



Work Experience Policy

Approved by: Penny Harris (Director) Jane Cox (Director)

Date: 1st September 2026

Last reviewed on: 1st September 2025

Next review due by: 1st September 2027

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Introduction

Work experience placements provide an invaluable opportunity for pupils to learn about the world of work and can have a unique role in helping young people develop employability skills. Where appropriate and possible, the school will offer a pupil a suitable work experience as part of their careers education. Both the pupil and the work experience placement are comprehensively risk assessed and the pupil will only take part if the risk is deemed low.

2. Aims and Objectives

Work experience aims to achieve:

- The development of pupil's employability and key skills, personal development, maturity and increase their motivation to do well at school
- Careers education and guidance
- Personal and social education and experience
- Enhancement and addition to the curriculum, including vocational courses where appropriate.

The common principles of a high quality work experience placement are that it:

- Is purposeful, substantial, offers challenge and is relevant to the pupil's aspirations

- Is managed under the direction of a supervisor to ensure the pupil obtains a genuine learning experience suitable to their needs
- Has a structured plan for the duration of the placement which provides tangible outcomes for the pupil and the employer
- Focuses on the skills required for that occupational sector
- Has clear roles, responsibilities and expectations for the pupil and the employer
- Ensures the suitability of the adults working with children

3. School Responsibilities

The school leader and senior leadership team are responsible for all aspects of work experience, including attendance safeguarding and health and safety (except in instances where placements are arranged without the support of the school or by a specialised work experience provider).

The school leader and SLT will ensure that:

- the Health and Safety of pupils is safeguarded
- safeguarding and attendance is robustly monitored
- strict guidance is followed to ensure the suitability of the adults involved
- risk assessment of the pupil's needs is carried out before any placement decision is made - a placement should not go ahead if risk is identified as medium or high and adequate control measures cannot be implemented to reduce this risk to low
- in advance of a placement decision, employers providing placements have full relevant information regarding pupils undertaking a placement with them, including details of additional educational, special needs, additional support that will be required and factors that might affect the pupil's ability to understand and respond to information / instruction
- comprehensive risk assessment of the placement and employer is carried out before any placement decision is made - a placement should not go ahead if any risk is identified as medium or high and adequate control measures cannot be implemented to reduce this risk to low
- adequate resources are available for safe work experience practices
- appropriate public liability insurance is in place to cover pupils and staff, including staff visits to placements
- adequate Health and Safety checks are carried out before allowing work experience to take place. In exceptional circumstances when there is no opportunity for H&S checks and the pupil still wishes to attend, parents or guardians will be required to sign a disclaimer in full knowledge that On Track has no liability should anything happen
- risk assessments are completed for members of staff that visit such employers during the work placements. These assessments should include lone working arrangements

- pupils and parents are provided with all relevant information regarding work experience placements, including sight of risk assessments if requested
- pupils have received adequate health and safety instruction in advance of the placement in relation to any risks that they are likely to be exposed to in the course of their placement
- records are obtained from the employer and that any accidents or incidents during work placements are recorded in the appropriate manner and that this information is provided to the school senior leader immediately after the event

4. Employer (Placement Providers) Responsibilities

As prescribed in the Health and Safety at Work Act 1974, employers have a duty to ensure so far as is reasonably practicable the health, safety and welfare at work of all their employees. By virtue of the Health and Safety (Training for Employment) Regulations 1990, pupils on a placement are effectively employees of the company for the duration of work experience.

Employers should ensure that:

- appropriate risk assessments are carried out to determine suitable tasks and working situations for pupils
- control measures are introduced to eliminate or minimise risks
- pupils, parents and the school are advised of the findings of any risk assessments or control measures prior to the commencement of the placement
- adequate insurance cover is in place for pupils undertaking work experience placements
- pupils are informed of safe working practices upon induction into the company and supplied with appropriate training and protective clothing or equipment to carry out their duties

The employer has the primary responsibility for the health and safety of pupils whilst on a work experience placement. The school leader must ensure that an employer has assessed the associated risks to workers under 18 on their premises and has suitable and sufficient risk management arrangements in place. Checks by must be kept in proportion with the risk environment. For low risk environments, assurance can be gained through a conversation with the employer. There is no requirement for a separate risk assessment for work experience pupils where an employer already employs young workers under 18, as the risks should already have been considered. Where work experience pupils are the first young workers an employer takes on (or the first for some years), the employer should review the existing risk assessment.

