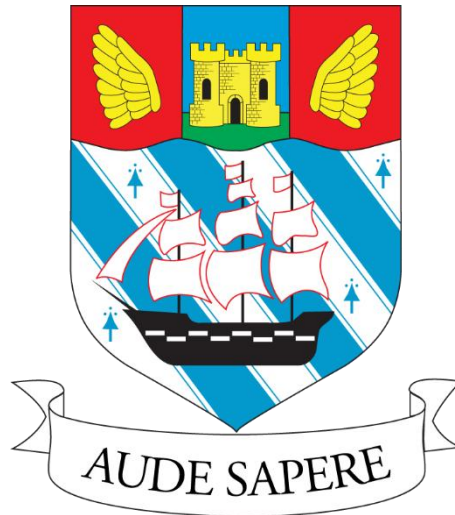




Torquay Girls' Grammar School

Work Experience Policy

Policy Information	
Policy Owner	SLT Careers Strategic Lead
Issue Version	2.0
Approving Committee	SLT
Adopted Date	June 2022
Review Cycle	Annual
Last Review Date	September 2026
Next Review Date	September 2027

*Appendix 1 Version Control Amendments Table

Contents

1. Introduction
2. Our aims
3. Provision
4. Management and co-ordination
5. Safety considerations
6. Considerations for School
7. Considerations for the placement provider
8. Assessing the risks
9. Safeguarding our students
10. Wider safeguarding awareness for placements
11. Data Protection
12. Monitoring and evaluation

Appendix 1 – Safeguarding work experience guidance and procedure

1. Introduction

Work experience is an integral part of our students' entitlement to CEIAG (Careers Education, Information, Advice and Guidance) and this clearly supports Gatsby Benchmark 6 "Experiences of Workplaces" which states:

Every pupil 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.

Work experience gives young people vital insights into the world of work, encourages them to aspire to great things, and helps them to prepare for their future. It bridges the gap between school, college and work and helps young people make decisions about their future and develop new and existing skills.

The opportunity to participate in work experience is provided to all students across Years 7 to 13, in line with the updated national expectations. Students in both Y10 and Y12 are encouraged to find placements linked to career paths that suit their interests, skills and strengths with the absence of stereotypes, which are actively challenged.

Students with Special Educational Needs or Disability (SEND), or any other additional needs, will be supported appropriately through liaison with parents and relevant staff i.e. the Special Educational Needs Co-ordinator (SENCO) and the placement provider. KCSIE 2026 has expanded the barriers that pupils with SEND may face in recognising or reporting harm - including increased dependence on adults, needs around intimate care, and social isolation - and these are factored into placement planning and risk assessment (see Section 8).

2. Our aims

Work experience should:

- > Enhance students' knowledge of the world of work
- > Develop students' employability skills
- > Provide an insight into the skills, qualities and attitudes required by particular sectors and employers
- > Provide opportunities for personal and social development – including self-confidence, time management, personal organisation and resilience
- > Help prepare students for the world of work
- > Enable students to make cross-curricular links
- > Support the School's CEIAG provision
- > Be 'meaningful' in the DfE's sense - with a clear shared purpose, genuine two-way interaction with an employer, and time built in for students to prepare beforehand and reflect afterwards

3. Provision

In line with the DfE's updated statutory guidance, our ambition is that:

- Years 7-9: students receive at least one week's worth of work experience activities across the key stage. These need not be a single placement - they can be multiple, varied, employer-led activities such as workplace visits, employer-set tasks, work shadowing, or talks delivered in a workplace setting.
- Years 10-11: students receive at least one week's worth of work experience placement(s) that allow them to experience a real working environment (in-person or virtual, as previously).
- Sixth Form: a five-day work experience opportunity continues to be offered in Year 12. Some KS5 students may access additional work experience placements during Year 12 and/or 13 through their subject courses.

As under the previous model, placements can be taken in half-day blocks, two-to-three day blocks, or all in one week - whichever the employer and student agree will be of most benefit - subject to meeting the total 'week's worth' expectation for the key stage.

4. Management and co-ordination

Approval of work placements is the responsibility of the School and the School manages all documentation for placements via Unifrog. They can be sourced through a number of different methods including personal contacts, school contacts or external provider contacts, e.g. The Education People or Careers Enterprise Company.

