



Work Experience Guidance

Guidance Information

Author: Assistant Head (Secondary): All Through Personal Development

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Next Review Date: March 2028

Commitment

Work experience is an integral part of a young person's entitlement to CEIAG (Careers Education, Information, Advice and Guidance). This is underpinned by Gatsby Benchmark 6 'Experience of Workplaces'; which states that: -

every pupil should have first-hand experiences of the workplaces to help their exploration of career opportunities and expand their networks.

[Criteria outlined within the amended Gatsby Benchmarks of 2024 states that: -

by the age of 16, every pupil should have had meaningful experiences of workplaces.

Work experience gives pupils vital insights into the world of work, encourages them to aspire to exciting career opportunities and helps them to prepare for their futures. It bridges the gap between school, college, university and work, helping young people make more informed decisions and develop important employability skills.

Chichester Free School is committed to supporting high quality work experience placements for Year 10 pupils during the 'Experience of Work' week. Pupils in Year 9 are supported to spend a day at their parents work to gain an early insight into what the world of work can be like, through work shadowing.

Further opportunities to gain work experience and have meaningful encounters with employers and employees are available throughout the journey a pupil makes at school, including participating in the extensive array of extra- curricular and co-curricular experiences offered, through the pupil leadership avenues available and by attending any of the careers speakers that visit the school across an academic year.

Types of work experience

This policy sets out the arrangements for pupil work experience placements. Work experience placements can either be categorised as 'block', 'extended' or 'shadow' in nature.

- Block placements refers to work experience that takes place over consecutive days. The school's Year 10 'Experience of Work' week in July falls into this category.
- Extended placements refer to work experience that takes place on one or more days per week, over a period of time. It is rare that the school places pupils on this type of placement.

- Work shadowing refers to a pupil who accompanies their parent (or a close family relative) for a day at their work to observe what is done, rather than to actively involve themselves in the doing of work. This type of experience ordinarily takes place for pupils in Year 9.

Work experience is defined as ‘a period of unpaid work, as opposed to a temporary job, that is arranged to support a pupil gaining an insight into the world of work’.

Rationale

Young people need to be prepared for the world of work. Employability skills cannot be fully developed in the classroom so experience of the workplace is essential. Work Experience can support pupils in a number of ways including:

- Enhancing knowledge of the demands and expectations that come with working life
- Preparing for the world of work, including developing their employability skills
- Providing an insight into the competencies required for particular jobs, industries and employers (e.g. knowledge, skills and qualities)
- Increasing confidence, self-esteem and independence
- Giving an opportunity to demonstrate personal qualities
- Raising aspirations whilst also providing an experience to try a vocational experience pre-post 16 decision making
- Working with adults other than teachers
- Understanding Health and Safety in the workplace
- Equipping them with a potential referee for their CV, future education, training and/or employment applications
- Confirming an interest in a particular career area; although we know that any purposeful, structured work experience is of a benefit to young people regardless of whether they are intending to follow that particular career path.

Statutory Requirements

This policy complies with our statutory obligations and guidance under:

- The Department of Education’s 2017 Careers Strategy and its accompanying statutory guidance for schools
- The Department for Education statutory guidance ‘Careers guidance and access for education and training providers’ May 2025
- The Health and Safety Executive’s [guidance](#) for work experience organisers

Staffing, Management & Coordination

The School's work experience programmes are led by the Designated Careers Lead and assisted by the Futures & Enrichment Manager can be found within the Futures Hub area of the school. Pupils can also request a personal careers appointment conducted by an external careers advisor who visits on a Tuesday. All pupils in Years 10 and/or 11 will receive at least one of these hour-long, 1-1 career guidance appointments during the course of Key Stage 4. Pupils in year 9 will receive career guidance within small groups of people with like-minded interests.

All coordination, processing and documentation of work experience placements in Year 10 is done through each pupil's individual Unifrog account, under the Placement tool. This automated approach is excellent in collating and sharing all the necessary paperwork and legal agreements between the parties concerned. There are four stages to ratify a placement:

1. **Stage 1**- Pupil identifies a willing work experience placement and enters all the necessary information onto their Unifrog Placement tool
2. **Stage 2**- Employer receives an automated email requesting pertinent information to be shared on Unifrog regarding the placement, including Employers Liability Insurance and Health & Safety documentation
3. **Stage 3**- Parent receives an automated email (once the employer has completed all relevant elements) so that they can agree that what the pupil, and the employer has shared is right and proper, and that they agree to the placement under such conditions
4. **Stage 4**- School receives an automated email (once the parent has completed all relevant elements) so that they can consider the placement, risks and insurances in place. The placement cannot take place until the school agrees that the information outlined further in this policy is compliant.

