



# Shoreham Academy

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<b>Title</b>	<b>Work Experience Policy</b>
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# Shoreham Academy Work Experience Strategy



## The objective:

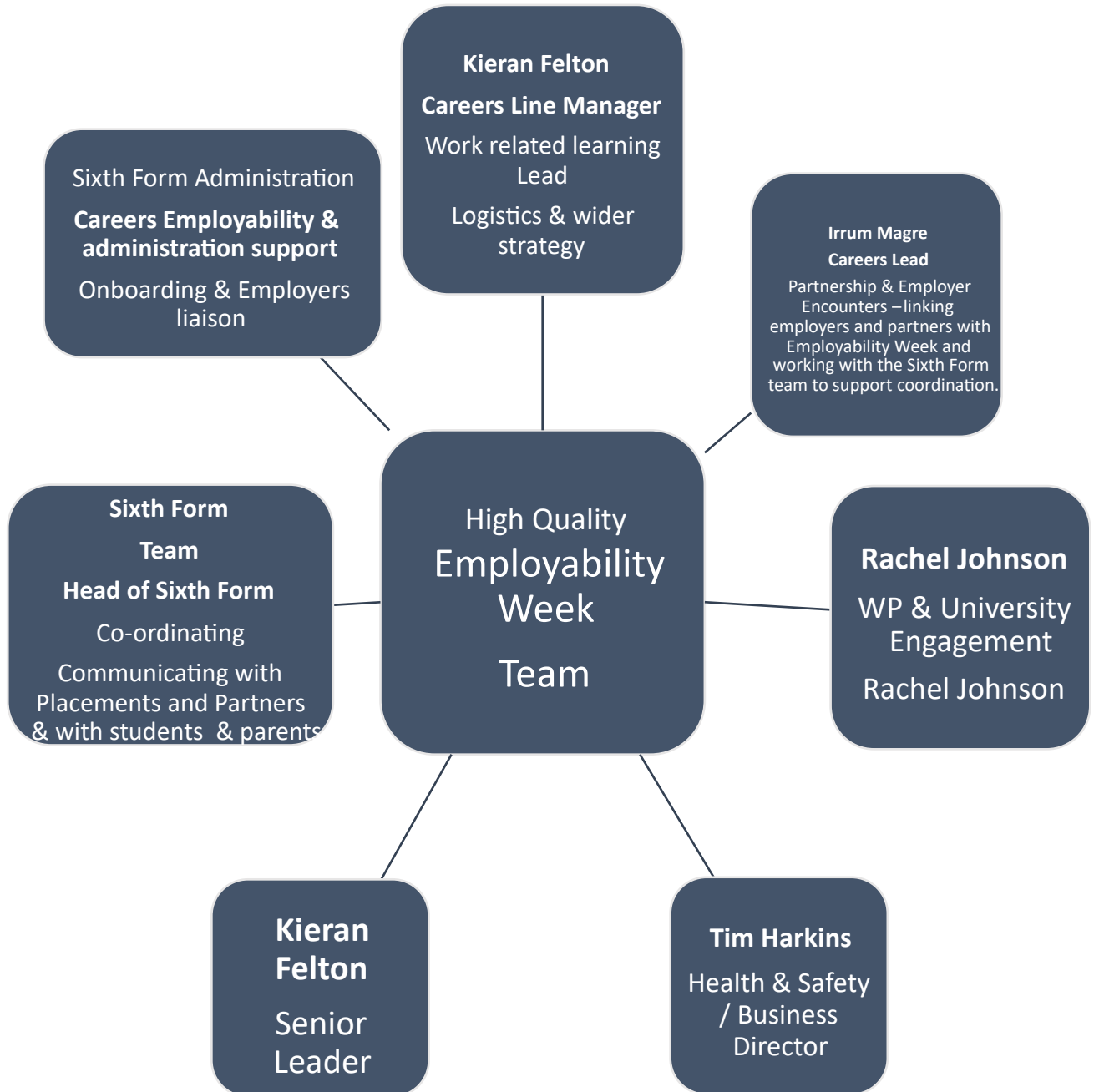
- To meet and exceed the requirements of the 16 to 19 study programme and to ensure that all students aged 16 to 19 have a high-quality experience of work-related learning, including encounters with the workplace.
- To ensure that every student at Shoreham Academy sixth form is given the opportunity to develop the essential confidence and employability skills required by both employers and academic institutions.
- To support students' experience and employability as they move positively towards their destinations and future aspirations, be it University, Apprenticeships, Training, or employment