5. Pupil Responsibilities

- Pupils are expected to take reasonable care of their own health and safety, or that of other people who may be affected by their actions throughout the duration of their placement.
- Pupils are expected to cooperate fully with their employer, and behave in a matter befitting their work place.

Safeguarding Guidance for Work Related Learning including Work Experience, Alternative and Vocational Placements.

6. Adults who Supervise Children on Work Experience

Work Experience Policy

The school should consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training to the child will be

- Unsupervised; and
- Providing the teaching/training/instruction frequently (more than 3 days in a 30 day period).

DBS checks, including a barred list check, might be required on some people who supervise a child under 16 on a work experience placement. If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so the school should ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person. The school is not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place' such as a school or college the gives the opportunity for contact with children this may itself be considered as regulated activity. In these cases and where the child is 16 years or over the work experience provider should consider whether a DBS enhanced check should be requested for the pupil in question. DBS checks cannot be requested for young people under the age of 16.

7. Activities in which employment of young people is banned or restricted:

- Agriculture – Restrictions on employment of young people;
- Brick Presses – Restrictions on employment of young people;
- Carding Machines -- Restrictions on employment of young people;
- Dangerous Machines -- Restrictions on employment of young people;
- Dough mixers and dough brakes -- Restrictions on employment of young people;
- Guillotine machines -- Restrictions on employment of young people;
- Horizontal milling machines -- Restrictions on employment of young people;
- Hydro--extractors -- Restrictions on employment of young people;
- Key, duty to fence – Young people may not be employed to examine, etc. such unfenced machines;
- Lead -- Restrictions on employment of young people in certain processes;
- Machinery attendants – Lubricating, etc. of unfenced machines to be carried out only by persons over the age of 18;
- Platen printing machines -- Restrictions on employment of young people;
- Potteries -- Restrictions on employment of young people in certain processes;
- Power Presses -- Restrictions on employment of young people;
- Prime Movers – Partial prohibition on cleaning by young people;

- Tile presses -- Restrictions on employment of young people;
- Transmission machinery – Partial prohibition on cleaning by young people
- Warehouses – Restrictions on use of machinery by young people;
- Woodworking machinery – Prohibition on employment of untrained young people.

Most of the restrictions imposed on the employment of young people in the preceding list relate to s.21 of the Factories Act 1961 and s.19 of the Offices, Shops and Railway Premises Act 1963 which requires that young people shall not work at dangerous machines unless they have been fully instructed as to the associated dangers and the necessary precautions; have received sufficient training and are adequately supervised by a person who has thorough knowledge and experience of the machinery.

8 Alternative Provision

If a pupil is placed at any point with an alternative provision provider, and is not supported by a member of our school staff at all times, we continue to be responsible for the safeguarding of that pupil. The school leader must be satisfied that the provider meets the needs of the pupil and complete the processes outlined in Educational Visits Policy and within Appendix 1 below.

9 Review

In order to ensure that this policy is relevant, if you have any comments please email directors@ontrackededucation.com

Initial Referral (Section A) and Admission form (Section B)

Section B **should not be completed** until a placement has been agreed

Student Name		Date of birth	
SECTION A – to be completed prior to placement being agreed			
On Track School		Year Group	
School key contact name		School key contact Role	
School key contact telephone		School key contact email	
ULN Number		% attendance at time of referral	
SEND		If the PUPIL has an EHCP, have the relevant sections/targets been attached to this referral?	
Provide Pupil Risk Assessment			
Is the pupil a looked after child?		If yes, is the Virtual School aware of this referral	

Does the pupil have an Individual Healthcare Plan?		If the pupil has an Individual Healthcare Plan, is it attached to this referral?	
Is the pupil open to social care?		If any other agencies are involved, please list here	
Day(s) / timings required		Preferred attendance duration	
Proposed start date		Proposed end date	
Does the pupil attend any other Alternative Provision?		If yes, please specify days and times	
What are the intended outcomes of this placement for the pupil?	○ Please describe the hoped-for outcomes of the placement, including for SEMH and for any vocational achievements		

SECTION B – only to be completed once the referral has been agreed

Ethnicity		Gender	
Name of Parent/Carer		Email of parent/carers	
Telephone Numbers	Home	Mobile	Work
Address			
Emergency Contact 1	Name	Telephone	Relationship
Emergency Contact 2	Name	Telephone	Relationship

