place prior to the child's work experience placement**.

See Appendix 2 (Child Work Placement Health and Safety Check /Inspection).

Use of a recognised vetting agency for placements, such as CWSP or WEXA discharges this responsibility. However, Outcomes First Group will still take an active role in ensuring the placement is suitable for specific children.

4.0 RISK ASSESSMENT

The Management of Health and Safety at Work Regulations 1999 requires all employers to assess risks to all their employees, including children and to do what is reasonably practicable to control those risks. Children are seen as being particularly at risk because of a possible lack of awareness of existing or potential risks, maturity and experience.

As a result, employers/learning providers are required to:

- Assess risks to children before they start work/placement
- Take into account their inexperience, physical and psychological immaturity and lack of awareness of existing or potential risks
- Address specific factors in their risk assessment and introduce control measures to eliminate/reduce the risks
- Provide information to parents/guardians/school/college of the results of the risk assessment and the control measures introduced
- Take account of the risk assessment in determining what the child shall or shall not be permitted to do on placement

There is a specific requirement to provide this information in writing for children under the age of 16. Risk assessments must be suitable and sufficient and recorded in an understandable format addressing the issues described below.

A suitable and sufficient risk assessment must:

- Identify hazards within all the expected work activity and at all the locations it will be undertaken.
- Decide who might be harmed and how
- Evaluate risks in terms of severity/likelihood – decide on precautions (and further controls if the residual risk is unacceptable)
- Record findings and implement them
- Update as/when there are significant changes

The level of detail in a risk assessment should be proportionate to the risk (e.g. more detail would be expected for a risk assessment carried out for a machine or workshop where there are significantly more hazards than say, a small office).

Risk assessments should be carried out by a competent person; somebody who has acquired through training, qualification and experience the knowledge and skills necessary for undertaking the task. If there is no competent person, expert help and advice must be sought.

5.0 SAFEGUARDING

The school is responsible for ensuring that there are appropriate safeguarding arrangements in place for young people aged 16 and over when on work experience placements. This includes regular check-ins and daily calls with young person.

Pupils aged under 16 must be supervised by an Enhanced DBS checked adult whilst at the work placement.

When arranging work experience placements, the Headteacher/Registered Manager must ensure that all children and young people are either:

- Accompanied by an Outcomes First Group team member at **all times, OR**
- Are under the direct supervision of an Enhanced DBS checked (for children and adults) member of the placement business who has been identified as the mentor. The mentor's DBS certificate must be dated within the last 3 years and be seen by an Outcomes First Group team member. The certificate number and mentor's contact details must be recorded in the work experience documentation. Any disclosures within the DBS must be reviewed, and if the placement is able to continue, a risk assessment put in place.

For all pupils attending work experience:

- A comprehensive risk assessment between the school/home and the placement setting must be completed prior to the commencement of the work experience placement. The placement setting must be fully aware of any support needs for the child/young person and all support needs must be considered as part of the risk assessment.
- Each child/young person must have a plan in place with learning objectives for the experience.
- An up-to-date liability insurance certificate from the placement must be provided.
- Written consent must be obtained from those with parental responsibility for the child/young person to attend the work experience placement.

Children must be informed during their preparation for work experience lessons that if they have any problems regarding their placement, they must contact the school as soon as possible.

Any such problems must be recorded on the Work Experience Visit Form and followed-up, by the Work Experience Co-ordinator, within one working day.

Concerns about allegations of child abuse or safeguarding (including unacceptable risk) must be followed up and referred immediately to the Designated Safeguarding Lead (DSL) in accordance with the school's Safeguarding Policy.

6.0 INDUCTION

A thorough process of induction is important in safeguarding the interests of children working away from the learning base. It is also important in safeguarding the interests of the learning provider and learning base.

The induction process must cover health and safety requirements, fire safety, duties, welfare arrangements, any prohibited areas or activities and layout of the workplace. The level and detail should be appropriate to the work and level of risks and also reflect the needs of the child.

A model induction checklist for children has been produced reflecting the minimum standard required by Outcomes First Group (See Appendix 1), which lists the questions that must be included. Additional questions specific to the learning placement may be added, as appropriate.

To ensure that the child has fully understood their safety induction and the duties, they must complete a child's Placement Induction with the school's Work Experience Coordinator prior to commencing the placement. Appendix 2 provides a template that can be used as a guide and adapted to the work placement and needs of the child/young person.

7.0 COMMUNICATION WITH PARENTS/CARERS/THOSE WITH PARENTAL RESPONSIBILITY

All work experience placements will be organised after discussion with parents/carers/ those with parental responsibility. If parents/carers have any concerns about any aspect of the work experience, they should discuss this in the first instance with the child's tutor. If the issue is not resolved parents/carers should contact the Headteacher.

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1.0 INTRODUCTION

The Careers Lead for Belmont School is Tom Bamber.

Careers education and guidance programs make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive program of activities supports them in choosing 11–18 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Belmont School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school. The values and principals document makes direct reference to developing the knowledge, skills and attributes Belmont School students need to lead successful, fulfilling and happy lives.

2.0 COMMITMENT

Belmont School is committed to providing our students with a program of careers education, information, advice and guidance (CEIAG) for all students in years 7–11 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

The school endeavors to follow the DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for schools and colleges for providing careers guidance. (Published March 2015, last updated May 2025) and other relevant guidance from QCA and Ofsted as it appears.

The school has a member of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

3.0 AIMS

Belmont School's Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education
- To develop enterprise and employment skills
- To reduce drop out from and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations
- To involve parents and carers

4.0 STUDENT ENTITLEMENT

Careers Education and guidance (CEIAG) is an important component of the 11-16 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–11.