## This involves:

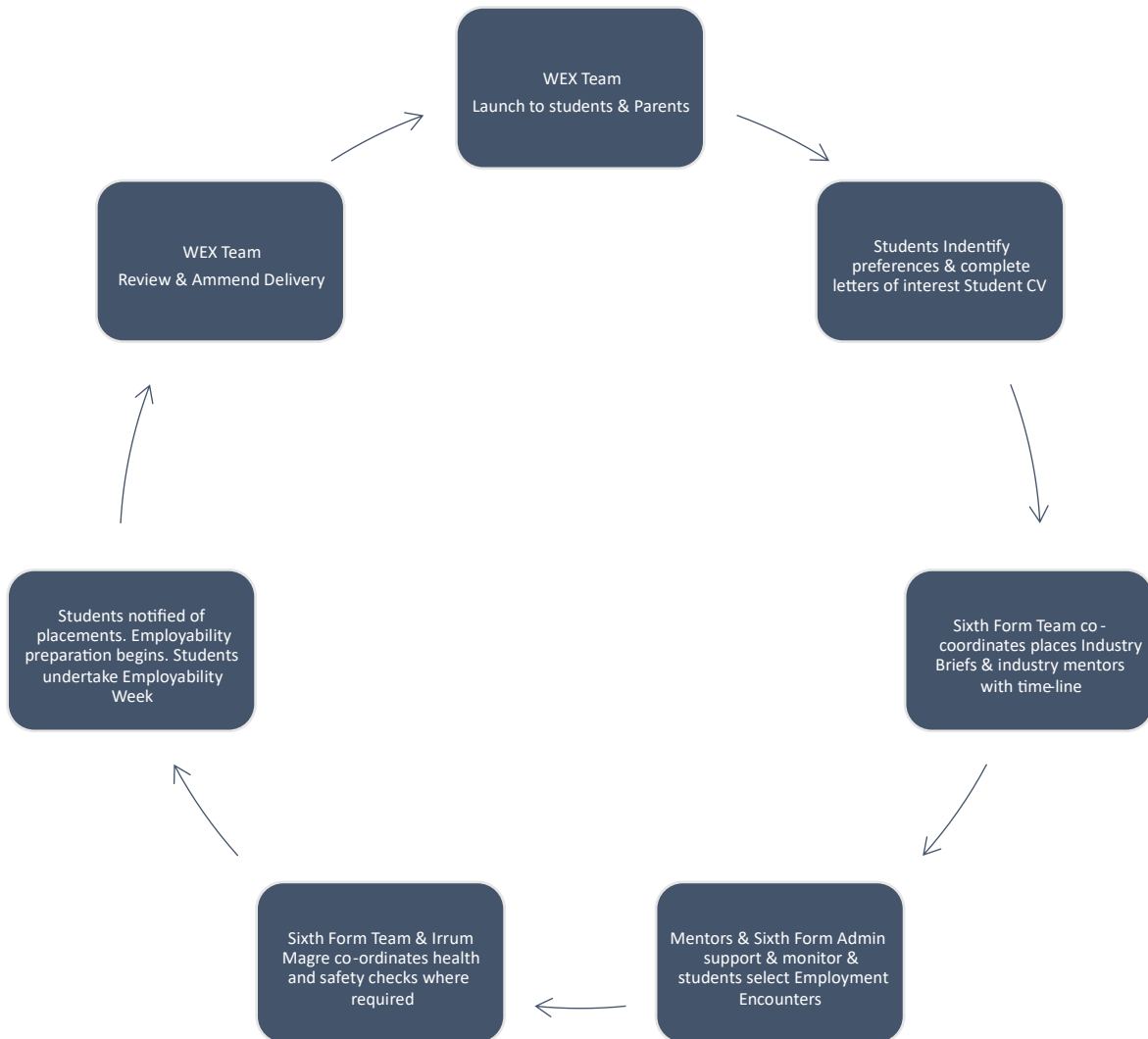
- Consistently abiding by United Learning Safeguarding Children – HR Procedural Guidance & United Learning.
- Establishing a mindset and culture that focuses relentlessly on students' destinations through their college pathway.
- Including 'Employability Week' prior to 'Work Experience Week' in addition to ongoing employability training as part of the mentor and briefing programme.
- Providing a Work Experience Handbook, timeline, and exemplar materials for writing CVs & Cover letters, all available on a dedicated page of the Sixth Form Virtual Learning Platform – Firefly.
- Offering a guided format including supporting materials that facilitate a 'Projectbased' work experience. Ensuring students have clear objectives throughout the week and are contributing to meaningful activities that will support the development of key skills for the workplace.
- Identifying the skills students need to develop to achieve their intended destinations – the 'line of sight to work'.
- Badging work experience as 'employability experiences' and linking it to skills development and employers' requirements.
- Collaborative working with both the Work-Related Learning Lead and mentors to ensure that high-quality work experience is accessed by all students.
- Highlighting the high status and value of work experience from the outset to parents and students.

