Physis Academy - Work Experience Policy and Procedures (Updated)

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Postholder responsible:	**Domoni Supple**	**Date: 14/07/2026**
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1. Introduction and Aims

Equality and Diversity Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. How to review a school policy (The Key Leaders)

Physis Academy is committed to ensuring that all students have equal access to high-quality work experience opportunities, regardless of their protected characteristics. We recognise that students come from diverse backgrounds and have different needs, and we are committed to making reasonable adjustments and providing appropriate support to ensure that every student can benefit from work experience.

All employees, learners, and placement providers will be treated equally under this policy. We will not discriminate against anyone on the grounds of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We recognise that students may have multiple protected characteristics (intersectionality) and we are committed to taking a holistic approach to supporting each individual student.

Where discrimination, harassment, or unfair treatment occurs in relation to work experience, we will take immediate action. This may include:

- Providing additional support to the student
- Addressing the issue with the placement provider
- Withdrawing the student from the placement if necessary
- Ceasing to use a placement provider that does not meet our equality standards
- Reporting serious incidents to appropriate authorities

Students have the right to withdraw from a placement where they experience discrimination, and this will not negatively impact their assessment or standing at the school.

Equality Impact Assessment

This policy has undergone a comprehensive Equality Impact Assessment (EIA). The EIA identified areas where the previous policy could inadvertently create barriers for students with protected characteristics, and this updated policy addresses those concerns. A summary of the EIA findings and actions taken is included in Appendix 3.

The outcome of the current EIA is that this policy actively promotes equality and has been designed to remove barriers and support all students in accessing meaningful work experience.

Purpose

The aim of Work Experience and Work Based Learning is to provide students with practical awareness and skills in the economic community supported by theory and principles delivered by the school. The overall objective is to enable the learner to achieve a relevant qualification and an understanding of how industrial, commercial, service and public organisations function.

Specific objectives include:

- Enhanced opportunities for competence-based assessment
- An appreciation of the challenges and rewards of employment
- Contributions to planning and decision-making in relation to career opportunities
- Awareness of the relevance of courses/subjects and qualifications to the work situation
- Fulfilment of specific course-related requirements

- The development of personal and social skills
- An awareness of equal opportunities, diversity, and inclusion in the workplace
- Challenging stereotyping and discrimination
- Building confidence and resilience
- Developing understanding of workplace rights and responsibilities

Because student education is occurring off-school premises, additional controls are required to ensure that the school's educational and legal responsibilities are still met. This policy provides such guidance.

All reasonable care will be taken to ensure that the following statutory requirements are addressed:

- Health and safety
- Insurance
- Equal opportunity
- Equality and diversity
- Safeguarding (including protection from discrimination and hate incidents)
- Curriculum requirements
- Reasonable adjustments under the Equality Act 2010
- Data protection and confidentiality

Intended Learning Outcomes

In all cases, the intended learning outcomes of placements and employment-enhanced education should be negotiated between the tutor, the student, and the employer. The intended learning outcomes should be placed in the student's file and recorded centrally by the course tutor or work-based assessor.

In the case of Work Experience, students should be matched to available work experience placements in a way that takes into account exactly what an individual will gain from any work experience and how it relates to curriculum requirements.

The course tutor must establish intended learning outcomes which take into account:

- The needs and interests of the individual student
- The student's protected characteristics and any related needs or preferences
- Any reasonable adjustments required

- The type of placement in relation to curriculum specifications
- The academic framework within which work experience takes place
- The location of placement in relation to a student's home
- Transport to the placement
- Accessibility of transport
- The physical and mental demands of the placement
- Cultural, religious, or identity-related considerations
- Financial considerations and available support
- The student's career aspirations and challenging stereotyping

In the case of Work Based Learning, students will be participating in a programme agreed with the employer to enhance their skills, knowledge and effectiveness in that work environment.

Scope

This policy and procedures relate to all school students who participate in Work Experience activities and Employer Responsive Programmes. This includes students with SEND, looked after children, and students from all backgrounds and identities.

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2. Equality and Inclusion in Work Experience

Our Commitment to Equality

Physis Academy is committed to:

1. **Ensuring equal access** - All students will have the opportunity to participate in work experience, with reasonable adjustments and support provided where needed
2. **Challenging stereotyping** - We will actively challenge gender, racial, disability, and other forms of stereotyping in placement allocation and career guidance
3. **Promoting diversity** - We will work with a diverse range of placement providers and encourage students to explore non-traditional career paths
4. **Supporting individual needs** - We will take a person-centred approach, recognising each student's unique circumstances, needs, and aspirations

5. **Monitoring equality** - We will collect and analyse data on placement allocation and outcomes by protected characteristics to identify and address any inequalities
6. **Holding providers accountable** - We will only work with placement providers who meet our equality standards and will take action where discrimination occurs
7. **Empowering students** - We will ensure students understand their rights and know how to report discrimination or unfair treatment

Disability

Our Commitment

We are committed to ensuring that students with disabilities and SEND can access meaningful work experience opportunities. We recognise that with the right adjustments and support, students with disabilities can thrive in work placements and develop valuable skills.

Reasonable Adjustments

Under the Equality Act 2010, we have a duty to make reasonable adjustments for disabled students. This means:

- Anticipating needs - We will proactively consider what adjustments may be needed, rather than waiting for barriers to arise
- Removing barriers - We will work with students and placement providers to identify and remove barriers to participation
- Providing auxiliary aids - We will ensure students have access to any assistive technology or support they need
- Adapting practices - We will adapt our procedures and the placement activities where necessary

Examples of reasonable adjustments may include:

- Modified work tasks or schedules
- Additional supervision or mentoring
- Accessible facilities (e.g., wheelchair access, accessible toilets)
- Assistive technology (e.g., screen readers, hearing loops)
- Quiet spaces for students who need sensory breaks
- Flexible hours to accommodate medical appointments or fatigue

- Written instructions for students with communication needs
- Visual supports for students with autism
- Job coaching or support workers
- Modified dress codes where medical or sensory needs require it

Medical Information and Health Conditions

Medical information is confidential. Before any medical information is shared with a placement provider, consent must be obtained from both the student and parent/carer (where the student is under 18 or lacks capacity to consent independently).

The purpose of gathering medical information is to enable appropriate support and reasonable adjustments, not to exclude students from opportunities.