Course/provision offer		Sessions (max 2 days per week total at 1 AP)	
Agreed taster date (if applicable)		Agreed start date	
Time of arrival (please state if different on different days)		Time of departure (please state if different on different days)	
If relevant, EHCP Coordinator email		If relevant, LAC Adviser email	
If relevant, YOT keyworker email		If relevant, social worker/FSP email	
AIMS AND OUTCOMES Provide the 3 key objectives of this placement below			
1.			
2.			
3.			
Aims	○ How do the objectives meet the curriculum provision of this young person? ○ If the aims are social/emotional, will any baseline tests be completed at the beginning and then during/at the end of the placement to demonstrate progress ○ If relevant, please provide any current levels in core subjects		
Progress	○ How will the AP setting communicate progress? (format/regularity) To whom? ○ If progress is not evident, what steps will be taken? ○ How will all parties ensure that progress is shared with other relevant professionals?		

	○ Does the setting have a shared drive which the school contact can access to view progress? ○ Will the young person be working towards any qualifications? If so, provide detail, with expected levels and completion timeframes ○ Agree dates and times when the school can visit the young person in the setting ○ Agree that the school may carry out unplanned visits to the young person in the setting
Careers	○ If in KS4 (Y10-13), how will this placement contribute to post-16/18 planning for this young person? ○ Will any careers advice be provided during this placement? ○ Will the placement involve any work experience? ○ How will progress during work experience be recorded? ○ How will this be shared?
SEND/LAC/Health/YOT information	
Core information What are the key needs for this young person?	○ Bullet point the key needs here ○ Does the young person require additional adult support? Will this be provided by the school? (○ If so, what are their contact details? ○ Bullet point the basics of what staff need to know (this can be expanded in detail if required)
EHCP/PEP/ILP/BSP targets	○ Bullet point any relevant targets from the pupil's EHCP, PEP, Personal Learning Plan or Behaviour Support Plan ○ If relevant, list key targets related to SEMH ○ How will this placement support the pupil to achieve these targets? ○ Will AP colleagues be invited to reviews as appropriate? If so, please provide dates and times if known
English as an additional language	○ If the pupil speaks a language other than English as their first language, which languages are spoken at home? ○ Will the pupil require any additional support? ○ How will this be provided?

Health	○ <i>Does this young person have an Individual Healthcare Plan?</i> ○ <i>Is there any other relevant health information?</i> ○ <i>Does the young person have an inhaler/EpiPen/other health equipment?</i> ○ <i>Does the young person take any medication during the day?</i> ○ <i>Does this require secure storage?</i> ○ <i>Are staff at the AP trained in Administration of Medication?</i> ○ <i>If so – it must be provided to the setting in the original box with dosage instructions (not a cut out blister pack)</i> ○ <i>Does the young person have any access requirements?</i>
GP contact details	○ <i>Please provide the name of the pupil's GP, surgery address and telephone number</i>
YOT	○ <i>If the young person has a YOT worker, please add their contact details here.</i> ○ <i>Have they been notified of this placement?</i> ○ <i>Have you checked in with the YOT worker to ensure that the setting is advisable on a given day (e.g., to avoid mixing with known associates if inappropriate)?</i>
SAFEGUARDING	
Attendance	○ <i>Please document how and when attendance at the AP setting will be communicated to the school</i> ○ <i>Agreed day/time (e.g., by 9am every Monday and Wednesday)</i> ○ <i>Method (e.g., by email to the key contact/school pastoral lead/attendance lead)</i> ○ <i>Provide relevant email addresses/telephone numbers and name/role of key contact</i>
Procedures for non-attendance	○ <i>If the young person has not arrived by (insert time), the following will take place (this list is to be adapted by the school):</i> ○ <i>School informed as per the agreement above</i> ○ <i>Telephone call to the young person's parent/carers (school responsibility)</i> ○ <i>School to implement its own attendance procedures from this point</i>