- Making information and opportunities available to students, teachers, and parents so that paperwork is easily accessible.
- Highlighting and signposting work experience information to parents and carers via letters, texts, emails, and parent meetings.
- Engaging community partners and sharing the long-term value of taking on students for work experience with all parents and local businesses to encourage support from local enterprises and enhance community links.
- **Most placements are small group virtual placements** working with a range of employers to represent current workplace practices, with a **virtual launch of the project brief followed by online check-ins and presentations from students.**
- **The vast majority of placements for Employability Week are virtual, with Industry Mentors selecting specific Industry Briefs that suit students' areas of interest and career aspirations.**

## Sixth Form Work Employability Week Team



## Sixth Form Work Experience Basic Model



## Progress Monitoring

### Work Experience (WEX) – Developing Personal & Wider Employability Skills

Including Virtual Employment Week with Industry Mentors **Key**

#### Objectives:

1. **Appropriate Work Experience Linked to Core Aim** – Ensuring placements align with students' study programs.
2. **Meaningful Encounters** – Providing students with valuable industry engagement opportunities.
3. **High-Quality Placements** – Ensuring health & safety compliance and adherence to policy.
4. **Development of Employability Skills** – Enhancing confidence, communication, and workplace readiness.

#### Grade Descriptors for Outstanding

Criteria	Outstanding Descriptor	Evidence Base to Support Judgement	Actions
<b>Work Experience Implementation</b>	Work-Related Learning Lead has enhanced strategy and structure for WEX, ensuring clear timelines and resource availability via the VLE or Teams. Student WEX tracking is thorough and effectively monitored.	All evidence is contained within the KS5 SEF folder.	Introduce WEX Progress Review Week (February ½ Term); Integrate Sixth Form mentors within WEX processes (e.g., School Meetings); Maintain clear communication through WEX meetings & briefings.
<b>Targeted Support for Students</b>	Students requiring relevant placements are accurately identified by mentors and the WEX Coordinator.	Records of mentor identification and coordinator allocation stored in SEF folder.	Ensure ongoing quality assurance of mentor referrals; Monitor placement suitability and student outcomes.
<b>Documentation &amp; Monitoring</b>	Documentation is updated regularly, with systems ensuring clarity, consistency, and accountability across all WEX processes.	Updated documentation and monitoring templates stored within KS5 SEF folder.	Continue systematic updates to all WEX documentation; Strengthen monitoring cycle to ensure timely review points.