Students with health conditions should not be automatically excluded from placements. Instead, we will:

1. Discuss with the student and family what adjustments or support may be needed
2. Conduct a person-centred risk assessment focusing on how to enable participation safely
3. Work with the placement provider to put appropriate adjustments in place
4. Consider alternative placements only if reasonable adjustments cannot be made in the preferred placement
5. Provide alternative pathways (see Section 4) for students who cannot access standard placements

The following table provides guidance on considerations for students with specific health conditions, but each case must be treated individually:

Health Condition	**Considerations (not automatic exclusions)**	**Possible Adjustments**
Mobility conditions (e.g., hernia, spinal conditions, limb differences)	Avoid heavy manual work or heavy lifting unless appropriate equipment/support available	Accessible workplace, adapted tasks, lifting equipment, seated work options

Health Condition	Considerations (not automatic exclusions)	Possible Adjustments
Respiratory conditions (e.g., asthma, allergies)	Avoid exposure to dust, fumes, or allergens where possible	Well-ventilated areas, alternative tasks, access to medication, emergency plans
Epilepsy (controlled)	Consider risks of working at heights or near unguarded machinery	Ground-level work, guarded machinery, supervision, seizure management plan
Sensory impairments (hearing, vision)	Ensure communication methods and safety information are accessible	Visual/tactile alerts, hearing loops, large print, screen readers, buddy system
Colour vision deficiency	Consider tasks requiring colour discrimination	Alternative methods (labels, patterns), adapted tasks
Skin conditions	Avoid high dermatitis hazards where possible	Protective equipment, alternative tasks, access to appropriate facilities
Mental health conditions	Consider stress levels and provide appropriate support	Flexible hours, quiet spaces, regular check-ins, clear expectations, supportive supervisor
Autism and social communication needs	Provide clear structure, routine, and communication	Visual schedules, clear instructions, quiet spaces, understanding supervisor, social stories
Learning disabilities	Ensure tasks are accessible and instructions are clear	Simplified instructions, visual aids, additional

Health Condition	Considerations (not automatic exclusions)	Possible Adjustments
		time, step-by-step guidance, mentoring

Important principles:

- These are **considerations, not prohibitions**
- Each student must be assessed individually
- The focus should be on what students can do with adjustments, not what they cannot do
- Students and families should be fully involved in discussions
- Medical professionals should be consulted where appropriate
- Creative solutions should be explored

Students Who Cannot Access Standard Placements

For students who, even with reasonable adjustments, cannot access a standard external placement, we will provide alternative pathways such as:

- School-based work experience - Meaningful work roles within the school (e.g., office administration, IT support, library services)
- Supported placements - Placements with specialist providers experienced in supporting students with complex needs
- Virtual work experience - Online work experience programmes
- Project-based learning - Work-related projects that develop employability skills
- Phased or part-time placements - Shorter or part-time placements that build up gradually
- Job shadowing - Observational placements where active participation is not possible

These alternatives will be of equal value and will meet curriculum requirements.

Race and Ethnicity

Our Commitment

We are committed to ensuring that students from all ethnic backgrounds have equal access to work experience opportunities and are not disadvantaged by racial bias or discrimination.

Addressing Potential Barriers

We recognise that students from some ethnic backgrounds may face barriers in accessing work experience, including:

- Unconscious bias in placement allocation
- Discrimination from placement providers
- Cultural differences in understanding work experience or career pathways
- Language barriers where English is an additional language
- Lack of diverse role models in certain sectors

We will address these barriers by:

1. Monitoring placement allocation by ethnicity to identify any patterns of inequality
2. Training staff on unconscious bias and culturally responsive practice
3. Diversifying our placement provider base to include employers from various sectors and backgrounds
4. Challenging stereotyping in career guidance and placement matching
5. Providing culturally appropriate support including interpreters where needed
6. Working with families in culturally sensitive ways
7. Ensuring placement providers have strong equality policies and practices
8. Taking immediate action where racial discrimination occurs

Cultural Considerations

We will take account of cultural factors in placement matching, including:

- Language needs - Providing interpreters or placements where the student's first language is spoken, where appropriate
- Cultural understanding of work - Explaining work experience in ways that are meaningful to different cultural contexts
- Family involvement - Recognising that some cultures place high value on family involvement in decision-making

- Dietary requirements - Ensuring placement providers can accommodate cultural dietary needs
- Cultural dress - Ensuring students can wear culturally or religiously significant clothing

Addressing Racism

Students have the right to a placement free from racism and racial discrimination.

If a student experiences racism in a placement:

1. The student should report it immediately to their tutor or the Work Experience Coordinator
2. The school will investigate promptly
3. The school will support the student, including offering counselling if needed
4. The school will address the issue with the placement provider
5. If the issue cannot be resolved, the student will be withdrawn and offered an alternative placement
6. Serious incidents will be reported to appropriate authorities
7. The school may cease working with placement providers who do not address racism appropriately

Students will not be disadvantaged for reporting racism.

Gender Identity and Sex

Our Commitment

We are committed to ensuring that students of all genders, including transgender and non-binary students, can access work experience in an environment that respects their identity.

We will challenge gender stereotyping in career guidance and placement allocation.

Supporting Transgender and Non-Binary Students

We will:

1. Respect students' gender identity - Using students' chosen names and pronouns in all work experience documentation and communications
2. Ensure confidentiality - Only sharing information about a student's gender identity with placement providers where the student consents and it is necessary for their support

3. Assess placement providers for LGBTQ+ inclusivity before placing transgender or non-binary students
4. Ensure appropriate facilities - Confirming that placement providers have appropriate toilet and changing facilities that the student can access comfortably
5. Address dress codes - Ensuring students can dress in accordance with their gender identity
6. Provide support - Offering additional support to students who may be anxious about being in a new environment
7. Take action against transphobia - Immediately addressing any transphobic behaviour or discrimination

If a student is not "out" in all contexts:

- We will respect the student's wishes about disclosure
- We will discuss with the student what information (if any) they want shared with the placement provider
- We will support the student in managing their identity in the workplace
- We will ensure the student feels safe and supported

Challenging Gender Stereotyping

We recognise that gender stereotyping can limit students' career aspirations and opportunities. We will:

- Actively encourage students to consider placements in non-traditional sectors (e.g., girls in construction, boys in childcare)
- Monitor placement allocation by gender to identify stereotyping patterns
- Provide diverse role models and case studies
- Challenge assumptions in career guidance conversations
- Work with placement providers to promote gender diversity in their sectors

Addressing Gender-Based Discrimination and Harassment

Students have the right to a placement free from sexism, sexual harassment, and gender-based discrimination.

If a student experiences gender-based discrimination or harassment:

1. The student should report it immediately to their tutor or the Work Experience Coordinator
2. The school will investigate promptly and take the matter seriously
3. The school will support the student, including offering counselling if needed
4. The school will address the issue with the placement provider
5. If the issue cannot be resolved, the student will be withdrawn and offered an alternative placement
6. Serious incidents will be reported to appropriate authorities
7. The school may cease working with placement providers who do not address harassment appropriately

Students will not be disadvantaged for reporting discrimination or harassment.

Religion or Belief

Our Commitment

We respect the religious beliefs of our students and families and will ensure that work experience placements accommodate religious observance and requirements.

Religious Observance

We will work with students and placement providers to accommodate:

- Prayer times - Ensuring students have access to appropriate space and time for prayer
- Religious holidays - Avoiding placement during important religious festivals where possible, or making alternative arrangements
- Fasting - Making adjustments during periods of fasting (e.g., Ramadan)
- Sabbath observance - Respecting students' need to observe the Sabbath

Religious Dress and Symbols

Students have the right to wear religious dress and symbols (e.g., hijab, turban, cross, kippah) in their placement, unless there are genuine health and safety reasons that cannot be accommodated through reasonable adjustments.

We will:

- Discuss dress requirements with placement providers in advance
- Ensure placement providers respect religious dress

- Find alternative placements if a provider cannot accommodate religious dress for non-safety reasons
- Work with students to find appropriate solutions where safety equipment is required (e.g., modified hard hats for turbans)

Dietary Requirements

We will ensure that placement providers are aware of and can accommodate students' dietary requirements based on religious beliefs (e.g., halal, kosher, vegetarian).