At any stage of the coordination process, the information supplied can be viewed by all parties concerned. Management and coordination of the work shadowing opportunity in Year 9 (Day at Parents work) is done through a letter that requires a parental response. (Appendix 1)

PSHE teachers and form tutors support the careers lead with helping students prepare for and reflect on their work experience placement, including providing information about health and safety in the workplace and employee rights and responsibilities. Staff across the school support with telephone and/or in-person visits whilst placements are taking place.

Provision

Current provision for all pupils (excluding additional extra-curricular, co-curricular and speakers)

Year 9	Day at Parents Work – Work Shadowing	Summer Term Week 5
Year 10	‘Experience of Work’ Week as outlined below; Monday – 4x 1hr long workshops at school: <ul style="list-style-type: none">• Employability skills• CV writing• Smashing an interview• Making the most of your work experience Tuesday-Thursday – In-person placement and/or college taster sessions and/or virtual WEx experience Friday – mock interview day in Futures Hub with external employers, allocated time according to House. Focus on work experience with personal feedback recorded for future reference	

Pupil Entitlement

Pupils are entitled to receive: -

- Information to help them find and prepare for their work experience placement. This will be in the form of assemblies, PSHE lessons, tutor time and YouTube explanation videos created by the school.
- Pupils are encouraged, with support from the school, to independently source a work experience placement suitable for them; we believe this provides an important opportunity to practice approaching employers and develop their networking skills. The designated careers lead and futures manager is available for additional support for those pupils who may find this challenging, including but not limited to those with special education needs and disabilities (SEND)
- Opportunities to set and reflect on individual learning and development targets for their work experience placement
- Assurances that the school has taken reasonable steps to satisfy themselves that their placement provider is taking primary responsibility for their health and safety, and managing any significant risks during the work experience placement

Considerations

Safety considerations: The HSE guidance for work experience and placements is invaluable and should be shared with placement providers; this is done both through the Unifrog Placement tool and by the school. It can be found here: <https://www.hse.gov.uk/young-workers/employer/work-experience.htm>

School considerations: The HSE guidance on work experience states: ‘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.’ This is done through the Unifrog Placement tool.

Placement provider considerations: Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), pupils on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the pupils 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 or an absence of awareness of existing or potential risks, or the fact that a young person has not fully matured.

Safeguarding considerations: 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 by the placement provider 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. The work experience placements being requested by Chichester Free School are on the main, three days in length. Placement providers are reminded of this when completing their section of the Unifrog Placement tool.
- All placement providers will be given guidance prior to the commencement of the placement which highlights good practice for safeguarding and how to report a safeguarding concern. If whilst on work experience, a pupil discloses anything that gives a placement reason to suspect that they may be at risk, you should:
 1. Listen carefully and take what is being said seriously
 2. Tell the pupil you have a duty to report concerns
 3. Tell the pupil you cannot promise confidentiality
 4. Write down what the pupil says in their own words and record the date of the conversation
 5. Contact the school as soon as possible
- Young people must know they will be listened to and believed if they report any concerns. They must know that when on work experience they can report to a DSL in their school or any member of staff by phone, email, in person, at any time. This element is outlined to pupils prior to them starting their placement; further information is in their work experience logbook.

Assessing the risk:

Employers are required to have risk assessments for their employees, although small businesses (with fewer than five employees) do not have to have them written down. The risk assessments for a placement will be requested through the Unifrog Placement tool. In addition to this, placements are requested to carry out an

appropriate workplace induction, which may include undertaking the risk assessments with pupils, 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 pupil, we consider that existing arrangements for employees should suffice
- For environments with risks less familiar to the pupil (e.g. in light assembly of package facilities), we will ask the placement provider to make further arrangements 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 pupils will be doing or observing, the risks involved and 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 consider the pupil'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 SENCO, Head of Year and Safeguarding team shall be sought in such cases before information is sent from the school.
- Pupils will be briefed in school via an assembly prior to going out on placement, as well as during their Monday session during the 'Experience of Work' week in July. Health and safety in the work place, alongside raising and reporting safeguarding concerns.