<b>Raising Profile of WEX Team</b>	Promotion of WEX and wider employability initiatives is consistent and impactful across the school community.	Logs of events, promotional materials, and student feedback.	Raise awareness of the WEX team's role and impact through assemblies, tutor briefings, and communication channels.
<b>Policy Outcome &amp; Review</b>	Regular updates to WEX policy and placement book ensure continuous improvement and alignment with best practice.	Version-controlled policy documents and placement book records.	Review and update the WEX Policy and placement book annually.

(TH, KF). - Monitor WEX outcomes for effectiveness.

## **Shoreham Academy Work Experience Policy**

### **Organisation for Health & Safety Management & Guidance**

#### **Management Duties for Safety**

As Principal, it is my duty to ensure compliance with this health and safety policy. My specific duties are as follows:

##### **A. Compliance and Communication**

- Ensure adherence to the health and safety policy in all respects.
- Inform the senior management team and all employees of any policy changes.
- Ensure necessary resources for implementation are available.
- Report to trustees at least annually via the group health and safety manager. This responsibility cannot be delegated.

##### **B. Planning, Organisation, and Monitoring**

- Plan, organise, control, monitor, and review health and safety arrangements for employees, pupils, visitors (including contractors), and others affected by our activities.
- Commit to writing local management arrangements for safety and standalone management plans.

#### **Delegation of Tasks**

The following employees have the duty to comply and ensure safety and health within their specific roles:

- **Jim Coupe** – Principal
- **Tim Harkins** – Health and Safety & Business Director
- **Kieran Felton** – Careers Provision Strategic Leader
- **Head of Sixth Form & Sixth Form Team** – Student and Industry Liaison & Compliance Checks
- **Irrum Magre** – Careers Advisor (Line Managed by Steve Tabor)

#### **Health and Safety Training Needs Survey**

Departmental managers must complete an annual training needs survey, initiated and collated by the Health & Safety Co-ordinator. Training requirements include job/department-specific needs, as well as general health and safety training such as first aid and fire safety. Employees involved in formal risk assessments, including the Work Experience Co-ordinator, must receive relevant training.

## **Unifrog Platform support for Work Experience Placements**

Brief overview of how the Unifrog Placements Tool supports the organisation and management of both in-person and virtual work experience placements for our students.

### **This is how it works:**

- Students log into Unifrog and search or enter details of a work experience opportunity (in person or online).
- Once a placement is added, Unifrog automatically triggers a workflow that includes the required documentation and checks.

### **Forms and Processes:**

1. Student Placement Details Form – Completed by the student with information about the employer and dates.
2. Employer Agreement Form – Sent via Unifrog to the placement provider, covering health & safety, supervision, and safeguarding.
3. Parent/Carer Consent Form – Automatically sent for online approval once a placement is confirmed.
4. Risk Assessment – Built into the process for in-person placements. Schools can then also request additional details if needed.

### **Key points:**

- Everything is tracked and recorded in one place for safeguarding and auditing.
- Reduces admin time with automated emails and follow-ups.
- Allows staff to monitor progress and approve placements directly on the platform.

### **Young Persons at Work**

Legislation requires formal written risk assessments for young people (under 18). These assessments must consider:

- Inexperience, lack of risk awareness, and immaturity.
- Workplace layout and workstation setup.
- Exposure to physical, biological, and chemical hazards.
- Use of work equipment and handling procedures.
- Organisation of processes and activities.
- Extent of health and safety training provided.
- Measures to protect young persons from risks associated with inexperience or immaturity.

If the school arranges its own work experience placements, risk assessments must be obtained before the placement begins.

Parents of school-age children (under 16) must be provided with a copy of the written risk assessment, detailing identified risks, preventative measures, and relevant information for workplaces shared with other employers. Young people themselves must also be informed.