Religious Beliefs About Work Types

We recognise that some students or families may have religious objections to certain types of work (e.g., working with alcohol, pork products, gambling). We will:

- Discuss any concerns with students and families
- Respect religious beliefs in placement matching
- Provide alternative placements where necessary
- Not disadvantage students who cannot access certain placements for religious reasons

Addressing Religious Discrimination

Students have the right to a placement free from religious discrimination and Islamophobia, anti-Semitism, or other forms of religious prejudice.

The same reporting and action procedures outlined for racial discrimination apply to religious discrimination.

Sexual Orientation

Our Commitment

We are committed to ensuring that lesbian, gay, and bisexual students can access work experience in an environment that respects their identity and where they feel safe to be themselves.

Supporting LGB Students

We will:

1. Create an inclusive environment - Ensuring all students feel comfortable discussing their identity if they choose to
2. Assess placement providers for LGBTQ+ inclusivity

3. Respect students' choices about disclosure - Not requiring students to disclose their sexual orientation, and respecting their wishes about what information is shared with placement providers
4. Provide support - Offering additional support to students who may be anxious about being in a new environment
5. Challenge assumptions - Not assuming all students are heterosexual in conversations or materials
6. Provide diverse role models - Including LGBTQ+ role models in career guidance

Addressing Homophobia and Biphobia

Students have the right to a placement free from homophobic or biphobic discrimination and harassment.

The same reporting and action procedures outlined for other forms of discrimination apply to homophobia and biphobia.

Pregnancy and Maternity

Our Commitment

We are committed to ensuring that pregnant students and student parents can access work experience opportunities with appropriate adjustments and support.

Supporting Pregnant Students

Pregnancy is not a barrier to work experience. We will:

1. Conduct a specific risk assessment for pregnant students, considering:
    - Physical demands of the placement
    - Exposure to hazardous substances
    - Working hours and break times
    - Access to rest facilities
    - Stress levels
2. Make reasonable adjustments such as:
    - Modified tasks to avoid heavy lifting or prolonged standing
    - Additional breaks
    - Flexible hours for medical appointments
    - Access to rest areas

    - Modified dress code if needed
3. Work with the placement provider to ensure they understand their duties under the Equality Act
4. Provide alternative placements if the preferred placement cannot be made safe with reasonable adjustments
5. Support the student's wellbeing - Recognising that pregnancy can be physically and emotionally demanding

Supporting Student Parents

We recognise that student parents may face additional barriers in accessing work experience, including:

- Childcare responsibilities - Difficulty attending placements during school holidays or outside school hours
- Financial constraints - Additional costs of childcare
- Fatigue - Balancing parenting responsibilities with education and work experience

We will:

1. Consider childcare needs in placement matching (e.g., local placements, school-hour placements)
2. Provide flexible arrangements where possible
3. Offer financial support for childcare costs where available
4. Not disadvantage student parents - Ensuring they can meet curriculum requirements through alternative arrangements if necessary

Age

Our Commitment

We recognise that students on work experience are predominantly young people aged 16-18, and we will ensure appropriate protections are in place.

Protections for Young People

We will ensure:

- Working Time Regulations are followed - Young workers must not work over 8 hours per day and 40 hours per week
- Age-appropriate risk assessments are conducted

- Appropriate supervision is provided
- Prohibited employments for young people are not accessed (see Section 3)
- Safeguarding measures are in place

Mature Students

If the school has mature students (over 18), we will ensure:

- Their experience and maturity are recognised
- Placements are appropriate to their age and circumstances
- They are not disadvantaged compared to younger students

Marriage and Civil Partnership

We will ensure that students are not discriminated against on the basis of their marital or civil partnership status.

Socioeconomic Factors

While socioeconomic status is not a protected characteristic under the Equality Act 2010, we recognise that students from low-income families may face barriers in accessing work experience.

Financial Support

We are committed to ensuring that no student is prevented from accessing work experience due to financial barriers.

Financial support is available for:

- **Travel costs** - Bus fares, train tickets, or mileage for students who drive
- **Work clothing** - Appropriate clothing for the placement (e.g., smart clothes, safety boots)
- **Equipment** - Any equipment required for the placement
- **Lunch costs** - Where students need to purchase lunch
- **Childcare costs** - For student parents (where funding is available)

How to access financial support:

1. Students or families should speak to the Work Experience Coordinator or their tutor
2. A confidential discussion will take place about needs
3. Support will be provided promptly and discreetly

4. Students will not be disadvantaged or stigmatised for requesting support

We will also:

- Prioritise local placements where possible to minimise travel costs
- Work with placement providers to explore whether they can provide lunch or travel expenses
- Consider paid work experience opportunities where appropriate
- Ensure students are not required to purchase expensive items for short placements

Intersectionality

We recognise that students may have multiple protected characteristics and may face compounded disadvantage. For example:

- A Black disabled student may face both racial and disability discrimination
- A Muslim girl may face both religious discrimination and gender stereotyping
- An LGBTQ+ student with SEND may face multiple forms of prejudice

We will:

1. Take a holistic approach - Considering the whole student and all their needs
2. Recognise compounded disadvantage - Understanding that students with multiple protected characteristics may face additional barriers
3. Provide comprehensive support - Ensuring all aspects of a student's identity and needs are considered
4. Monitor intersectionality - Collecting data that allows us to understand the experiences of students with multiple protected characteristics

Looked After Children and Previously Looked After Children

We recognise that many of our students are looked after or previously looked after, and may face additional challenges including:

- Trauma and attachment difficulties
- Disrupted education
- Low confidence and self-esteem
- Uncertainty about the future
- Frequent placement moves

We will:

1. Work closely with social workers and carers to plan appropriate work experience
2. Provide additional support and mentoring
3. Consider trauma-informed approaches in placement selection and support
4. Celebrate achievements and build confidence
5. Ensure stability - Avoiding unnecessary changes to placements where possible
6. Link to Personal Education Plans (PEPs) - Ensuring work experience supports the student's PEP goals

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3. Procedures

The following procedures apply to both Work Experience (WEX) and Work Based Learning (WBL) unless otherwise stated.

#	Procedure	Relevance
		WEX
1	Legal framework	Y
2	Prohibited employments	Y
3	Indemnities	Y
4	Reasonable adjustments and support needs	Y
5	Placements not in immediate area of school	Y
6	Overseas placements	Y
7	Work Experience taking place outside term time	Y
8	Staff using own cars to visit students on placement	Y
9	Financial support	Y

#	Procedure	Relevance
10	Insurance	Y
11	Safeguarding (including protection from discrimination)	Y
12	Working time regulations	Y
13	Health and safety	Y
14	Equality monitoring and evaluation	Y

1. Legal Framework

The employer is responsible for the health and safety of students and employees whilst participating in work experience or work-based learning. Education providers must satisfy themselves that an employer has assessed the associated risks to workers, particularly those under 18, on their premises and has put in place measures to mitigate these risks.