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

- The Health and Safety (Training for Employment) Regulations 1990
- DfE 'Careers guidance and access for education and training providers' (statutory guidance, updated May 2025 and June 2026)
- Keeping Children Safe in Education 2026 (statutory guidance, in force from 1 September 2026)
- The Crime and Policing Act 2026, insofar as it affects DBS and regulated activity thresholds for placement supervisors (see Section 9)

The School only authorises placements which have met all of our safeguarding requirements (see Section 9).

5. Safety considerations

The HSE guidance for work experience and placements is invaluable and should be shared with staff and placement providers. It can be found at

[Young people at work: Work experience - HSE](#)

6. Considerations for School

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

7. Considerations for the Placement Provider

Under HSE guidance (the Health and Safety (Training for Employment) Regulations 1990), students on work experience are treated as employees for health and safety purposes. The placement provider has the same duty of care to the students as it does to its own employees. The provider must ensure that any young person on placement is protected from any risks which are a consequence of their lack of experience or an absence of awareness of existing or potential risks or the fact that a young person has not fully matured.

An employers’ existing workplace risk assessments may already cover the risks that work experience students may be exposed to. Their existing Employer’s Liability Insurance will cover such placements.

8. Assessing the Risk

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

- > For placements in low-risk environments, such as offices or shops, with everyday risks that will mostly be familiar to the student, we consider that existing arrangements for other employees should suffice.
- > For environments with risks less familiar to the student (e.g. in light assembly or packing facilities), we will ask the placement provider to make 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 student 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 take into account the student's potential inexperience, lack of awareness of risks and their stage of development. Where it is appropriate to do so, relevant information (such as a care plan) may be sent to the employer to allow them to consider how best to provide safe methods of working. The advice of the SENCO, Head of Year, SLT Pastoral Lead and other relevant staff shall be sought in such cases before information is sent from the school, in line with the data protection principles in Section 10.
- Where a student has SEND, staff should also consider the additional barriers highlighted in KCSIE 2026 - for example, whether the student may find it harder to recognise or report inappropriate behaviour, has needs around intimate care, or may be more isolated or more dependent on adults during the placement - and reflect this in the arrangements agreed with the provider

Briefing our students in school:

- > Students will be inducted to the use of the Unifrog Placement tool which is used to organise placements.
- > The school will deliver a briefing, prior to the students going out on placement, which reiterates the importance of work experience and its benefits. This will also be used to explain about health and safety in the workplace and confirms the procedure for raising any health and safety, as well as safeguarding, concerns - including who to contact and how (see Section 9).
- > We request that the placement provider brief students on their first day of induction on health and safety; how to identify hazards and control measures that can be put in place to reduce risk of injury or accident.

9. Safeguarding our students

Guidance from the Disclosure and Barring Service (DBS) and the Department for Education in the document Keeping Children Safe in Education 2026 indicates:

- > Pupils below the age of 16 cannot have a DBS check undertaken, whatever the nature of the work experience placement.
- > Following the Crime and Policing Act 2026, the previous 'supervision exemption' no longer applies. Where a placement supervisor provides teaching, training, instructing, caring for or supervising a work experience student on more than 3 days within a 30-day period, this is now regulated activity, and the supervisor must hold an enhanced DBS check with barred list information - regardless of whether that supervisor is themselves supervised by someone else.
- > Before agreeing to any placement that will run for more than 3 days in a 30-day period, the School will ask the placement provider to confirm that the named supervisor(s) hold an appropriate enhanced DBS check with barred list information. Where this cannot be confirmed, the School will not authorise the placement in that form, and will discuss alternative arrangements (e.g. a shorter placement, or a different named supervisor) with the provider.

- For students aged 16 or over, where the placement is in a 'specified place' (such as a school, children's home, childcare premises), the placement provider should consider whether a DBS enhanced check should be requested, for staff working with the student.
- Separate government guidance suggests that students aged 16 and over, who will be undertaking a placement in Health Care or the Early Years sector should have an enhanced DBS check. Time should be allowed for this to be undertaken in advance of the placement commencing. It is recognised that the issue of safeguarding refers both to the pupils undertaking the placement as well as service users who attend such specified places. Whichever way it is viewed, the advice of maintaining 'reasonable supervision' remains central to protecting both the student and any service users at the placement.
- The School will ask placement providers to confirm that they have appropriate child protection / safeguarding policies of their own in place to protect students from harm during the placement, and will request sight of these where the nature of the placement warrants it. ~~This will be in the form of a letter of assurance.~~ **We will ensure the placement provider has appropriate policies and procedures in place to protect children from harm.**