### **Work Experience Placements**

As per the latest Health and Safety Executive (HSE) guidelines, the **placement provider (employer) holds the primary responsibility** for the student's health and safety during their work experience placement.

#### **Actions Required by Shoreham Academy:**

- **Ensure the employer manages significant risks** and has appropriate control measures.
- **Communicate with employers** about students who may be at greater risk due to medical conditions or learning difficulties.
- **Keep checks proportionate** to the environment:
  - **Low-risk environments** (e.g., offices, shops): A conversation with the employer should suffice.
  - **Moderate-risk environments** (e.g., light assembly, packing facilities): Confirm employer's risk management arrangements, including induction, supervision, and site familiarisation.
  - **High-risk environments** (e.g., construction, agriculture, manufacturing): Discuss work tasks, risks, and safety measures. Ensure training, supervision, and protective equipment are in place.
- **Use past experience** with trusted employers where appropriate.
- **Check that students know how to raise health and safety concerns.**

#### **What Schools Should NOT Do:**

- **Repeat risk assessment processes** for known, trusted employers with no change in student needs.
- **Request unnecessary paperwork** from employers.
- **Duplicate employer checks** – If using a third party to arrange placements, avoid redundant verification requests.

Schools **are not required** to visit placement providers or request copies of risk assessments before placements begin. Instead, the academy must ensure that the employer has appropriate risk control systems in place. A **self-assessment form** can be sent to the employer during the planning stage. If their responses are unsatisfactory, they should not be included in the work experience scheme.

## Travel

- The academy is responsible for student safety **only if they travel from school premises to the placement provider.**
- If the student travels **directly from home**, the academy is not responsible for their safety during transit.
- Travel arrangements should be considered during planning, and findings must be communicated to students and parents/guardians.

## Insurance

Employers hosting work experience students must have **Employers' Liability Insurance (ELI)**. Schools should verify that the placement provider has valid ELI coverage.

## Safeguarding

While primary health and safety responsibility lies with the employer, the academy must ensure safeguarding procedures are in place:

- Employers must understand their safeguarding responsibilities.
- Students must be informed on how to report any concerns during their placement.
- Open communication channels must be maintained between the student, the academy, and the employer.

### **Migrating to the Unifrog Placements Tool**

## Overview

We are transitioning to the **Unifrog Placements** tool to streamline and automate the placement process. This tool ensures that all necessary steps are completed efficiently and transparently.

## Key Features

- **Automated Workflow:** The tool uses a series of forms that need to be completed by specific individuals at designated times. Once one person completes a form, the next person is automatically notified, ensuring a smooth and continuous process.
- **Guidance and Best Practices:** Integrated explanations of technical terms and best practice guidance are provided throughout the process. Teachers have access to a dashboard that offers an at-a-glance view of the status of every placement for students in a year group.
- **Employer Engagement:** At the end of each placement, employers are asked if they would be willing to host another student in the future. This helps build a tailored database of potential placement hosts for the school/college.

## Lifecycle of a Unifrog Placement

1. **Initiation:** A student or their teacher initiates the process by adding a new placement.
2. **Employer Confirmation:** The employer is notified via email and must confirm adherence to best practices in:
  - Safeguarding
  - Health and Safety
  - Risk Assessment
  - Insurance
  - GDPR
3. **Parental Agreement:** The parent or guardian signs an agreement.
4. **Coordinator Review:** The placement coordinator reviews all provided information and gives their consent.
5. **Teacher Oversight:** Teachers can monitor the status of all placements via a dashboard, filter to see which placements have outstanding forms, and remind individuals who need to complete their tasks.
6. **Placement Execution:** The placement takes place, and teachers can record check-ins if desired.
7. **Reflection and Database Update:** After the placement, the student and employer reflect on the experience. Employers can opt to be added to the school/college's placements database for future opportunities.

By migrating to the Unifrog Placements tool, we aim to enhance the efficiency, transparency, and effectiveness of our placement program.