The employer also has duties under the Equality Act 2010 to make reasonable adjustments for disabled students and not to discriminate on the basis of protected characteristics.

The nature of the risk assessment will depend on the type of work environment. Depending on the degree of risk associated with the activity, assurance can be gained through a conversation with the employer rather than a physical inspection or requiring the employer to complete lengthy forms.

There should be no requirement for a separate risk assessment for students where an employer already employs young workers under 18, as the risks should already have been considered. Where they are the first young worker an employer takes on (or the first for some years), the employer should review their existing assessment.

Where a student has additional needs or requires reasonable adjustments, a person-centred risk assessment should be conducted focusing on how to enable safe participation.

For some higher-risk environments, the employer will need to consider specific factors where relevant – these are described in HSE guidance.

In the rare case where an accident to a student may occur on an employer's premises, the employer may be liable if the school has already taken steps to satisfy themselves that the employer has put in place measures to manage the associated risks in their workplace, prior to commencement of the placement or programme.

Consequently, it is incumbent on the school through the Tutor or Workplace Assessor to establish that the student will be working in a safe and controlled environment prior to commencement of the placement or programme.

The school also has duties under the Equality Act 2010 to make reasonable adjustments for disabled students and to ensure that placement arrangements do not discriminate on the basis of protected characteristics.

The Health and Safety at Work Act 1974 has been amended so that a civil action for breach of health and safety legislation may only be brought where it has been proved that the employer has been negligent. The provision covers all those in the workplace - including work experience placements, interns, apprentices, and volunteers in workplaces and where there is paid employment.

Taken from: Post-16 work experience as a part of 16 to 19 study programmes. Department for Education advice for post-16 education and training providers October 2013

2. Prohibited Employments

The following list outlines work that is generally prohibited for young people on work experience due to health and safety risks. However, each student must be assessed individually, and some students may be able to access these areas with appropriate adjustments, training, and supervision.

Work experience placements at sea will not be approved, except on estuaries and local inshore waters and these will only be approved after considering the risks associated with the placement.

Students should not generally be placed into:

- Certain work using radioactive substances and manipulating red light vitreous enamelling on metal or glass blasting
- Asbestos manufacture
- Certain chemical processes
- Chromium plating
- Rubber manufacture
- Certain occupations involving lead processes

- Locomotive driving and the driving of cranes in docks
- Work in agriculture which may cause injury through handling heavy weights and which may involve handling poisonous substances
- Work in mines and quarries
- Work in betting and gaming
- Cleaning of machinery in motion
- Work with circular saws
- Work on any sea-going ship or boat
- Work in or in connection with the sale of intoxicating liquors, except in places where such liquors are sold exclusively in sealed vessels and provided that such sales are supervised by the licence holder or an adult on his/her behalf
- Work on ladders above 2 metres high
- Work on roofs

Note: Some students or families may have religious objections to certain types of work (e.g., working with alcohol, pork products, gambling). These objections will be respected and alternative placements provided.

Special dispensation may be given to uniformed organisations where proper instruction and training has been given.

Students should not handle certain machinery unless fully instructed in accordance with regulatory body or HSE guidance and should be under constant close supervision. Such machinery includes:

- Hand or power operated guillotines and platter grinders
- Power operation brick and tile presses
- Dough brakes and mixers
- Warm pressure extruders
- Hydro extractors
- Washing machines and presses in laundries
- Meat mincers
- Milling machines
- Hydraulic and pneumatic presses

- Semi-automated wood turning lathes
- Wire stitchers and loose knife punchers

Areas of prohibition for students on work experience which have been highlighted - identified in the HSE publication "Young People at Work":

- Work "which is beyond their physical or psychological capacity"
- Work involving harmful exposure to agents which are toxic, carcinogenic, cause heritable genetic damage or harm to the unborn child, or which in any other way chronically affect human health
- Work involving "harmful exposure to radiation"
- Work involving the risk of accidents, which will not be recognised or avoided by young people because of their carelessness or lack of experience or training
- Work involving risk to health from extreme heat or cold
- Work involving risk to health from vibration
- Work involving risks to health from noise

Students seeking placements in Agriculture and Construction must have specialist health and safety briefing/training prior to undertaking a placement. Should the student not attend such additional training, their placement will not be approved.

3. Indemnities

Staff should not independently sign any form of indemnity without first referring it to the school who in turn may need to take legal/insurance advice. Some employers may ask for indemnities to be signed. The responsibility for the day-to-day supervision of the student must remain with the company and cannot be transferred through an indemnity.

4. Reasonable Adjustments and Support Needs

See Section 4 for full details on reasonable adjustments and support for students with additional needs.

Before any placement commences, the Work Experience Coordinator and tutor will:

1. Discuss with the student (and parent/carer where appropriate) any support needs or reasonable adjustments required
2. Complete the equality and support needs section of the Workplace Planning Form (FRM26/WP1)

3. Obtain consent before sharing any information about protected characteristics with the placement provider
4. Work with the placement provider to put appropriate adjustments in place
5. Conduct a person-centred risk assessment where needed
6. Document all adjustments and ensure they are communicated to all relevant parties

Medical information is confidential. Before any medical information is shared with a placement provider, consent must be obtained from both the student and parent/carer (where the student is under 18 or lacks capacity to consent independently).

5. Placements Not in the Immediate Area of the School

Potential placements outside a radius of 50 miles from Physis Academy but within the UK should be agreed with the Headteacher prior to the establishment of such a placement. Placement or a programme of this nature will require different monitoring and this must be agreed in writing by that Senior Manager.

Consideration should be given to:

- Whether the student can access the placement (transport, cost)
- Whether the placement offers significant benefits that cannot be achieved locally
- How the student will be supported and monitored
- Financial support for travel costs

Once the use of a placement or programme of this type is approved then a Health and Safety check must be undertaken as for all placements. If the placement activity is deemed high risk a WP1A can be used to establish that risks are suitably controlled, and this should be sent to the potential placement provider to complete.

When this form is returned it should be reviewed by the appropriate Curriculum Area Manager or Work Based learning Coordinator and the Tutor/Assessor managing the placement and any queries dealt with by telephone. The final completed form for that provider should be forwarded to the Health and Safety Advisor. The use of WP1A for a high risk placement must be approved by the Health and Safety Advisor prior to commencement.

6. Overseas Placements

Overseas placements require special approval and additional safeguarding and risk assessment procedures. These should be discussed with the Headteacher well in advance.

7. Work Experience Outside Term Time

All students are visited on placement. There are facilities during term time to respond to any issues that could arise whilst a student is on placement, including emergencies. Such cover is not available during holidays and at weekends, therefore placements during these times must be negotiated with the Manager and the appropriate Senior Manager. Such work experience may not be approved.

Consideration should be given to:

- Whether adequate supervision and support can be provided
- Emergency contact arrangements
- Whether the placement is essential or could take place during term time
- The student's wellbeing and work-life balance

8. Staff Using Their Own Car to Visit Students on Placement

Staff should ensure that they have the correct business use insurance if they use their own transport to visit students on placement.

9. Financial Support

We are committed to ensuring that no student is prevented from accessing work experience due to financial barriers.

When students are required to attend a placement for work experience as part of their course of studies, the School Funds will be used to assist students who may have difficulties meeting the cost of expenses incurred.