10. Wider safeguarding awareness for placements

KCSIE 2026 broadens several areas of safeguarding practice that are relevant to students spending time off-site. Pre-placement briefings to students, and guidance issued to providers (Appendix 2), will reflect:

- How to recognise and report harmful sexual behaviour and misogynistic attitudes or comments, wherever they occur, including online.
- That the making or sharing of nude or semi-nude images - including AI-generated or digitally altered ('deepfake') images - is always a safeguarding matter, whatever the context or platform.
- Awareness of warning signs of poor mental health (including self-harm or suicidal ideation), so students and staff know these are safeguarding concerns in their own right and know how to raise them.
- Clear, current contact routes to the Designated Safeguarding Lead (DSL) and deputies, including cover arrangements for when the DSL is unavailable, so that a concern raised while a student is on placement is never left unactioned.

All placement providers will be given guidance prior to the commencement of the placement (see Appendix 2), which highlights good practice for safeguarding and how to report a safeguarding concern.

11. Data protection

Personal data about students is shared with placement providers only where necessary for the safe running of the placement (for example, emergency contact details, or relevant welfare information agreed with the SENCO, Head of Year or SLT Pastoral Lead, as set out in Section 8).

- Data will be shared in line with the UK GDPR, the Data Protection Act 2018, and the Data (Use and Access) Act 2025.

- Only the minimum information necessary for the provider to run a safe placement will be shared, and providers will be asked to handle it in confidence and delete or return it once the placement has ended.
- Any special category data (e.g. relating to a health condition or care plan) will only be shared with the informed involvement of the student's parents/carers and relevant pastoral staff.

Records relating to placements (evaluations, provider details, safeguarding checks) will be retained in line with the School's records retention schedule and Privacy Notice

12. Monitoring and evaluation

All students who access the work experience programme will be asked to evaluate and reflect on their experiences immediately after they return from their placements. This will take place through, but will not necessarily be limited to, a formal evaluation and other reflective work through the pastoral system.

In addition, the work experience programme is reviewed by the ~~Careers Leader~~ SLT Strategic Careers Lead or the Work Experience Coordinator. This review is based on evidence from students and placement providers and will be presented to the SLT and the Trustees as part of the CEIAG reporting procedures.

The review will:

- Consider the extent to which the programme meets the stated aims, including whether it meets the DfE's 'week's worth' expectations for each key stage (Section 3)
 - > Consider any health and safety issues that have arisen, including from the induction provided
 - > Confirm that DBS and regulated activity checks required under Section 9 were completed and evidenced for every applicable placement
 - > Calculate the percentage of students arranging their own placement
 - > Calculate the percentage of students completing a placement
 - > Consider reasons for failure to complete a placement
 - > Identify areas for improvement, which will be incorporated into the CEIAG development plan.

Appendix 1

Safeguarding Work Experience Guidance and Procedure

Employer Guidance:

Positive role models: During the work experience, the employer acts in a mentor capacity and therefore needs to act as an appropriate role model with due regard for appropriate conduct with learners, it is therefore important to:

- > Act as an appropriate role model
- > Value a learner's contributions and opinions
- > Encourage them to reach their desired goal and
- > Listen to the learner and discuss relevant topics

It is also important that work experience supervisors are not put in a vulnerable position, so it is suggested that where possible liaison with learners should:

- > Take place in an open space with other people present where possible
- > Be within appropriate working hours
- > Consider if questions asked about personal or family life are of an appropriate nature.

In line with KCSIE 2026, employers should also be aware that:

- Any concern about harmful sexual behaviour, misogynistic comments or conduct, or the making/sharing of nude or semi-nude images (including AI-generated images) involving a student must be reported to the School immediately, whatever the source or platform.
- Concerns about a student's mental health or wellbeing - including any indication of self-harm or suicidal ideation - should be treated as a safeguarding matter and reported to the School promptly, not managed informally by the placement alone.

Disclosure from a learner:

If you have concerns about the protection of a young person you are working with (for example something the learner has said) then immediately contact the school who will put you in contact with the safeguarding team.