Useful information can be found here: [For teachers: how to coordinate a successful placement programme : Unifrog Placement Guides](#) **legal Aspects of Coordinating Placements**

### Overview

Coordinating student placements involves legal considerations that are simpler than they might seem. Understanding these can help ensure a smooth and compliant placement program.

### Legal Framework

In most countries, students on placements are treated as regular employees. This means that the employer's existing policies, such as Risk Assessment, Health & Safety, insurance, and data protection, should also apply to the student. Employers need to review their documentation to ensure it is suitable for hosting a young person.

## Responsibilities

- **Employer's Role:** Employers must have the appropriate policies in place to cover the student. They need to verify that their Risk Assessment, Health & Safety, and other relevant policies are up to date and applicable to the placement.
- **School's Role:** Schools must take reasonable steps to ensure that the employer is acting responsibly. This involves verifying that the employer has the necessary policies and procedures in place.

## Unifrog Placements Tool

The Unifrog placements tool assists in this process by:

- Outlining the required policies to the employer.
- Requiring the employer to confirm that they meet all necessary requirements.

## Additional Precautions

For added safety, the system advises the employer placement lead to send a copy of their Risk Assessment and Health & Safety policy to the school/college placement coordinator if any of the following conditions apply:

- The student has special needs, illnesses, or injuries that might affect the placement.
- It is the employer's first time hosting a placement.
- The workplace is considered above low risk.

By following these guidelines, both schools and employers can ensure a safe and legally compliant placement experience for students.

## Unifrog Placements Tool

**Introduction** The Placements tool is designed to help schools fulfill their legal duty to ensure that employers provide safe placements.

**Unifrog Placements Tool** The Unifrog Placements tool simplifies the process by using a series of forms that schools and colleges can use to verify that employers have the necessary insurance and policies in place. It also provides guidance to employers to help them run successful placements and ensures that parents or guardians can easily agree to the placement.

**Note:** This policy is based on UK law. While most countries have similar regulations, it is important to check local laws for placements outside the UK. For non-UK placements, we handle Insurance, Health & Safety, and Risk Assessment differently.

**Safeguarding** Safeguarding in work placements means protecting young people from physical, emotional, or sexual abuse and ensuring that employers follow best practices in reporting any concerns.

### **Best Practices for Safeguarding:**

- Employers should receive information on how to handle safeguarding concerns, including contact details for the designated safeguarding person.
- The Employer placement lead and others interacting with the student should be mature and capable of establishing professional relationships.
- Physical contact should be avoided unless necessary (e.g., demonstrating machinery).
- Any incidents (e.g., no-shows, accidents, indiscipline) must be reported to the School placement coordinator immediately.
- If a student confides in an adult about safety concerns, the adult should listen, not promise secrecy, document the conversation, and inform the School placement coordinator.

**Workplace Visits** In-person checks are generally unnecessary unless specific circumstances warrant them. Schools and colleges must take reasonable steps to ensure that employers act responsibly and that placements are safe. Following the standard steps on the Unifrog Placements tool usually suffices.

### **Exceptions:**

- In-person checks may be necessary for workplaces involving heavy machinery or students with special needs.
- There is no rule requiring in-person checks for students under 16, but their maturity should be considered in risk assessments.

**Criminal Records Checks (DBS Checks)** The 'Keeping children safe in education' (KCSIE) guidance has led to confusion about when DBS checks are required. Schools should decide based on the specifics of each placement.

### **DBS Check Requirements:**

- A check may be necessary if the student is likely to be alone with an adult, is under 16 at the end of the placement, and the placement lasts more than 3 days or runs overnight.
- For students 16 and older, schools cannot request a DBS check of the employer.

### **Unifrog Placements Tool Guidance:**

- Employers are advised against having adults alone with students.
- If a student is likely to be alone with an adult, is under 16, and the placement lasts more than 3 days, the employer must ensure relevant adults are not barred from working with children (usually via a DBS check).
- If the employer cannot ensure this, the school/college placement coordinator is advised to likely refuse permission.