Financial support is available for:

- **Travel costs** - Bus fares, train tickets, mileage, or taxi fares where public transport is not accessible
- **Work clothing** - Appropriate clothing required for the placement (e.g., smart clothes, safety boots, professional attire)
- **Equipment** - Any equipment required for the placement that the student does not already own
- **Lunch costs** - Where students need to purchase lunch and cannot bring food from home
- **Childcare costs** - For student parents, where funding is available

How to access financial support:

1. Students or families should speak to the Work Experience Coordinator or their tutor as soon as the placement is being arranged
2. A confidential discussion will take place about needs - students will not be required to provide detailed financial information
3. Support will be approved and provided promptly
4. Students will not be disadvantaged, stigmatised, or treated differently for requesting support
5. All requests will be handled with sensitivity and confidentiality

The school will also:

- Prioritise local placements where possible to minimise travel costs
- Work with placement providers to explore whether they can provide lunch, travel expenses, or necessary equipment
- Consider paid work experience opportunities where appropriate and available
- Ensure students are not required to purchase expensive items for short placements
- Provide advance notice of any costs so families can plan

Students should not decline a placement due to cost concerns - please speak to us first.

10. Insurance

The School will take all reasonable care that all students on work placement are adequately covered by ensuring that the employer has current Employer Liability Insurance.

As part of the government's Red Tape Challenge, ministers have written to employers confirming that the insurance industry has committed to treat work experience students as employees so that they will be covered by existing Employers' Liability Compulsory Insurance policies. If an employer has Employers' Liability Compulsory Insurance cover already, they do not need to buy additional cover.

Placements with employers who do not have Employer Liability cover cannot be approved and supported by the school except where the employer is its own insurer, e.g. Crown and government departments. Where other employers declare that they underwrite their own liabilities, specialist advice from the school's insurers should be sought.

Employers should notify their insurers that they host work experience students and communicate further with their insurers if work placements are substantially longer than two weeks thus ensuring that their Public and Employer Liability Policies are not invalidated by the employer's non-disclosure of this fact. It is the responsibility of the Placement Organiser to make employers aware of this need.

The school will take all reasonable care that all students on work experience placement are adequately covered by ensuring that:

- The provider of a placement has Employer Liability Insurance (Details to be entered onto form PRA)
- Insurance is in operation during the full duration of the student's placement, i.e. the expiry date needs to be checked and recorded

Individual students may wish to organise their own personal accident insurance in addition to that provided by the school.

Where students are required to travel whilst on placement (e.g. in vans, lorries etc.) steps should be taken to ensure that adequate insurance is in place that takes account of the student's activities.

11. Safeguarding

Safeguarding includes protecting students from all forms of harm, including discrimination, harassment, and hate incidents.

WEX & WBL Students:

Care should be taken to ensure that all aspects of Safeguarding are addressed prior to a student attending a work placement.

This includes:

- Physical safety and health and safety
- Protection from abuse or exploitation
- Protection from discrimination and harassment
- Protection from bullying, including cyber-bullying
- Emotional wellbeing and mental health
- Protection from radicalisation

WEX Students:

To assist this process an initial Placement Risk Assessment (PRA) should be undertaken for Work Experience students.

From July 2012 providers are no longer required to carry out enhanced Disclosure and Barring Services checks on employers/staff supervising young people aged 16-17 on Work Experience.

WEX & WBL Students:

Post 16 students who are entering placements where there is substantial unsupervised contact with children and/or vulnerable adults will need to be vetted and the necessary checks made by the school on the (DBS) Disclosure and Barring Service. The assessor/lecturer supervising a Work Experience placement must ensure that a DBS check is in place for the student as appropriate. In the case of Work Based learning Students, it is the responsibility of the employer to arrange DBS checks.

Safeguarding and Protected Characteristics:

We recognise that some students may be more vulnerable due to their protected characteristics**.** This includes:

- Students with disabilities or SEND
- LGBTQ+ students
- Students from ethnic minorities
- Students with visible religious identities
- Looked after children
- Students who have experienced discrimination or hate incidents

Additional safeguarding considerations will be made for these students, including:

- Assessing placement providers for inclusive practices
- Ensuring students know how to report concerns
- More frequent monitoring visits where appropriate
- Clear procedures for addressing discrimination

Reporting Safeguarding Concerns:

Students should report any safeguarding concerns immediately to:

- Their tutor
- The Work Experience Coordinator
- The Designated Safeguarding Lead
- Any trusted member of staff

Concerns include:

- Feeling unsafe
- Inappropriate behaviour from adults or other workers
- Discrimination or harassment
- Bullying
- Being asked to do something dangerous or inappropriate
- Witnessing concerning behaviour towards others

The school will take all concerns seriously and will act promptly to protect students.

12. Working Time Regulations

Physis Academy has a responsibility to be proactive in encouraging employers to ensure young workers do not work over the 8 hour day and 40 hour week both in Work Based Learning and Work Experience.

The school will:

- Inform placement providers of working time regulations
- Monitor students' hours during placement visits
- Take action if students are being asked to work excessive hours
- Ensure students know their rights regarding working hours

Students should report to their tutor if they are being asked to work excessive hours.

13. Health and Safety

Health and safety in the work place is the responsibility of the employer and by extension, the student. Under the provisions of the 'Health and Safety at Work Act 1974', schools have a duty to ensure that all responsible care is taken in placing students in a safe environment.

The Health and Safety Advisor is responsible for ensuring that all matters relating to health and safety on a work experience are addressed and the legislation is complied with.

The Assistant Head will:

- Hold a database of Health and Safety assessed placements for the reference of staff involved in organising work experience placements within their areas

- Check the completion of all Health and Safety paperwork for all new placement locations – the actual completion will be carried out by curriculum staff responsible for overseeing students on any particular work placement
- Provide an information pack explaining the health and safety requirements of a work experience placement

Work Experience Students

If staff are using a placement not currently approved then contact from curriculum staff must be made to the placement prior to placing the student.

For employers who are new to taking students on work experience, the placement organiser should talk through what the student will do and any relevant precautions and keep a record of the conversation.

Staff should rely on past and pooled experience by checking the Health and Safety database. Where an employer is known to the school, has a good track record, and the student's needs are no different to those on past placements there is no need for further checks.

Staff should ensure that placement providers know in advance about students who might be at greater risk, for example due to health conditions, learning difficulties, or disabilities, so they can take these properly into account and make reasonable adjustments.

Keep checks in proportion to the environment:

- **For a low-risk environment**, such as an office or shop, with everyday risks that will mostly be familiar to the student, simply speaking with any new employer to confirm this should be enough. This can be part of the wider conversation on placement arrangements
- **For environments with less familiar risks** (e.g. in light assembly or packing facilities), the conversation with the employer prior to the placement commencing should confirm they have adequate arrangements for managing risks. This will need to include induction, supervision, site familiarisation, and any protective equipment that might be needed
- **For a placement in a higher-risk environment** such as construction, agriculture and manufacturing - Discuss with the employer what work the student will be doing or observing, the risks involved and how these are managed. Remember that although the placement might be in a higher-risk environment, the work the student is doing and the surroundings they are working in may not be, for example it could be in a separate office area. Satisfy yourself that the instruction, training and supervisory arrangements have been

properly thought through. Check that the employer understands about the specific factors relevant to employing young people. Check that students know how to raise any health and safety concerns.