Monitoring and Evaluation:

All pupils who partake in work experience will be asked to complete a logbook of their experiences during and immediately after the conclusion of their placement. This will take place through writing within their logbook, completing the final stages of the Unifrog Placement tool stages and being interviewed as part of their mock interview experience.

In addition, the work experience programme is reviewed by the Assistant Head: (Secondary) All Through Personal Development, who is responsible for work experience, as well as by other members of the senior leadership team, governor responsible for careers work, and the wider SLT trust. This review is based on evidence from pupils and the placement providers. The review will:

- Consider the extent to which the programme meets the stated aims
- Consider any health and safety issues that have arisen
- Calculate the percentage that have arranged their own placement
- Calculate the percentage that have completed a placement
- Calculate the percentage that have instead chosen a college taster experience
- Consider reasons for failure to complete a placement
- Identify areas for improvement, which will be incorporated into the CEIAG development plan

Further Responsibilities:

Chichester Free School

- Providing permission for a proposed work experience placement to go ahead if satisfied that the placement provider will, in line with Health and Safety Executive's guidance for work experience organisers, take primary responsibility for the pupil's health and safety and manage any risks associated with the work experience placement based on the information provided by the proposed work experience placement by the pupil, their parent/carer, and the placement provider on the pupil's Unifrog Placement tool.
- With regards to extended work experience placements, the school will also ask the employer to inform of any significant changes to the placement activities over the placement period and of any extra health and safety measures they have put in place to control any new risks as a result of these changes.
- Providing pupils, parents and placement providers with the information required for the safe and successful completion of the work experience placement.
- Where possible, deliver a telephone call or in-person work experience check in from a member of staff for each pupil undertaking a work placement.
- Providing pupils and parents with an out-of-hours school contact in the event of an emergency relating to a pupil's work experience placement.
- Consider the approval of a disclaimer acknowledging a parent's full legal responsibility for their child's work experience placement in the event that the school cannot provide permission for the work experience placement to go ahead. The parent disclaimer would remove all of the school's responsibilities, including those of a legal nature, for the pupil's work experience placement.

Placement Provider

- Acknowledging that they have primary responsibility for the health and safety of their work experience pupil(s) and should be managing any significant risks associated with the work placement.
- Co-operating with and providing true and accurate information and documentation as part of the school's risk assessment process, including sharing details of their employer's liability insurance where applicable and required, through the Unifrog Placement tool.
- In accordance with normal practice, observing and abiding by all current relevant legislation, including approved codes of practice according to health and safety, equal opportunities, and child protection.
- Identifying whether any of their staff require a DBS check for the purposes of the work experience placement, making suitable arrangements for these checks to be undertaken where needed, and notifying the school of any records identified as a result of the process.
- Declaring, as part of the risk assessment process and in accordance with the Criminal Justice and Court Services Act 2000, if any of their staff are disqualified from working with children.
- Accepting and insuring themselves against liability for loss, damage, or injury caused by the pupil in the same way as for other employees.
- As per the Management of Health and Safety at Work Regulations 1999, preparing and sending the pupils parent/carer(s) a comprehensive risk assessment (including preventative and protective measures) through the Unifrog Placement tool.
- Providing the work experience pupil with a safe system of work, facilitated by induction, supervision, site familiarisation, and any protective and operational equipment needed.

- Contacting the pupils parental contacts and the school if the pupil does not attend their work experience placement (one notification for each day of absence is required), or discloses confidential information to a work colleague that gives rise to a concern for the pupil's physical or emotional safety.

Parent/Carer(s)

- Co-operating with and providing true and accurate information and documentation as part of the school's risk assessment process.
- Taking responsibility for notifying the placement provider if their child (the 'pupil') has any health issues, such as medical conditions, learning difficulties, physical difficulties, or behavioural needs, that could result in unnecessary risk to their health or safety, or to the safety of another person, during the work experience placement.
- Agreeing that the school may also disclose details about their child requiring special attention with the placement provider in order to secure a successful work experience placement.
- Supporting their child with the safe and successful completion of their work experience placement, including assisting with:
 - Sourcing and contacting suitable placements
 - Arranging transport to and from the work experience placement
 - Agreeing working hours (including break and lunch arrangements) with the placement provider
 - Providing the school and placement provider with timely notification of any absence (whether planned or unplanned)
- Taking responsibility for their child observing the conditions of their work experience placement as described by the placement provider.
- Accepting responsibility for any charges accrued should their child cancel their work experience placement after it has been confirmed.
- Proving the placement provider with the name and contact details of at least one parent/carers, which is communicated through the Unifrog Placement tool, so that the placement coordinator can notify them of any concerns(s) or issue(s) (e.g. pupil absence).
- Notify the school of any:
 - Question(s) or issue(s) their child has raised about their work experience placement which cannot be resolved internally between the child, parent/carers, and placement provider
 - Information the child has passed on that may affect their personal health, safety, or welfare whilst on the work experience placement.