Students also have access to a group careers program which is managed in conjunction with the careers teacher, careers lead and the OFG Regional Careers Advisor. This gives them the opportunity to explore the different careers, qualifications and learning routes available to them.

Students also have direct careers meetings with the OFG Regional Careers Advisor and the attendance of or CEIAG lead at PEP's, LACS and EHC reviews.

5.0 DEVELOPMENT

The policy was developed and is reviewed every 2 years by the Careers Lead and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

6.0 LINKS WITH OTHER POLICIES

The Careers Education, Information, Advice and Guidance Policy supports and is underpinned by key school policies including those for Accessibility, Health and Safety, Work Experience, SEN and curriculum policies for relevant key stages.

7.0 IMPLEMENTATION OF CAREERS ADVICE

Careers Education is delivered via access to the school's PSHE and careers curriculum, completion of careers portfolios and Careers interviews.

8.0 EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead and careers subject specialists, we provide

excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

9.0 Key Stage 1 and 2

The focus is on introducing jobs and careers through visits and trips. Each year we will complete a careers week when pupils are invited to come to school dressed in the clothes they may wear in a job they would like to do in the future. KS2 pupils will also take part in an enterprise project. These experiences help to build a picture of pupils' future aspirations as they transition into KS3.

10.0 YEAR 7

The focus is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as and rights and responsibilities in the world of work. Initial skills and qualities identified and vocational profiles created. Pupil's interests and likes identified, build a picture of pupil aspirations.

11.0 YEAR 8

The focus is linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks. Targets and profiles re-visited. Introduce the idea of responsibilities and time management, views sought for the type of experiences wanted for aspirations week.

11.1 Pupils will begin 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. Pupils will also get to hear from a range of local providers about the opportunities they offer.

12.0 YEAR 9

The focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14.

12.1 Specifically, pupils will continue 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. Pupils will also get to hear from a range of local providers about the opportunities they offer.

13.0 YEAR 10

The focus is work experience including preparation, implementation and evaluation as well as pupils focusing on their post-16 options and potential pathways. Not all students undertake work experience

outside school due to their vulnerability and increased risk. Many will undertake work experience within the school, and this can be part of project work.

- 13.1 Pupils will have access to one-to-one career interviews with a qualified careers advisor where they will gain information and guidance on their potential post-16 pathway.

14.0 YEAR 11

The focus is post 16 options and the Application process. There will be visits to other educational/training providers, places of work, career fairs and also job centres and business enterprise specialists. To support the transition process, the school will run weekly familiarization visits to local colleges.

15.0 WORK EXPERIENCE

All pupils are given the opportunity and encouraged to undertake both work experience activities and placements from years 7 to 11. These are planned in conjunction with employers from a wide range of industries.

16.0 IMPLEMENTATION OF CAREERS ADVICE

i) Careers resources

- These are available from the career's teacher.
- Accessible on request and during sessions for careers guidance

ii) Impartial Careers Guidance

- Available to students from their placing LA's-working in conjunction with on-site CEG
- Used for individual interviews with all year 10's and 11's and other targeted pupils throughout the year.

iii) Extra support where appropriate

- Pupils in Year 9, Year 10 and Year 11 are targeted for extra help by SENCO, Head of KS3 and KS4 and Head of Careers

iv) Career events

- All Key stage 4 students are given the opportunity to attend off site careers events and college open evenings / events. Visits will also be arranged to other training providers so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations.

- Employers, further education and training providers are also invited into school as part of the Provider Access Legislation (PAL) to showcase opportunities that are on offer to our pupils.

17.0 PARENTS AND CARERS

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student's academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC).

Parents/carers are also invited into school careers events where information and opportunities will be available for families to digest and decide which pathways are the most appropriate.

18.0 MANAGEMENT AND GOVERNOR RESPONSIBILITIES

A named member of staff coordinates the Careers and work experience programme.

- 18.1 The governing body will ensure that the School has a clear Careers Policy and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks and is meeting the school's legal requirements
- 18.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8-11.
- 18.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.
- 18.4 It is the role of the governing body to hold the relevant member of the Senior Leadership Team to account if the school is not fulfilling its statutory requirements.
- 18.5 The governing body will provide clear advice and guidance to Belmont on which to base a strategic careers plan which will include be developed in line with the Gatsby Benchmarks, show how the careers programme will be implemented and show how its impact will be measured.
- 18.6 The governing body will ensure that independent careers guidance is provided to all learners throughout their secondary education.
- 18.7 The governing body will support and approve the Provider Access Statement (PAL)
- 18.8 The governing body will have a role in resolving complaints about the school's career programme

19.0 STAFFING

All staff contribute to CEIAG through their roles as tutors, subject teachers and PSW's. The Careers program is planned, monitored and evaluated by the Careers Lead. The careers lead will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

20.0 CURRICULUM

The Careers program includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Personal Development Program. Other events and activities are planned and organised separately throughout the year to provide further enrichment opportunities.

21.0 PARTNERSHIPS

Other links with local 14-18 providers are made when required. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings and parent's evenings). Links with local LA's careers teams are also made in order to best support those young people that are LAC.

22.0 MONITORING, REVIEWING AND EVALUATION

The Headteacher will ensure that:

- 22.1 The work of the Careers Advisor and CEIAG events are supported and monitored
- 22.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 22.3 The effectiveness of this policy will be measured in a variety of ways:
- 22.4 Feedback from stakeholders through mechanisms including learners, parents and employers.
- 22.5 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- 22.6 Through the collection of destination data for post-16 pathways
- 22.7 This policy is subject to annual review unless changing circumstances require an earlier review.



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