NB: Employers with fewer than five employees are not required to hold a written safety policy or risk assessments but still must communicate H&S issues effectively.

It is the responsibility of the member of staff arranging the placement to ensure that placements are approved and that this is recorded (FRM26/WP1). An assessment of the placement should be carried out (PRA) and where required Form WP1A (HASP) or WP1B should be completed prior to the commencement of a placement and form WP2 (Induction) should be completed on day one of the placement.

As detailed above, guidance on the procedure and forms to be used, is available in the WE Handbook for Staff, from the Intranet.

Work Based Learning Students

Assessors should:

- Complete an Employer Detail and Safety Report and forward this to the WBL Co-ordinator prior to processing starts with a new employer
- Rely on past and pooled experience by checking the Health and Safety database
- Check that students know how to raise any health and safety concern
- Ensure that placements are H&S approved and that the placement check is recorded – Form WP1A (HASP) or WP1B should be completed prior to the commencement of a programme

NB: Employers with fewer than five employees are not required to hold a written safety policy or risk assessments but still must communicate H&S issues effectively.

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4. Reasonable Adjustments and Support for Students with Additional Needs

Our Approach

We are committed to ensuring that all students, including those with disabilities, SEND, and other additional needs, can access meaningful work experience opportunities.

We take a person-centred approach, focusing on what students can do with the right adjustments and support, rather than on barriers or limitations.

The Process for Identifying and Implementing Reasonable Adjustments

Step 1: Early Discussion (At Placement Planning Stage)

The tutor and Work Experience Coordinator will meet with the student (and parent/carer where appropriate) to discuss:

- The student's interests, aspirations, and career goals
- Any support needs or reasonable adjustments that may be required
- The student's preferences regarding disclosure of information
- Any concerns or anxieties the student may have
- What has worked well in previous placements or educational settings

This discussion should be:

- Person-centred and positive
- Focused on enabling participation
- Confidential and sensitive
- Collaborative - involving the student in decision-making

Step 2: Completing the Workplace Planning Form

The equality and support needs section of Form FRM26/WP1 must be completed, capturing:

- Any protected characteristics relevant to placement matching
- Reasonable adjustments required
- Support needs
- Communication preferences
- Cultural, religious, or identity-related considerations
- Consent for sharing information with placement providers
- Emergency contacts and procedures

This information will be used to:

- Match the student to an appropriate placement
- Brief the placement provider
- Put necessary adjustments in place
- Plan monitoring and support

Step 3: Obtaining Consent

Before any information about a student's protected characteristics, medical conditions, or support needs is shared with a placement provider, informed consent must be obtained from:

- The student (if they have capacity to consent)
- The parent/carer (if the student is under 18 or lacks capacity)

The student/family should be informed:

- What information will be shared
- Why it needs to be shared
- Who it will be shared with
- How it will be used
- Their right to refuse (and the implications of this)

If consent is not given:

- The school will explore whether the placement can go ahead without sharing the information
- If the information is essential for the student's safety, this will be explained sensitively
- Alternative placements may be explored
- The student will not be disadvantaged for refusing consent where possible

Step 4: Matching to an Appropriate Placement

The Work Experience Coordinator will consider:

- The student's interests and career aspirations
- The accessibility of potential placements
- The placement provider's experience and capacity to make adjustments
- The type and level of adjustments required
- The student's preferences
- Practical considerations (location, transport, cost)

The coordinator will:

- Prioritise placements that align with the student's goals
- Challenge any assumptions about what the student can or cannot do

- Explore creative solutions to barriers
- Involve the student in decision-making

Step 5: Discussing Adjustments with the Placement Provider

The Work Experience Coordinator will contact the placement provider to:

- Explain the student's support needs (with consent)
- Discuss what reasonable adjustments are needed
- Explore how these can be implemented
- Confirm the provider's willingness and capacity to make adjustments
- Provide guidance and support to the provider
- Confirm arrangements in writing

Examples of discussions:

"We have a student interested in a placement with you. They use a wheelchair and would need accessible toilet facilities and a workspace at ground level. Would you be able to accommodate this?"

"The student has autism and finds busy, noisy environments challenging. They work best with clear, written instructions and a quiet space to take breaks if needed. Could we discuss how this might work in your setting?"

"The student needs to pray at specific times during the day. Would you be able to provide a quiet, private space for this?"

Step 6: Person-Centred Risk Assessment

Where a student has additional needs, a person-centred risk assessment should be conducted. This should:

- Focus on enabling safe participation, not on excluding the student
- Involve the student, family, and placement provider
- Identify potential risks and how they will be managed
- Document reasonable adjustments
- Include emergency procedures
- Be reviewed and updated as needed

The risk assessment should ask:

- What does the student want to achieve from this placement?

- What support does the student need to participate safely?
- What adjustments need to be made?
- What could go wrong, and how will we prevent/manage this?
- Who needs to know what information?
- How will we monitor and review?

Step 7: Implementing Adjustments

Before the placement starts, the school and placement provider will ensure:

- All agreed adjustments are in place
- Relevant staff at the placement are briefed (with consent)
- The student has any equipment or support they need
- Emergency procedures are clear
- The student knows who to contact if issues arise

Step 8: Monitoring and Review

During the placement:

- The tutor will conduct monitoring visits as usual, with additional focus on whether adjustments are working
- The student will be asked about their experience and whether they need any additional support
- Any issues will be addressed promptly
- Adjustments will be modified if needed

After the placement:

- The student's experience will be reviewed
- What worked well and what could be improved will be documented
- This information will inform future placements

Types of Reasonable Adjustments

Reasonable adjustments will vary depending on the individual student's needs. Examples include:

Physical Accessibility

- Wheelchair accessible premises

- Accessible toilets and facilities
- Ground floor workspace
- Adapted equipment or tools
- Parking close to entrance
- Accessible transport arrangements

Sensory Needs

- Quiet workspace or break area
- Reduced sensory stimulation (lighting, noise)
- Visual supports and schedules
- Hearing loops or communication aids
- Large print or screen readers
- Alternative communication methods

Learning and Communication

- Clear, written instructions
- Simplified language
- Visual aids and demonstrations
- Additional time to complete tasks
- Step-by-step guidance
- Regular check-ins and feedback
- Buddy or mentor system

Mental Health and Wellbeing

- Flexible hours or break times
- Quiet space for breaks
- Clear expectations and routine
- Regular check-ins
- Reduced hours or phased start
- Understanding and supportive supervisor

Medical Needs

- Access to medication
- Rest breaks as needed
- Modified tasks to avoid triggers
- Emergency procedures in place
- Flexible hours for medical appointments
- Access to first aid

Cultural and Religious

- Prayer times and space
- Accommodation of religious dress
- Dietary requirements
- Observance of religious holidays
- Culturally appropriate communication

Gender Identity

- Use of correct name and pronouns
- Access to appropriate facilities
- Supportive and inclusive environment
- Confidentiality where requested