School Designated Safeguarding Lead name		School Designated Safeguarding Lead email and telephone	
AP Designated Safeguarding Lead name		AP Designated Safeguarding Lead email and telephone	
Agreed process for the recording and informing of a safeguarding concern	○ <i>Has the AP setting shared a copy of its safeguarding record form?</i> ○ <i>Is there any safeguarding information that the AP setting needs to know in advance of a placement?</i> ○ <i>Has a Risk Assessment been completed?</i> ○ <i>Method of communication – detail how concerns will be shared and with whom (e.g., DSL contact, as above, via email using the school's safeguarding template/access to shared drive etc.)</i> ○ <i>How will the AP setting log the concern?</i> ○ <i>Who will follow this up? When? How?</i>		
General	○ <i>Has the school checked the AP setting's own safeguarding policy?</i> ○ <i>Has the school checked that the young person will not be mixing with post-16 students/adults who are not staff, while at the setting?</i> ○ <i>Will any of the provision take place off-site? Will this require an additional risk assessment or consent form?</i> ○ <i>Is this a registered AP setting? Does it provide full time education for young people?</i>		
Photo consent	○ <i>Is photo consent required?</i> ○ <i>Does the school or AP setting have consent to share photographs of this young person on social media/on their website/in the press?</i> ○ <i>Will additional consent be checked if needed (e.g., for a special event)?</i>		
BEHAVIOUR/RISK ASSESSMENT			
Expectations	<i>Summarise here the expected behaviour from the young person, e.g.</i> ○ <i>XX will arrive on time</i> ○ <i>XX will not smoke on site</i>		

	○ <i>XX will complete all work to the best of their ability</i> ○ <i>XX will follow instructions etc.</i>
Policy	○ <i>Has the school checked the Behaviour policy/expectations of the setting?</i> ○ <i>If the young person attends more than 1 AP setting, are the expectations different? What are the potential consequences of this?</i> ○ <i>What is the setting's policy around smoking?</i> ○ <i>What is the policy on leaving the AP site?</i> ○ <i>Has the AP setting shared its use of sanctions with the school (if relevant)?</i> ○ <i>How often (and to whom) will the AP setting report back to the school on the young person's behaviour?</i> ○ <i>Has the school shared its behaviour system with the AP setting and is it possible for the setting to contribute to this (e.g., issuing a 'positive' point). Provide detail of how this will be communicated.</i> ○ <i>Is there a rewards policy? Has this been shared? Will the pupil be able to transfer rewards between AP and school (so that they are not disadvantaged by not being at school for 1-2 days per week)?</i> ○ <i>Have all policies been effectively shared and agreed with the young person? If so – by whom and when?</i>
EQUIPMENT/USE OF MACHINERY/TOOLS	
Equipment	○ <i>Provide detail of what will be required ahead of the placement/what the AP setting will provide/if funding is required etc. (e.g., hard hats, appropriate footwear etc.)</i> ○ <i>Are there any specific clothing requirements?</i> ○ <i>Does hair need to be tied back?</i> ○ <i>Is jewellery permitted?</i> ○ <i>Does the AP setting maintain logs to evidence that young people have received appropriate training?</i>
Use of machinery/tools/digital equipment	○ <i>Has an appropriate risk assessment with regard to the use of tools, machinery and/or digital equipment been agreed?</i> ○ <i>What is the induction process?</i> ○ <i>What will be the staffing ratios at the setting?</i>

Animals	○ <i>If relevant, how will the young person receive appropriate induction in handling/assisting with animals?</i> ○ <i>Is any appropriate clothing required?</i> ○ <i>Are there any health risks associated with contact with animals (e.g., allergies)?</i>		
PRACTICALITIES			
Transport	○ <i>How will the young person travel to and from the AP setting</i> ○ <i>If by taxi, what are the key contact details for the taxi company?</i> ○ <i>If via another adult not named above – provide contact details</i> ○ <i>If transport is not available on a given day, what steps will be taken?</i>		
Lunch/snacks	○ <i>Are snacks/lunch provided?</i> ○ <i>If the young person receives Free School Meals, how will the school ensure that lunch is provided? (e.g., if a packed lunch is provided at school, but the young person is travelling direct from home)</i> ○ <i>Does the young person have any food allergies/dietary requirements?</i> ○ <i>Is there a setting policy (e.g., no nuts on site etc.)?</i> ○ <i>Is there a tuck shop and/or vending machine on site? What is provided? Will the young person require cash?</i> ○ <i>Is drinking water provided on site?</i>		
Signatures			
We, the named persons below certify that we are authorised to refer the young person named and accept the terms of business as agreed with the referring school. We confirm that all details are current, correct and that all relevant information has been shared. We also agree to inform relevant parties (named below) of any changes in circumstance/support needs in writing/via email.			
AP contact/lead		Date	
School Key Contact		Date	

School Head Teacher		Date	
Other professional (name/role)		Date	
A completed copy of this form will be shared with	○ <i>School</i> ○ <i>AP Provider</i> ○ <i>Other professionals (where relevant)</i>		