Pupils

- Independently sourcing, with support from the school (where required), a work experience placement suitable for them
- Arranging and attending a work experience preparation conversation, interview or meeting with the placement coordinator prior to the work experience start date.
- Fully cooperating with and demonstrating respectful and professional behaviour towards their placement provider, including observing and abiding by all health and safety, security, and other regulations as directed.

- Applying the school’s guidance on health and safety and rights and responsibilities in the workplace during their work experience placement as provided during PSHE and personal development lessons.
- Completing their work experience logbook to support their professional, personal, and social development, including self-reflection and evaluation of performance and learning.
- Holding in confidence any information about the placement provider’s business which they may obtain during their work experience placement and not disclosing such information to any other person without the placement provider’s permission.
- Providing timely notification to the school and placement provider of any absence(s) whether planned or unplanned.
- Passing on to their parent(s) any:
 - Question(s) or issue(s) regarding their work experience placement that they cannot resolve independently with their placement provider.
 - Information given to them by the placement provider which may affect their personal health, safety, or welfare whilst on the work experience placement.

Appendix 1: Example of Year 9 'Day at Parents Work' letter

Date

Dear Parent/Carer,

Year 9 'Day at Parents Work' day

You may have noticed on the school's calendar, or the recent Parent Bulletin, that Year 9 pupils have a 'Day at Parents Work' day towards the end of this term. It is an exciting opportunity for your child to understand a little more about the work that you do (or an immediate family member of yours), whilst also getting a flavour of what working life is like outside of school; it was launched with Year 9 pupils in assembly just before half term.

The day that this will take place is **(date)**, which falls within our Year 10 Experience of Work week that your child will experience next year.

We would like all Year 9 pupils to have the experience of accompanying you, or an immediate family member of yours, to your place of work on this day, rather than being in school.

This is a day of 'experiencing a working environment' rather than **'work experience'**. Work experience has a connotation that the person doing it will do the same as the person they are with; what your child needs that day is an experience of shadowing (rather than doing) the things that you do. They will have a full and fantastic work experience opportunity next year, which is what our Year 10s are currently preparing themselves for; for that we ask a number of questions to the child, parent and employer, including liability insurance details, to give your child the cover they need to fully immerse themselves in work. They can also go to companies outside of their family environment, which they cannot legally do when in Year 9.

For (date), we cannot allow them beyond the constraints of direct and immediate family due to their age. The responsibility for their wellbeing therefore solely sits with parents or the direct family members that are hosting them. With this in mind, please be considerate of the risk that surround your working environment and keep them away from where risk is greater, as you would do as parents anyhow. This arrangement is no different to how a primary school may go about offering a similar experience to pupils in their school. Further communication of expectations and guidance will follow in due course.

We do recognise however that this may not be possible for all parents, in which case we would like to offer an alternative of a virtual day's work experience that can be completed from home.

Please kindly reply by **(date)** what your intentions would be for you child either through your child's School Cloud account (<https://chichesterfree.schoolcloud.co.uk/>) or by returning the attached completed to tutor or Futures Hub. If you would like to discuss this opportunity further, please do email on

Yours faithfully,

Year 9 'Day at Parents Work'

Name of Pupil: Tutor Group:

Required:

I can confirm that I will be taking my child to work with me on (date)

My work entails _____

My contact email is _____

Or:

I can confirm that a member of my family will be hosting my child at their workplace on the (date)

This work entails

Relationship to your child _____

_____ Family members contact email is

Or:

I would like my child to complete the Virtual Work Experience option at home on (date)

Or:

My child is on the French Residential and will complete their optional day on (date)

By signing this response, I consent to my child completing a 'Day at Work' away from school on (date) and I confirm that I (or immediate family member) take full responsibility for my child on this day.

Signed: _____ Date: _____