When Reasonable Adjustments Cannot Be Made

In rare cases, it may not be possible to make reasonable adjustments in a particular placement. This might be because:

- The adjustments required are not reasonable (e.g., would fundamentally alter the nature of the work, or would be disproportionately costly)
- The placement poses risks that cannot be adequately managed
- The placement provider is unwilling or unable to make the adjustments

In these cases, the school will:

1. Explore all possible options before concluding adjustments cannot be made
2. Seek specialist advice where appropriate
3. Provide clear reasons to the student and family
4. Offer alternative placements

5. Ensure the student is not disadvantaged in their assessment or progression

Alternative Pathways for Students Who Cannot Access Standard Placements

For students who, even with reasonable adjustments, cannot access a standard external placement, we will provide alternative pathways that are of equal value and meet curriculum requirements:

School-Based Work Experience

- Meaningful work roles within the school (e.g., office administration, IT support, library services, supporting younger students, assisting with events)
- Real responsibilities and tasks
- Supervision and mentoring from staff
- Structured learning outcomes
- Evaluation and feedback

Supported Placements

- Placements with specialist providers experienced in supporting students with complex needs
- Additional support workers or job coaches
- Smaller, more supportive environments
- Tailored to individual needs

Virtual Work Experience

- Online work experience programmes
- Video conferencing with employers
- Virtual tours and presentations
- Online tasks and projects
- Interaction with professionals

Project-Based Learning

- Work-related projects that develop employability skills
- Research into career areas of interest
- Creating portfolios or presentations
- Developing specific skills (e.g., IT, communication, teamwork)

- Assessment of learning outcomes

Phased or Part-Time Placements

- Shorter placements that build up gradually
- Part-time hours to manage fatigue or health needs
- Multiple shorter placements rather than one longer one
- Flexibility to accommodate individual needs

Job Shadowing

- Observational placements where active participation is not possible
- Learning through watching and asking questions
- Suitable for students with significant physical or learning needs
- Can still provide valuable career insights

These alternatives:

- Will be discussed with students and families
- Will be matched to the student's interests and goals
- Will provide meaningful learning experiences
- Will meet curriculum requirements
- Will be evaluated in the same way as standard placements
- Will not disadvantage the student

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5. Placement Matching and Allocation

Our Approach

We are committed to matching students to placements in a way that is fair, transparent, and focused on each student's individual needs, interests, and aspirations.

We will actively challenge stereotyping and unconscious bias in placement allocation.

Criteria for Matching Students to Placements

Students will be matched to placements based on:

1. The student's interests and career aspirations - The primary consideration
2. Curriculum requirements - What the student needs to achieve from work experience

3. The student's support needs - Any reasonable adjustments required
4. Protected characteristics - Cultural, religious, gender identity, or other considerations
5. Practical factors - Location, transport, accessibility, cost
6. Availability - Whether placements are available in the student's area of interest
7. Student preference - Where the student would like to be placed

We will NOT make decisions based on:

- Stereotypes about what jobs are suitable for particular genders, ethnicities, or other groups
- Assumptions about what students with disabilities can or cannot do
- Convenience for the school
- Pressure from placement providers to take certain students

Challenging Stereotyping

We recognise that gender, racial, and other forms of stereotyping can limit students' career aspirations and opportunities. We will:

Challenge Gender Stereotyping

- Actively encourage girls to consider placements in STEM, construction, engineering, and other male-dominated sectors
- Actively encourage boys to consider placements in care, education, health, and other female-dominated sectors
- Provide diverse role models and case studies
- Challenge assumptions in career guidance conversations
- Monitor placement allocation by gender to identify patterns

Challenge Racial and Cultural Stereotyping

- Ensure students from all ethnic backgrounds have access to the full range of placements
- Challenge assumptions about which careers are suitable for students from particular backgrounds
- Provide diverse role models
- Monitor placement allocation by ethnicity

Challenge Disability Stereotyping

- Focus on what students with disabilities CAN do, not what they cannot do
- Challenge assumptions that certain careers are not suitable for disabled students
- Explore creative solutions to enable access
- Provide positive examples of disabled people in all sectors

Student Voice in Placement Matching

Students will be actively involved in choosing their placement. This includes:

- Discussing their interests, goals, and preferences
- Being offered choices where possible
- Being able to express concerns or preferences regarding protected characteristics
- Being involved in problem-solving if their preferred placement is not available
- Having their views respected and taken seriously

Students will NOT be:

- Placed without consultation
- Told what placement they "should" do based on stereotypes
- Pressured to accept placements they are uncomfortable with
- Disadvantaged for expressing preferences

Process for Addressing Student Preferences and Concerns

If a student has preferences or concerns related to their protected characteristics (e.g., a Muslim student who does not want to work with alcohol, an LGBTQ+ student who wants an inclusive environment, a disabled student who needs specific adjustments), the school will:

1. Listen to and respect the student's views
2. Explore options that meet the student's needs
3. Work with placement providers to address concerns
4. Provide alternatives if the preferred placement cannot accommodate the student's needs
5. Not disadvantage the student for expressing preferences or concerns

Monitoring for Bias in Allocation

The Work Experience Coordinator and Senior Leadership Team will:

- Monitor placement allocation by protected characteristics (gender, ethnicity, disability, etc.) termly
- Analyse patterns to identify any potential bias or inequality
- Investigate any concerning patterns
- Take action to address bias, including:
    - Staff training on unconscious bias
    - Reviewing placement matching processes
    - Diversifying placement providers
    - Providing additional support to underrepresented groups

Example questions we will ask:

- Are girls and boys equally represented in all types of placements, or are there patterns of gender segregation?
- Are students from ethnic minorities accessing the full range of placements?
- Are students with disabilities being steered towards certain types of placements?
- Are LGBTQ+ students being supported to access inclusive placements?

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6. Placement Provider Standards and Expectations

Our Expectations of Placement Providers

We will only work with placement providers who meet our equality and safeguarding standards.

All placement providers must:

1. Have appropriate insurance (Employer Liability Insurance)
2. Have safeguarding policies and procedures in place
3. Comply with health and safety legislation
4. Comply with the Equality Act 2010, including:
    - Not discriminating on the basis of protected characteristics

    - Making reasonable adjustments for disabled students
    - Preventing harassment and victimisation
5. Provide a safe and inclusive environment for all students
6. Respect students' protected characteristics, including:
    - Using correct names and pronouns
    - Respecting religious dress and observance
    - Accommodating cultural needs
    - Challenging discrimination and harassment
7. Provide appropriate supervision and support
8. Comply with working time regulations for young people
9. Cooperate with the school in monitoring and supporting students

Assessing Placement Providers

Before approving a placement provider, the Work Experience Coordinator will:

For all providers:

- Check insurance and safeguarding policies
- Conduct health and safety assessment
- Discuss the placement activities and supervision arrangements
- Confirm the provider understands their duties under the Equality Act

For placements involving students with additional needs:

- Discuss specific adjustments required
- Assess the provider's capacity and willingness to make adjustments
- Confirm arrangements in writing

For placements involving students with protected characteristics who may be vulnerable:

- Assess the provider's equality policies and practices
- Discuss the provider's approach to diversity and inclusion
- Check whether the provider has experience with diverse students
- Assess the workplace culture (e.g., is it LGBTQ+ inclusive? Culturally diverse?)

We may ask providers questions such as:

- "What is your approach to equality and diversity?"
- "Have you hosted students with disabilities before? How did you support them?"
- "How would you respond if a student experienced discrimination or harassment?"
- "Do you have gender-neutral toilets available?"
- "Can you accommodate religious observance such as prayer times?"

Provider Equality Assessment Tool

For higher-risk placements or placements involving potentially vulnerable students, we may use a more detailed equality assessment tool. This will assess:

- Equality policies and procedures
- Staff training on equality and diversity
- Track record with diverse employees and students
- Workplace culture and inclusivity
- Facilities (e.g., accessible toilets, prayer space, gender-neutral facilities)
- Procedures for addressing discrimination and harassment

Providers who do not meet our standards will not be approved.

Supporting Placement Providers

We recognise that some placement providers may need support to meet our equality standards. We will:

- Provide guidance on reasonable adjustments
- Offer training or information on supporting diverse students
- Answer questions and problem-solve together
- Share best practice examples
- Maintain ongoing communication

However, providers who are unwilling to meet our standards will not be used.

Addressing Issues with Placement Providers

If a placement provider:

- Discriminates against a student

- Fails to make agreed reasonable adjustments
- Creates an unsafe or hostile environment
- Breaches safeguarding procedures
- Does not meet our equality standards

The school will:

1. Investigate promptly - Speaking to the student, provider, and any witnesses
2. Support the student - Ensuring they are safe and offering counselling if needed
3. Address the issue with the provider - Explaining the problem and requiring immediate action
4. Withdraw the student if necessary - If the issue cannot be resolved quickly
5. Provide an alternative placement - Ensuring the student is not disadvantaged
6. Review the provider's status - Deciding whether to continue working with them
7. Remove the provider from our list - If the issue is serious or unresolved
8. Report serious incidents - To appropriate authorities (e.g., Ofsted, local authority, police if hate crime)

Students will not be disadvantaged for reporting issues with placement providers.

Maintaining a Diverse Range of Placement Providers

We are committed to working with a diverse range of placement providers to ensure all students can access opportunities aligned with their interests. This includes:

- Providers in male-dominated sectors (STEM, construction, engineering)
- Providers in female-dominated sectors (care, education, health)
- Providers from diverse cultural backgrounds
- Small and large employers
- Public, private, and voluntary sector organisations
- Providers with strong equality practices
- Providers experienced in supporting students with SEND
- LGBTQ+ inclusive providers

We will actively seek out diverse providers and build relationships with them.

7. Student Preparation and Rights

Preparing Students for Work Experience

Thorough preparation is essential to ensure students have a positive and successful work experience.

The preparation of students prior to placements will include:

Introduction to Work Experience (Led by Work Experience Coordinator)

- The purpose and benefits of work experience
- What to expect
- How placements are arranged
- Support available

Work Experience Application (In Tutorial Sessions)

- Discussion of the value of work experience
- Expectations from the school and employers
- Career exploration and challenging stereotypes
- Completing application forms
- Discussing interests, goals, and any support needs

Work Experience Preparation (In Tutorial Time)

- Details of placement
- Dress code and what to wear
- Attitudes and behaviour expectations
- Health and safety
- Work experience diaries
- Equality, diversity, and inclusion in the workplace
- Students' rights and how to report concerns
- Challenging stereotyping and discrimination
- Building confidence

Pre-Placement Visit

- Students are encouraged to visit their placement before starting

- Meet the supervisor
- See the workplace
- Ask questions
- Check practical arrangements (transport, facilities, etc.)

Students' Rights

All students have the right to:

1. Be treated with dignity and respect in their placement
2. Work in a safe environment that meets health and safety standards
3. Be free from discrimination on the basis of protected characteristics
4. Be free from harassment, bullying, and victimisation
5. Have reasonable adjustments made for disabilities
6. Have their protected characteristics respected (e.g., religious dress, gender identity, cultural needs)
7. Work reasonable hours (no more than 8 hours per day, 40 hours per week for under-18s)
8. Receive appropriate supervision and support
9. Be involved in decisions about their placement
10. Report concerns without fear of negative consequences
11. Withdraw from a placement where they experience discrimination or feel unsafe
12. Receive financial support if they have difficulty meeting costs

Students' Responsibilities

Students are expected to:

1. Attend their placement regularly and punctually
2. Behave professionally and follow workplace rules
3. Follow health and safety procedures
4. Respect others in the workplace
5. Complete work experience diary and tasks
6. Report any concerns to their tutor or the Work Experience Coordinator
7. Communicate if they are unable to attend or if issues arise

8. Engage positively with the learning opportunity

Recognising and Reporting Discrimination

Students will be taught how to recognise discrimination and harassment, including:

- **Direct discrimination** - Being treated worse than others because of a protected characteristic
- **Indirect discrimination** - Rules or practices that disadvantage people with a protected characteristic
- **Harassment** - Unwanted conduct related to a protected characteristic that violates dignity or creates a hostile environment
- **Victimisation** - Being treated badly because you've complained about discrimination

Examples students should report:

- Racist, sexist, homophobic, transphobic, or other discriminatory comments or "jokes"
- Being given different tasks or treatment because of a protected characteristic
- Being excluded or isolated because of a protected characteristic
- Inappropriate questions about protected characteristics
- Refusal to use correct name or pronouns
- Refusal to accommodate religious observance
- Bullying or harassment
- Feeling unsafe or uncomfortable

How to Report Concerns

If a student experiences or witnesses' discrimination, harassment, or any other concern in their placement, they should:

1. **Report it immediately** to:
    - Their tutor
    - The Work Experience Coordinator
    - The Designated Safeguarding Lead
    - Any trusted member of staff

    - They can report in person, by phone, by email, or through a trusted adult
2. **What will happen:**
    - The school will take the concern seriously
    - An investigation will be conducted promptly
    - The student will be supported and kept informed
    - Action will be taken to address the issue
    - The student will not be disadvantaged for reporting
3. **Support available:**
    - Counselling
    - Advocacy
    - Alternative placement if needed
    - Liaison with external agencies if appropriate

Students should know:

- It is never their fault if they experience discrimination
- They have the right to report concerns
- They will be believed and supported
- Reporting will not negatively impact their assessment or standing at school

Work Experience Diary

Students will have a diary to record their experiences. The diary will include:

- Factual information about the placement
- Daily record of activities
- Reflection on learning
- Health and safety observations
- Reflections on equality, diversity, and inclusion in the workplace
- Career profile and insights
- Space for placement provider comments

The diary is also a place where students can note any concerns, which tutors will review during monitoring visits.

8. Monitoring and Evaluation

Monitoring During Placements

Work Experience Students:

All students on placement will be visited at least once per placement by a member of their course team. Records of visits will be kept in the course file and comments made by their supervisors noted.

During monitoring visits, tutors will:

- Check the student is safe and well
- Observe the student at work
- Speak to the placement supervisor
- Review the student's work experience diary
- Check that reasonable adjustments are being implemented
- Ask about the student's experience regarding inclusion and respect
- **Check for any signs of discrimination or concerns